

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Curriculum Associates, LLC	Texas i-Ready Classroom Mathematics, Grade 3
Subject	Grade Level
Mathematics	Grade 3

Texas Essential Knowledge and Skills (TEKS) Coverage: **74%**
English Language Proficiency Standards (ELPS) Coverage: **100%**
Quality Review Overall Score: **192 / 227**

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	2	1
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	1	1

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	28	0

Count of Publisher Submitted Changes **0**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	1

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- [IMRA Reviewer Suitability ID SF000241](#)

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- [IMRA Reviewer Error ID 8804091](#)

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000115

Component: i-Ready Classroom Mathematics (9781728047072)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): In the digital access, Teacher Toolbox, Print Practice Test tab

Location: In the Teacher's Guide for these assessments (Assessment 1, 2, and 3) on page 2, the Common Core Mathematics standards are referenced throughout the guide directions page.

Link: https://teacher-toolbox.i-ready.com/assets/downloadAsset/edad0ac1-ef2c-4b82-8453-b725f4539ef4?fileName=RCM03_NA_AB_Teacher_AP_AK.pdf

Publisher Response: Accept

Thank you for bringing this to our attention. Curriculum Associates is committing to removing all Common Core references within the Assessment Practice pages of the Teacher's Guide. The student facing materials do not have Common Core references.

IMRA Reviewer Suitability ID SF000241

Component: i-Ready Classroom (9781663002334)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): B1 - B12

Location: Online Educator Learning Building Procedural Fluency Conceptual Understanding Grades 2-3 Supporting Conceptual Understanding

Link: https://oel.i-ready.com/pluginfile.php/899/mod_scorm/content/16/index_lms.html

Publisher Response: Reject

The National Council of Teachers of Mathematics (NCTM) created the NCTM Effective Mathematics Teaching Practices (NCTM, 2014) as a framework for providing high-quality mathematics instruction to all students. One of these practices is to Build Procedural Fluency from Conceptual Understanding. "Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems" (NCTM, 2014). i-Ready Classroom Mathematics integrates NCTM's Teaching Practices into everyday instruction, and supports educators in their implementation of these practices, as seen in these Online Educator Learning modules. When educators maintain a consistent focus on these research based practices, students will receive equitable access to learning and deepen their understanding of their grade-level mathematics content.

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8804091

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Page Number(s): 697-698

Location: Page 697, left hand side in the Problem Notes 2

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=386>

Description of Error: Texas does not use an inclusive definition for trapezoid. Therefore, rhombuses, squares and rectangles are not classified as trapezoids according to the TEKS. Trapezoids have exactly one set of parallel sides.

Publisher Response: Reject

At Curriculum Associates, we take educator feedback seriously and appreciate you taking the time to provide this feedback. We will take this feedback to our development team.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8788966

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: Directions should include "number line model" so students practice using this model to solve.

Page Number(s): 106

Location: N/A

URL to Content: https://resource-library.i-ready.com/assets/downloadAsset/7bcc1c25-d53a-4678-a983-71a3c407093e?fileName=TX3M_RI_TG_L09.pdf

Publisher Response: Accept

We will modify the answer shown to say "Possible student work using a number line model."

IMRA Reviewer Feedback ID 8381351

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: In the student instructions it says to order from least to greatest. In the Teacher step by step it states to order from greatest to least. It would be nice if those two matched.

Page Number(s): 151

Location: N/A

URL to Content: https://resource-library.i-ready.com/assets/downloadAsset/f86cdf66-6e6a-4e78-8aea-5c013abf2b2f?fileName=TX3M_RI_TG_L13.pdf

Publisher Response: Accept

We will adjust the teacher support to match the student instruction.

IMRA Reviewer Feedback ID 8839701

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: The examples are multiplication learning is dependent on students choosing to write a division problem. Including a provided example would deepen the learning for all students.

Page Number(s): 361-362

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=578>

Publisher Response: Accept

Question 3 and Question 4 are an open task that has many possible answers. The answer provided includes "Possible student work" as a caveat. There is not space to show a detailed answer for division, too. We will modify the provided answer to say "Possible student work, using multiplication".

IMRA Reviewer Feedback ID 8788156

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: In the diagram on question 1, include more specific titles for the examples such as, Word Problem, Pictorial Model, Equation to include a direct link to the standard.

Page Number(s): 389

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=610>

Publisher Response: Accept

We will add "Word Problem", "Picture" and "Equation" to the annotations shown to educators.

IMRA Reviewer Feedback ID 8788876

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: Consider wording the Hands On Activity to require an addition and a subtraction example so teachers are sure to do both.

Page Number(s): 97

Location: N/A

URL to Content: https://resource-library.i-ready.com/assets/downloadAsset/7bcc1c25-d53a-4678-a983-71a3c407093e?fileName=TX3M_RI_TG_L09.pdf

Publisher Response: Accept

We will add two examples (one using addition and one using subtractin) to the Hands-On Activity.

