

# IMRA Review Cycle 2024 Report Summary

| Publisher Name             | Program Name                                 |
|----------------------------|--|
| Curriculum Associates, LLC | Texas i-Ready Classroom Mathematics, Grade 6 |
| Subject                    | Grade Level                                  |
| Mathematics                | Grade 6                                      |

**Texas Essential Knowledge and Skills (TEKS) Coverage: 100%**  
**English Language Proficiency Standards (ELPS) Coverage: 100%**  
**Quality Review Overall Score: 212 / 227**

## IMRA Reviewers

| Flags for Suitability Noncompliance                              | Count of Flags Original | Count of Flags Updated |
|--|-------------------------|------------------------|
| 1. Prohibition on Common Core                                    | 2                       | 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 | 1                        | 0                       |

| Feedback                              | Count | Not Responded |
|---------------------------------------|-------|---------------|
| Count of Feedback from IMRA Reviewers | 11    | 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 SF000142](#)
- [IMRA Reviewer Suitability ID SF000065](#)

### 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 SF000142

**Component:** Math Background/prior Knowledge (9781728047133)

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

**Page Number(s):** 1q

**Location:** Sidebar - "Writing and Evaluating Expressions with Exponents"

**Link:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=80>

**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 SF000065

**Component:** Lesson Overviews (9781728046747)

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

**Page Number(s):** 267A

**Location:** The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

**Link:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=450>

**Page Number(s):** Page 279A

**Location:** The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

**Link:** The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

**Page Number(s):** 307A

**Location:** The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

**Link:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=498>

**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 Compliance

- None

## IMRA Reviewer Factual Errors

### IMRA Reviewer Error ID 8321181

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

**Page Number(s):** 132

**Location:** Think - Venn Diagram

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/b6bfdde5-dd29-4b2b-b8ea-ad438c618e14?fileName=TX6M\\_RI\\_TG\\_L12.pdf](https://resource-library.i-ready.com/assets/downloadAsset/b6bfdde5-dd29-4b2b-b8ea-ad438c618e14?fileName=TX6M_RI_TG_L12.pdf)

**Description of Error:** While there is a Venn Diagram that shows the relationship between the sets and subsets of numbers. This Venn Diagram is incorrect because by placing 1,2,3 in the whole number box, we are saying that 1,2,3,... are not natural numbers by the definition of a Venn Diagram.

On the 2018 STAAR test, Q.36 for this standard, students were asked what number should be placed in the integer section of the Venn diagram and with the model that is located on p.137 students could have put 10 or -8 in that section but really -8 would be the only that would belong there.

Here is a alternative diagram that you could use that would showcase what you were wanting students to understand.

<https://brainly.in/question/41189778>

**Publisher Response:** Accept

On this page and throughout the lesson, we will delete "Venn" from the page to avoid confusion.

## IMRA Reviewer Feedback

### IMRA Reviewer Feedback ID 9607006

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

**Reviewer Feedback:** This citation meets the criteria as long as representation of solutions on number lines is added.

**Page Number(s):** pages 1-2

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/3acd30f7-7a1f-486f-95aa-f6ecab372b1b?fileName=RCM06\\_NA\\_CMS\\_U05\\_L21\\_TFI.pdf](https://resource-library.i-ready.com/assets/downloadAsset/3acd30f7-7a1f-486f-95aa-f6ecab372b1b?fileName=RCM06_NA_CMS_U05_L21_TFI.pdf)

**Publisher Response:** Accept

Thank you for providing this feedback.

### IMRA Reviewer Feedback ID 9606856

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

**Reviewer Feedback:** This citation can be accepted on the condition that graphs are added, as noted in the citation.

**Page Number(s):** pages 1-2

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/1d73c46e-0ad1-43f7-ae8f-cbc76299eaf6?fileName=RCM06\\_NA\\_CMS\\_U04\\_L15\\_TFI.pdf](https://resource-library.i-ready.com/assets/downloadAsset/1d73c46e-0ad1-43f7-ae8f-cbc76299eaf6?fileName=RCM06_NA_CMS_U04_L15_TFI.pdf)

**Publisher Response:** Accept

Thank you for providing this feedback.

