

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	Texas Math: Grade 3 Powered by Kiddom
Subject	Grade Level
Mathematics	Grade 3

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	100%
Quality Review Overall Score:	220 / 227

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	6	0
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)	5	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	2	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	14	0

Count of Publisher Submitted Changes **27**

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

- None

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 SF000026

Component: Texas Math: Grade 3 Powered by Kiddom: TEKS (9798894308869)

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

Page Number(s): Online Version- Course Overview

Location: Course overview- Course Guide- Lessons by Standard: These are Common Core Standards not Texas Essential Knowledge and Skills.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Page Number(s): pg 155

Location: Top of the page

Activity 1

Standards

Addressing 3.OA.D.8

Link: Top of the page

Activity 1

Standards

Addressing 3.OA.D.8

Page Number(s): 161

Location: Diagrams and Equations for Word Problems

Standards

Addressing 3.OA.D.8

Building Towards 3.OA.D.8

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2lICPFERISX2wLAnGu6/view

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000031

Component: Texas Math: Grade 3 Powered by Kiddom (9798894308869)

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

Page Number(s): pg.26-29

Location: Kiddom Print-Unit 3-4 pdf, page 26-29

The standards listed toward the top of each page are Common Core Standards

pg. 26: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

pg. 27: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

pg. 28: Building On 2.NBT.A.3

Building Towards 3.NBT.A.2

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2llCPFERISX2wLAnGu6/view

Page Number(s): pages 88-98

Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Link: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Page Number(s): Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu

This online resource outlines the curriculum's standards by lesson and solely lists Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000032

Component: Texas Math: Grade 3 Powered by Kiddom (9798894308869)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): Lesson 10: Activity : 1 Activity

Location: When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3).

Link: <https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit>

Page Number(s): Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu

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pg. 26: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

pg. 27: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2llCPFERISX2wLAnGu6/view

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000034

Component: Kiddom 3rd Grade (9798894308890)

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

Page Number(s): Lesson 10: Activity : 1Activity

Location: When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3).

Link: <https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit>

Page Number(s): Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu.

Link: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu.

Page Number(s): pages 88-98

Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Link:

file:///C:/Users/kshaffner/Downloads/Grade%203%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-7-8.pdf

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000290

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

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

Page Number(s): NA

Location: The entire document references MLRs

Link: <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6>

Page Number(s): pg 186 of Publisher New Content Document

Location: Updated Text: MLR8 Discussion Supports. Synthesis: Present students with a simple recipe that contains quantities for items represented as fractions. Students can also bring in a recipe from home.

Allow them to represent the values for the various ingredients on the number line from the activity. After students have completed the activities in the lesson, have them return to the recipe and represent the quality of ingredients if they double the recipe.

Link: N/A

Page Number(s): NA

Location: NA

Link: NA

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000293

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): pg 2152 on Comprehensive Editorial Changes Report

Location: Access for English Language Learners

MLR8 Discussion Supports. For third graders, students should take turns playing the linked games and work in pairs to analyze patterns in the image of dominoes. Display the following sentence frames for all to see:

"I noticed ____, so I matched . . ." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Link: not provided by the publisher

Page Number(s): pg 2162 on Comprehensive Editorial Changes Report

Location: MLR8 Discussion Supports. Synthesis: Present students with a simple recipe that contains quantities for items represented as fractions. Students can also bring in a recipe from home. Allow them to represent the values for the various ingredients on the number line from the activity. After students have completed the activities in the lesson, have them return to the recipe and represent the quality of ingredients if they double the recipe.

Simple Recipe Lemonade

Sugar $\frac{3}{4}$ cup

Lemon Juice $\frac{3}{4}$ cup

Cold Water (2 cups)

Link: NA

Page Number(s): NA

Location: Entire document references the Math Language Routines

Link: <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6>

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000119

Component: Texas Math: Grade 3 Powered by Kiddom (9798894308890)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Talking Math Slide 5 Teacher Notes

Location: Citation #9611971 Round 3 Review. Talking Math Slide 5 Teacher Notes; link to Cool Math

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_228

Page Number(s): Talking Math Slide 39 Teacher Notes

Location: Citation #9611976 Round 3 Review. Talking Math Slide 39 Teacher Notes; link to online encyclopedia

Link: Citation #9611976 Round 3 Review. Talking Math Slide 39 Teacher Notes; link to online encyclopedia

Page Number(s): Talking Math Slide 5 Teacher Notes

Location: External link to play online dominoes.