IMRA Reviewer Feedback ID 8826071

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: Differentiation: Language Learners this can really support students!

Page Number(s): 482

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=78>

Publisher Response: Accept without change

Thank you for providing this feedback.

IMRA Reviewer Feedback ID 8826296

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: Great opportunities to write.

Page Number(s): 8

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=96>

Publisher Response: Accept without change

Thank you for providing this feedback.

IMRA Reviewer Feedback ID 8168246

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Within this section, it could be beneficial for multiple representations to include two-different representations such as a model and an equation instead of two different equations. There is a model represented later in the lesson, but it would be beneficial for two different types of representations to be a standard for this particular question.

Page Number(s): 133

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=274>

Publisher Response: Reject

The goal of the Connect It is to focus on the new learning and new strategies being introduced, which requires examining equations in this session. Multiple strategies for solving the task being explored on page 133 were discussed on pages 131 and 132. We encourage teachers to refer back to those pages to help make connections across all possible strategies for solving the Try It Task.

IMRA Reviewer Feedback ID 8152056

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: The example used the mental math strategy to double-double to multiply 8×9 . Multiplying by 8 is a double-double-double mental math strategy.

Page Number(s): 172

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=316>

Publisher Response: Reject

The Model It visuals are intended to help students understand multiplying with 9.

IMRA Reviewer Feedback ID 8799556

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Reviewer Feedback: increase the rigor for students who are solving 2-step problems using categorical data to better align to released STAAR items

Page Number(s): 345

Location: N/A

URL to Content: https://resource-library.i-ready.com/assets/downloadAsset/5bfb695e-7bec-4321-90e5-cc2cece42aba?fileName=TX3M_RI_TG_L30.pdf

Publisher Response: Reject

In this lesson, we designed the two-step problems to introduce students to working with categorical data in a way that builds foundational skills gradually. Our goal is to ensure students have a solid understanding of the process before encountering higher rigor. By allowing students to build confidence with basic problem-solving, we set the stage for tackling more challenging STAAR-aligned items in later lessons.

IMRA Reviewer Feedback ID 8247326

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Visual models should be utilized throughout the lesson, not just for students struggling to represent mathematical thinking in an equation format.

Page Number(s): 365

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=582>

Publisher Response: Reject

In this lesson and in prior lessons, students had multiple opportunities to use visual models. The targeted recommendation tied to the Reflect question helps educators focus instructional time and resources where they are most needed, without reducing the challenge for students who are already comfortable with the concept. However, teachers are welcome to provide additional visual models to all students if they feel it would enhance understanding and engagement.

IMRA Reviewer Feedback ID 8812381

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: It gives the student the opportunity to solve with a strip diagram but it does not give that as the possible examples for student work.

Page Number(s): 366

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=582>

Publisher Response: Reject

Unfortunately there isn't space to show every possible strategy students might use in the Apply It section of lessons. We agree that strip diagrams would help students show their thinking. We caveat the provided answers by saying indicating they show possible student work.

IMRA Reviewer Feedback ID 8841291

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Provide more than one opportunity for students to represent multiplication situations.

Page Number(s): 372

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=588>

Publisher Response: Reject

We believe this feedback is related to the TEKS correlation as part of the IMRA process. There are many places where we provide opportunities for students to represent multiplication problems.

IMRA Reviewer Feedback ID 8107996

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: 1) Manipulatives can be used throughout the lesson and not just for struggling students

2) It would be nice to show the teachers what the arrays could possibly look like and what the models using base 10 blocks could look like to find the solutions

Page Number(s): 388

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=608>

Publisher Response: Reject

We agree and we encourage use of manipulatives throughout the lesson, as noted on the pages in the lesson. The Hands-On Activity is an option for educators to use flexibly based on the needs of the students and their progression through the grade-level program.

IMRA Reviewer Feedback ID 8788291

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Consider increasing the rigor of the task and requiring students to represent the task in more than one way to include a pictorial representation.

Page Number(s): 392

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=612>

Publisher Response: Reject

The Try It task on page 391 shows a pictorial model, which we expect students to be able to generate based on previous lessons. Drawing arrays is indicated as a likely response in the Select and Sequence details. The Picture It and Model It are generally reserved for new strategies that students are less likely to generate but that we want to explore with students.

IMRA Reviewer Feedback ID 8812546

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Provides the opportunity to use arrays but does not show any examples

Page Number(s): 394

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=614>

Publisher Response: Reject

On page 392, we show an array as one possible method for solving the problems in the lesson. In the Apply It section, we want each student to use whichever strategy presented in the lesson they find to be most accessible and efficient. The answer shown for Question 9 includes what a student-generated array might look like. Unfortunately there isn't space to show every possible iteration of student answers that might be used.

IMRA Reviewer Feedback ID 8840781

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: citation only provides one possible way to show two step division.

Page Number(s): 395-396

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=616>

Publisher Response: Reject

We believe this feedback is related to the TEKS correlation as part of the IMRA process. There are many places where we show more than one strategy for solving division problems, just not in this particular problem.