#### IMRA Reviewer Feedback ID 8355661

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

**Reviewer Feedback:** This visual model doesn't provide any instructions regarding concrete models.

The instructions refer to a numberline, which is a pictorial model.

The visual model blurb does include the word integer chips in parentheses, but there are no instructions for how teachers would use that tool as a concrete model.

**Page Number(s):** 150

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/b0135b4d-5dd9-48fa-83da-89c4c44a102d?fileName=TX6M\\_RI\\_TG\\_L14.pdf](https://resource-library.i-ready.com/assets/downloadAsset/b0135b4d-5dd9-48fa-83da-89c4c44a102d?fileName=TX6M_RI_TG_L14.pdf)

**Publisher Response:** Accept

We will modify the reference to integer chips to say "integer chips in a number line arrangement" and delete "whenever possible".

#### IMRA Reviewer Feedback ID 8382191

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

**Reviewer Feedback:** While it is difficult to assess with concrete models, It might be beneficial to provide a note for either students or teachers on how to use concrete models, such as integer chips or tangible number lines, to answer the questions.

**Page Number(s):** 157

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/b0135b4d-5dd9-48fa-83da-89c4c44a102d?fileName=TX6M\\_RI\\_TG\\_L14.pdf](https://resource-library.i-ready.com/assets/downloadAsset/b0135b4d-5dd9-48fa-83da-89c4c44a102d?fileName=TX6M_RI_TG_L14.pdf)

**Publisher Response:** Accept

We discuss integer chips as a strategy in the lesson. In the Practice section, we don't feel Question 6 is the best place to reference integer chips since it specifically asks for a number line. Instead, we will address the feedback by

modifying the answer for Question 7 to include: Students may use a variety of strategies to justify their explanation, including drawing integer chips.

#### IMRA Reviewer Feedback ID 8831131

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

**Reviewer Feedback:** While this touches on the breakout, I would recommend adding specifics into the challenge about researching the various incentives and features that might be available at local bank branches to insure that the teacher doesn't overlook that part of the TEKS.

**Page Number(s):** 381

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/4524602b-9e17-430a-8105-2dbdee6b1b57?fileName=TX6M\\_RI\\_TG\\_L32.pdf](https://resource-library.i-ready.com/assets/downloadAsset/4524602b-9e17-430a-8105-2dbdee6b1b57?fileName=TX6M_RI_TG_L32.pdf)

**Publisher Response:** Accept

We will the following as the second sentence in the second paragraph of the Challenge Activity: Pairs should also research the features of each account and incentives that might be available.

#### IMRA Reviewer Feedback ID 8467851

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

**Reviewer Feedback:** While the 10x10 grid is included here, it might be helpful to include a model or discussion around the use of a 10x10 grid. It feels thrown in and not authentic to the rest of the lesson.

**Page Number(s):** 39

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/5c8376f5-3a8a-4879-b71e-9a35a56cbb5b?fileName=TX6M\\_RI\\_TG\\_L04.pdf](https://resource-library.i-ready.com/assets/downloadAsset/5c8376f5-3a8a-4879-b71e-9a35a56cbb5b?fileName=TX6M_RI_TG_L04.pdf)

**Publisher Response:** Accept

We will adjust the answer indicated for Reflect Question 1 to read: In a 10 x 10 grid, the whole is 100 squares. Shading 25 of the squares represents  $\frac{1}{4}$  on the grid, which can be written as  $\frac{25}{100}$ . 25 out of 100 is 25% and 0.25.

#### IMRA Reviewer Feedback ID 8553956

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 6 (9781728047133)

**Reviewer Feedback:** This model is pictorial. I recommend explaining how to use tools such as tiles or unit cubes as a tool.

