

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Curriculum Associates, LLC	Texas i-Ready Classroom Mathematics, Grade 4
Subject	Grade Level
Mathematics	Grade 4

Texas Essential Knowledge and Skills (TEKS) Coverage: **64%**
English Language Proficiency Standards (ELPS) Coverage: **100%**
Quality Review Overall Score: **191 / 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	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	6	0

Count of Publisher Submitted Changes **0**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

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 SF000242](#)

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000117

Component: i-Ready Classroom Grade 4 (9781728047096)

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

Page Number(s): Pg 2

Location: Digital access of i-Ready Classroom, Teacher Toolbox, Grade 4, Print Practice Tests, Teacher's Guide

Link: <https://teacher-toolbox.i-ready.com/toolbox/M.4/ready-assessment-book.html?state=RCNN2&lessonId=NNC.M.4.RAB.National.4&assetId=b0e27435-65d1-4977-964b-f1a32282715f>

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 SF000242

Component: i-Ready Classroom Grade 4 (9781728047096)

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

Page Number(s): B1 - B12

Location: Online Educator Learning Building Procedural Fluency Conceptual Understanding Grades 4-5 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

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8923286

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 4 (9781728047102)

Reviewer Feedback: Great exploration activity for measurement.

Page Number(s): 602

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-4-Volume-2-2024/?page=342>

Publisher Response: Accept without change

Thank you for providing this feedback.

IMRA Reviewer Feedback ID 9632251

Component: N/A (6795136)

Reviewer Feedback: This session teaches prime and composite numbers which are not taught in Texas until TEKS 5.4A in Grade 5.

Page Number(s): 159-164

Location: Unit 2, Lesson 8 Session 4

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-4-Volume-1-2024/?page=300>

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 ID 9121286

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

Reviewer Feedback: Teaching students a short-cut to multiplying by 10 or 100 does not support student understanding of place value. Students should uncover or recognize a pattern as they multiply by 10 or 100 and deepen their place value understanding.

Page Number(s): 42

Location: Step by Step and MPS Tip

URL to Content: https://resource-library.i-ready.com/assets/downloadAsset/22c5fe1f-0ee8-4589-be3c-05ff66810b13?fileName=TX4M_RI_TG_L05.pdf

Publisher Response: Reject

We agree that place-value understanding is foundational. As the lesson progresses, area models, tables, partial products, and other strategies are used to develop a foundation rooted in place-value understanding.

IMRA Reviewer Feedback ID 8901721

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 4 (9781728047102)

Reviewer Feedback: In Texas, Line Plots are Called Dot Plots per 4.9A and 4.9B. Please refer to line plots as Dot Plots

Page Number(s): 464

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-4-Volume-2-2024/?page=172>

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 8923616

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 4 (9781728047102)

Reviewer Feedback: Change "words, equations, OR pictures" to

"Use words, equations AND models..."

Page Number(s): 532

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-4-Volume-2-2024/?page=256>

Publisher Response: Reject

Students have used words, pictures, and models throughout the lesson. It's likely to frustrate students and teachers if we ask them to squeeze words, pictures, and models in the limited space provided on the student page.

IMRA Reviewer Feedback ID 8921841

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 4 (9781728047102)

Reviewer Feedback: would like to see multiple representations include deeper understanding through the use of a pictorial model rather than a place value chart.

Page Number(s): 572

Location: N/A

URL to Content: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-4-Volume-2-2024/?page=304>

Publisher Response: Reject

Earlier in the lesson, we used multiple representations, including physical models, number lines, and shaded models, to develop deeper understanding. The place-value chart is used in the practice section in an attempt to help students move toward more efficient processes and models. We hope they do not need pictorial models at this point in the lesson, but we encourage their use for students who need them.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None