IMRA Reviewer Feedback ID 8789701

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: This citation example has been used multiple times. What other opportunities do students have to practice this standard?

Page Number(s): 406

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=626>

Publisher Response: Reject

The correlation document indicates where there are multiple opportunities to cover this standard. For the IMRA review process, we cited what we believed to be the easiest for reviewers to see.

IMRA Reviewer Feedback ID 8087626

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: A suggestion I would have is to remove the direction to use estimation to check her work. There could be other ways students check the work and evaluate for reasonableness.

Page Number(s): 410

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=630>

Publisher Response: Reject

In this lesson, we included estimation as a specific strategy to encourage students to develop a sense of reasonableness in their calculations, which is a key skill in Grade 3.

IMRA Reviewer Feedback ID 8476016

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: The opportunity to use objects should be given to all, not just for a misconception.

Page Number(s): 524

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=132>

Publisher Response: Reject

In this lesson and in prior lessons, students had multiple opportunities to use concrete objects. At this point in the program, most students should have progressed beyond needing to use objects. The targeted recommendation tied to the Reflect question helps educators focus instructional time and resources where they are most needed, without reducing the challenge for students who are already comfortable with the concept. However, teachers are welcome to provide objects to all students if they feel it would enhance understanding and engagement.

IMRA Reviewer Feedback ID 8471016

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: Students should be justifying the example instead of simply stating the definition to the mathematical vocabulary.

Page Number(s): 537

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=150>

Publisher Response: Reject

This graphic organizer is intended to review vocabulary. Educators may choose to challenge students to justify the examples they generated, which is content that was covered in previous lessons. Our goal was to keep the focus on language in this graphic organizer.

IMRA Reviewer Feedback ID 8331291

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: Would like to see in the directions that students will demonstrate understanding by drawing the model as part of answering the task.

Page Number(s): 56

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=152>

Publisher Response: Reject

Items 6 and 8 say "Show your work." as part of the direction line. The goal of the Apply It section is for students to solve using whatever strategy makes most sense to them. Teachers may require answers in a specific format if they want to modify the direction lines.

IMRA Reviewer Feedback ID 8110026

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: Please use the term dot plot instead of line plot since the TEKS use the term dot plot instead of line plot. (TEKS 3.8.A and 3.8.B)

Page Number(s): 563

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=180>

Publisher Response: Reject

In our materials, we use the term "Line Plot" to provide consistency across various educational resources, as it is a widely recognized term. This approach allows students to become familiar with terminology they may encounter in multiple contexts and prepares them for flexibility in interpreting data representations. However, teachers can certainly refer to it as a "Dot Plot" in their instruction to ensure alignment with Texas standards.

IMRA Reviewer Feedback ID 8358491

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (9781728047072)

Reviewer Feedback: #10 does not show consecutive multiples of 10, 100, 1,000, etc on the number line as expected by the TEKS.

Page Number(s): 6

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-1-2024/?page=94>

Publisher Response: Reject

We believe this feedback is related to the TEKS correlation as part of the IMRA process. There are many places where we show multiples on a number line, just not in this particular problem.

IMRA Reviewer Feedback ID 8800341

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: Mass is not weight and not part of this Texas standard

Page Number(s): 640

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=294>

Publisher Response: Reject

In this lesson, we included the concept of mass to give students a broader understanding of measurement, even though it is not explicitly part of this Texas standard. By introducing mass alongside weight, we aim to build a foundational understanding that will support students as they encounter more complex science and measurement concepts in later grades. This approach helps reinforce flexible thinking around measurement, which can be beneficial across various contexts.

IMRA Reviewer Feedback ID 8838621

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: The standard does not require students to determine mass. Opportunities to use units of measure for weight should include ounces, pounds and tons.

Page Number(s): 653-654

Location: The entire practice problems page

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=308>

Publisher Response: Reject

The implementation supports we provide help educators understand which content must be taught and which content can be skipped based on the TEKS.

IMRA Reviewer Feedback ID 8803196

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (9781728047089)

Reviewer Feedback: use more formal geometric language such as vertices and congruent to describe 2D figures.

Page Number(s): 683

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-3-Volume-2-2024/?page=368>

Publisher Response: Reject

We use the terms vertices and congruent in the program, but they have not yet been introduced to students at this point in the program. To help students focus on building understanding, we use less formal and more accessible

language at first. As the program progresses and as the TEKS require, we introduce and move students toward more precise, formal, and academic language.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

[Public Comment ID 9580356](#)

Comment: i-Ready does not address all of the TEKS for 3rd grade math. Specifically missing is 3.2A, B, C and D (place value to the hundred thousands, expanded form, expanded notation, and comparing and ordering numbers to the hundred thousands place). The link to the TEKS correlation was not available. Also missing is Financial Literacy according to the TEKS.

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (9781663002754)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Carrie Brinkley, 77656

Publisher Response: Reject

At Curriculum Associates, we take feedback seriously and appreciate you taking the time to provide this feedback. We will take this feedback to our development team.