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Publisher Response: Accept

As part of the errata process, we will be inserting our braincamp interactive tools for students to complete this activity.

IMRA Reviewer Suitability ID SF000125

Component: K-5 Talking Math Slides (6886846)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s):

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 5 Teacher Notes

Play the math game 24 online

Play online dominoes (Dominoblock.com)

Link: <https://www.coolmathgames.com/0-make-24>

Page Number(s):

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: Read more about the history of dominoes here. (links to online encyclopedia where students have access to research a vast amount of other topics. The Britannica website also has embedded games, ads, and subscription capabilities)

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Page Number(s):

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website

Windmills have been used for hundreds of years. Read more about their history here. (links to online encyclopedia)

Link: <https://www.britannica.com/technology/windmill>

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability ID SF000131

Component: Kiddom, Grade 3 ELPS (9798894308869)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Online Version: add content for Round 3

Location: The K-5 Talking Math Slides.

<https://www.coolmathgames.com/0-make-24>

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Page Number(s): Online Version: add content for Round 3

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides.

<https://www.dominoblock.com/>

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<https://www.dominoblock.com/>

Page Number(s): Online Version: add content for Round 3

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides.

<https://www.britannica.com/technology/windmill>

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability ID SF000133

Component: Texas Math: Grade 3 Powered by Kiddom (9798894308869)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Slide 5 Notes

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_460

Page Number(s): Talking Math Slide 39

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website.

"Windmills have been used for hundreds of years. Read more about their history here." (Links to online

Link: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website.

"Windmills have been used for hundreds of years. Read more about their history here." (Links to online

Page Number(s): Talking Math Slide 5

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

"Play online dominoes here."

(Dominoblock.com is an externa

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_460

Publisher Response: Accept

As part of the errata process, we will be inserting our braincamp interactive tools for students to complete this activity.

IMRA Reviewer Suitability ID SF000135

Component: Texas Math: Grade 3 Powered by Kiddom ELPS (9798894308869)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)
Suitability Sub-Indicator: 7.1
Specific or Thematic: Thematic

Page Number(s): Slide 25, The Talking Math Slide Deck

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

One links to a website called Dominoblock.com which is an external site with frequent ad pop-ups, access to other domino related games and articles, and allows users to be paired with other users across the web to play against. The multiplayer feature gives users the option to enter their names which could lead to students potentially revealing their identity to unknown users.

Another links to the website Cool Math which is an external website with various pop-up ads and once there, students are not limited to just game 24; they gain access to navigate to all games included in the site

The third links to online encyclopedia where students have access to research a vast amount of other topics. The Britannica website also has embedded games, ads, and subscription capabilities.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number(s): Slide 97, Talking Math Slide Deck

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Link: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Page Number(s): Slide 39, Talking Math Slide Deck

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website

Windmills have been used for hundreds of years. Read more about their history here. (links to online ency

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 9067341

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Page Number(s): 6

Location: N/A

URL to Content:

<https://docs.google.com/document/d/1IUWgTYTxlCjOJa9kROcKnBiQjZmYFSdc2pOzcfxO2jl/edit?usp=sharing>

Description of Error: Question asked in Student-Facing Task Statement and the provided answer in the Student Response does not correctly answer the question.

Publisher Response: Accept

As part of the errata process we will update the student response to align to the student-facing task statement.

IMRA Reviewer Error ID 9065656

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Page Number(s): 6

Location: N/A

URL to Content:

<https://docs.google.com/document/d/1LFeMntsO0pZdExHDYf3aJtgBckmmlShEryMEFiNzjeo/edit?usp=sharing>

Description of Error: Although it states pairs pick a "Two-Step Problem Card" the example in Student-Facing Task Statement is a one-step problem. Change problem to reflect a two-step example.

Publisher Response: Accept

As part of the errata process, we will revise the question in Activity 2 to include a two-step problem.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8960241

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Include a "variety ob objects", not just fraction strips.

Page Number(s): 110-111

Location: N/A

URL to Content: <https://drive.google.com/file/d/1NP5TIlhhEunWN1LGDXim2JslQw2c3-7m/view?usp=sharing>

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 9055661

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Change improper fractions to mixed numbers for number lines

Page Number(s): 158

Location: N/A

URL to Content: <https://drive.google.com/file/d/1NP5TIlhhEunWN1LGDXim2JslQw2c3-7m/view?usp=sharing>

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 8902816

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Student Task Statement #2 has the fraction $12/3$

Students in 3rd grade compose and decompose fractions with a numerator greater than zero and less than or equal to the denominator. They also represent fractions greater than zero and less than or equal to one.