**Page Number(s):** 413

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=648>

**Publisher Response:** Accept

The Hands-On Activity on page 411 explains how to use unit cubes, helping students connect concrete and pictorial representations. We will modify the answer to Question 2 to include the following sentence: Student work may incorporate varied representations, including unit cube drawings or number lines. Possible work: ..."

#### IMRA Reviewer Feedback ID 8105611

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 6 (9781728047133)

**Reviewer Feedback:** While the Math Toolkit provides suggestions for possible manipulatives, it might be beneficial to provide teacher tips on how to use each of the manipulatives listed with students.

**Page Number(s):** 69

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=170>

**Publisher Response:** Accept

We will add the following sentence to the answers shown on page 69. Students might represent the scenario using 8 identical sticky notes to represent the tamales and 3 of a different type of sticky note to represent the bags.

#### IMRA Reviewer Feedback ID 8878446

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

**Reviewer Feedback:** The pair/share directs students to "Interpret" numeric summary from histogram by noticing if the histogram is skewed.

**Page Number(s):** 354

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/51654625-2a27-47e5-a5f8-c14a73d22af7?fileName=TX6M\\_RI\\_TG\\_L30.pdf](https://resource-library.i-ready.com/assets/downloadAsset/51654625-2a27-47e5-a5f8-c14a73d22af7?fileName=TX6M_RI_TG_L30.pdf)

**Publisher Response:** Pending Publisher Response

Pending Publisher Response

#### IMRA Reviewer Feedback ID 8830586

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

**Reviewer Feedback:** Student does not actually solve the equation until they get into the guided practice, which is the citation for the student activity. There should really be 2 separate references: one for the teacher narrative and one for student activity.

**Page Number(s):** 234

**Location:** N/A

**URL to Content:** [https://resource-library.i-ready.com/assets/downloadAsset/3276b0ff-fcaf-419e-87a9-5fe4cc4eef9d?fileName=TX6M\\_RI\\_TG\\_L20.pdf](https://resource-library.i-ready.com/assets/downloadAsset/3276b0ff-fcaf-419e-87a9-5fe4cc4eef9d?fileName=TX6M_RI_TG_L20.pdf)

**Publisher Response:** Reject

We believe this feedback is related to the TEKS correlation as part of the IMRA process, and we don't believe any modification to the product is being requested for this feedback.

#### IMRA Reviewer Feedback ID 8967266

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

**Reviewer Feedback:** because the sections say listening and speaking, it would be beneficial to add notes to encourage students to write out their responses after they discuss with a partner.

**Page Number(s):** 302

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Student-Worktext-Grade-6-Volume-1-2024-ISBN-9781728046747?page=320>

#### **Publisher Response: Reject**

The focus of the EL Differentiation support on TG page 302 is on Reading and Listening. While the guidance includes some expectations around writing of ratios, writing to justify or summarize is not the focus of this particular support. Many of the EL Differentiation features do focus on writing, such as the charts found in the following session on pages 307-308 and 312.

#### IMRA Reviewer Feedback ID 8461951

**Component:** i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 6 (9781728047133)

**Reviewer Feedback:** These models are not concrete.

But the notes that reference a number line could easily be modified to include concrete models.

For example, students can use their bodies as number lines: Tell them that 0% is their toes, 100% is the top of the head, and ask them to locate 50%, 120%, etc.

Fraction tiles would also be a good option to recommend here.

**Page Number(s):** 390

**Location:** N/A

**URL to Content:** <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=620>

#### **Publisher Response: Reject**

We agree these are great strategies, but we don't want to introduce them in the Practice pages for a lesson. We have Hands-On Activities that utilize concrete models in the lesson.

#### **Publisher Submitted Changes**

- None

#### **Public Alleged Factual Errors**

- None



### Public Suitability Flags

- None

### Public Comments

- None