

# IMRA Review Cycle 2024 Report Summary

| Publisher Name             | Program Name                                 |
|----------------------------|--|
| Curriculum Associates, LLC | Texas i-Ready Classroom Mathematics, Grade 5 |
| Subject                    | Grade Level                                  |
| Mathematics                | Grade 5                                      |

**Texas Essential Knowledge and Skills (TEKS) Coverage: 67%**  
**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                                    | 3                       | 2                      |
| 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 | 3                        | 0                       |

| Feedback                              | Count | Not Responded |
|---------------------------------------|-------|---------------|
| Count of Feedback from IMRA Reviewers | 12    | 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

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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 SF000243](#)
- [IMRA Reviewer Suitability ID SF000045](#)

### Flags for Suitability Compliance After Updates

- None

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000118

**Component:** i-Ready Classroom Grade 5 (9781728047119)

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

**Page Number(s):** Page 2

**Location:** i-Ready Classroom digital component, Teacher Toolbox, Grade 5, Print Practice Tests, Teacher's Guide

**Link:** <https://teacher-toolbox.i-ready.com/toolbox/M.5/ready-assessment-book.html?state=RCNN2&lessonId=NNC.M.5.RAB.National.4&assetId=4adac1e7-689c-41df-823e-76280905b324>

**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 SF000045

**Component:** Texas i-Ready Classroom Mathematics Grade 5 (6796631)

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

**Page Number(s):** 587

**Location:** Bottom of the page in the Learning Targets area.

**Link:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=422>

**Page Number(s):** 625-626

**Location:** Bottom of the page in the Learning Targets area, Try it section, discuss it section and connect it sections.

**Link:** Bottom of the page in the Learning Targets area, Try it section, discuss it section and connect it sections.

**Page Number(s):** 302

**Location:** All throughout the page.

**Link:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-1-2024/?page=482>

**Publisher Response:** Reject

Standards for Mathematical Practice are not included in any student-facing materials. We chose to keep the SMPs in teacher-facing materials because the SMPs are not content standards, rather they are research-based habits built on NCTM's Process Standards and the National Research Council's Strands of Mathematical Proficiency that will help students better understand and retain what they learn and have more successful experiences with mathematics as a result (NCTM 2013, NRC, 2010).

IMRA Reviewer Suitability ID SF000243

**Component:** i-Ready Classroom 2024 Texas Mathematics Student Worktext with Digital Access Grade 5 1 year (9781663002358)

**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 4-5 Supporting Conceptual Understanding

**Link:** [https://oel.i-ready.com/pluginfile.php/899/mod\\_scorm/content/16/index\\_lms.html](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 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 9632211

**Component:** N/A (6796631)

**Page Number(s):** 18

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-1-2024/?page=108>

**Description of Error:** "... volumes of Elon two boxes?" should be "...volumes of Elon's two boxes?"

**Publisher Response:** Accept

We will correct this error.

#### IMRA Reviewer Error ID 9200181

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

**Page Number(s):** 262

**Location:** Shane's Earnings

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/c6d49847-580b-42ce-9c2e-f96b716dba33?fileName=TX5M\\_RI\\_TG\\_L24.pdf](https://resource-library.i-ready.com/assets/downloadAsset/c6d49847-580b-42ce-9c2e-f96b716dba33?fileName=TX5M_RI_TG_L24.pdf)

**Description of Error:** There is no data shown on Shane's graph.

**Publisher Response:** Accept

At Curriculum Associates, we take educator feedback seriously and appreciate you taking the time to provide this feedback. There is an errata process to review feedback and errors. We will take this information and submit in the errata process pending approval from the development team.

#### IMRA Reviewer Error ID 9187071

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Page Number(s):** 352

**Location:** Deepen Understanding ASK

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=100>

**Description of Error:**  $9\frac{3}{10}$ ,  $5\frac{27}{100}$  and  $2.7495$  k are not equations

**Publisher Response:** Accept

At Curriculum Associates, we take educator feedback seriously and appreciate you taking the time to provide this feedback. There is an errata process to review feedback and errors. We will take this information and submit in the errata process pending approval from the development team.

#### IMRA Reviewer Feedback

##### IMRA Reviewer Feedback ID 9227591

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Reviewer Feedback:** Great lesson to help students conceptually understand dividing a whole number by a fraction.

**Page Number(s):** 483

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=268>

**Publisher Response:** Accept without change

Thank you for providing this feedback.

##### IMRA Reviewer Feedback ID 9250781

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 5 (9781728047119)

**Reviewer Feedback:** Would like to see more expectation of students using pictorial models to represent addition of fractions.

**Page Number(s):** 235-236

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-1-2024/?page=402>

**Publisher Response:** Reject

Additional pictorial representations of fraction addition are included in adjacent lessons and are available on Teacher Toolbox in Texas Ready Math Grade 5 Lessons 11 and 12.

### IMRA Reviewer Feedback ID 9252066

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 5 (9781728047119)

**Reviewer Feedback:** representing addition of fraction in one long continuous equation is confusing for students and can lead to misconceptions that representing thinking in this way is always true.

**Page Number(s):** 243-244

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-1-2024/?page=410>

**Publisher Response:** Reject

The annotations on these Teacher's Guide pages are seen only by the educator. Students are encouraged to represent the answer in the ways that make most sense to them. A continuous equation can help students see the complete process of adding fractions in a straightforward, consolidated format. This approach can reinforce the sequential nature of the steps. However, we understand that for some students, seeing the addition broken into smaller, distinct steps may be clearer. Teachers are encouraged to model fraction addition in multiple ways if they feel it would better support their students' understanding.

### IMRA Reviewer Feedback ID 9632181

**Component:** N/A (6796631)

**Reviewer Feedback:** This expression uses exponents and Grade 5 TEKS do not incorporate equations with exponents.

**Page Number(s):** 300

**Location:** Question #1

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Student-Worktext-Grade-5-Volume-1-2024-ISBN-9781728046723?page=314>

**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 9248451

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Reviewer Feedback:** Decimal divided by a decimal is beyond the 5th grade standard. The TEKS state quotients of decimals to the hundredths with whole number divisors.

**Page Number(s):** 357

**Location:** Try it task

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=106>

**Publisher Response:** Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

### IMRA Reviewer Feedback ID 9632201

**Component:** N/A (6796631)

**Reviewer Feedback:** In this practice opportunity students are dividing by the decimal fraction of tenths. The grade 5 TEKS states that students are dividing by whole number divisors in this grade level. 5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models

**Page Number(s):** 361-362

**Location:** Entire Practice Opportunity

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=110>

**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 9249986

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Reviewer Feedback:** Students are asked to divide by a decimal divisor. The TEKS state students are only dividing by whole number divisors in 5th grade.

**Page Number(s):** 369-370

**Location:** problems 2 & 3

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=118>

**Publisher Response:** Reject

The implementation supports we provide help educators determine when there is content that is not fully aligned with the TEKS.

### IMRA Reviewer Feedback ID 9632231

**Component:** N/A (6796631)

**Reviewer Feedback:** The lesson focuses on multiplying a fraction by a fraction. In Texas, 5th graders only multiply a fraction by a whole number or a whole number by a fraction per TEKS 5.3I

**Page Number(s):** 401a-422b

**Location:** Entire Lesson

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=164>

**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 9632221

**Component:** N/A (6796631)

**Reviewer Feedback:** The materials refer to a Line Plot rather than a Dot Plot as included in the TEKS 5.9A. Texas Standards include Dot Plot and do not reference a Line Plot.

**Page Number(s):** 551a-572f

**Location:** Entire Lesson

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=372>

**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 9198711

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Reviewer Feedback:** Texas defines trapezoids using the ONLY the exclusive definition. The included definition should not be included.

**Page Number(s):** 594

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=428>

**Publisher Response:** Reject

In this lesson, we have chosen to include the inclusive definition of trapezoids, which is commonly used across multiple educational contexts. This broader definition supports consistency for students who may encounter various interpretations of geometric terms in different resources and in future endeavors. By introducing the inclusive definition, we aim to help students develop flexibility in geometric reasoning.

### IMRA Reviewer Feedback ID 9558956

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (9781728047126)

**Reviewer Feedback:** Add an opportunity to classify as well as sort two-dimensional figures instead of simply sort. The TEKS require students to classify the figures here.

**Page Number(s):** 594

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=428>

**Publisher Response:** Reject

Question 9 covers classification of shapes, along with other activities in the program.

### IMRA Reviewer Feedback ID 9632191

**Component:** N/A (6796631)



**Reviewer Feedback:** Students in 5th grade do not multiply fraction x fraction. The standard for multiplying a fraction is 5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. This lesson utilizes fraction x fraction throughout the lesson.

**Page Number(s):** Interactive Digital Lesson

**Location:** Entire Lesson

**URL to Content:** <https://pd.i-ready.com/lessonPreview.jsf?componentId=DI.MATH.RCM.5.2000.10>

**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.

### **Publisher Submitted Changes**

- None

### **Public Alleged Factual Errors**

- None

### **Public Suitability Flags**

- None

### **Public Comments**

- None