Page Number(s): 165-166

Location: N/A

URL to Content: <https://drive.google.com/file/d/1NP5TlhhEunWN1LGDXim2JslQw2c3-7m/view?usp=sharing>

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 9016306

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Consider including numbers to 1,000.

Page Number(s): 5-Apr

Location: N/A

URL to Content: https://docs.google.com/document/d/1S_wYte3CrS-kvKQ1_tXCO6RODAWnpOqIRwxuOmpEK0/edit

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 8854666

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: The standard requires mental math to be included as a technique. To better align with the standard, the Student Task Statement should direct students to use mental math as one of the "ways that makes sense to you."

Page Number(s): 42-43

Location: N/A

URL to Content: https://drive.google.com/file/d/1tdX0_Su0-JLfa2lCPFERISX2wLAngu6/view?usp=sharing

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 9061736

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Students do not calculate profit in third grade.

Page Number(s): 6-May

Location: N/A

URL to Content:

<https://docs.google.com/document/d/1BynTyD66H8pAulZUEGMI2kAFWQOgJA1X7qyedCV6eU8/edit>

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 8968096

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Consider adding wording to encourage students to solve using strategies based on place value.

Page Number(s): 6

Location: N/A

URL to Content: <https://docs.google.com/document/d/1cGlrKf58ZenXoJEeVhckkMkEC0AuSPiWH9iHOpuUaqJA/edit>

Publisher Response: Accept

As part of the errata process, we will add language to the student facing instructions to solve using strategies based on place value.

IMRA Reviewer Feedback ID 8870936

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: While students will discuss/explain their strategies & reasoning later in the lesson, consider adding a component to the student task directions requiring students to not only demonstrate their strategy, but also write out step by step details of how they implemented it.

Page Number(s): 63-64

Location: N/A

URL to Content: https://drive.google.com/file/d/1tdX0_Su0-JLfa2IICPFERISX2wLAnGu6/view?usp=sharing

Publisher Response: Accept

We will make these revisions and submit through the errata process.

IMRA Reviewer Feedback ID 9064486

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Students in third grade would not multiply 250×3 . They would use repeated addition to solve.

Page Number(s): 7

Location: N/A

URL to Content: <https://docs.google.com/document/d/1662k0c4Jvb1-NrigmdoLMZbkfTQZN1Y0Eaz3zYZBa4E/edit?usp=sharing>

Publisher Response: Accept

As part of the errata process we will revise the example to show repeated addition vs multiplication in this section.

IMRA Reviewer Feedback ID 8852991

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Reviewer Feedback: The standard for this citation specifies using paper and pencil. While it can be inferred that the student will be using a paper and pencil to complete the tasks involved (specifically when prompted to draw a number line, write an equation, and write reasoning in words), consider explicitly stating paper and pencil in the "materials to gather" section.

Page Number(s): online

Location: N/A

URL to Content: https://drive.google.com/file/d/1tdX0_Su0-JLfa2lICPferISX2wLAngu6/view

Publisher Response: Accept

As part of the errata process, we will add pencil and paper in the materials section.

IMRA Reviewer Feedback ID 9600741

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Reviewer Feedback: "in standard form

and word form, and expanded notation."

Consider changing to "...in standard form, word form, and expanded form.."

Page Number(s): Online

Location: N/A

URL to Content: <https://drive.google.com/file/d/12vgjnYAVtiU3nzKRjnDRdDaYOqp7RCSz/view?usp=sharing>

Publisher Response: Accept

We will be making this change in the errata process.

IMRA Reviewer Feedback ID 9077956

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: The amount paid in interest should be given to students. Third graders do not calculate interest with percentages.

Page Number(s): Page 6

Location: N/A

URL to Content:

<https://docs.google.com/document/d/16s2THcqaNdcwv9YdWQ5lXuxr96mqE0Xe5CJlwnaWFdo/edit>

Publisher Response: Accept

We accept this change and will include in our errata process.

IMRA Reviewer Feedback ID 8950501

Component: Texas Math: Grade 3 Powered by Kiddom Print (9798894308883)

Reviewer Feedback: Consider adding wording to encourage the use of base ten blocks within this activity, since the standard is to "use objects."

Page Number(s): 28-29

Location: N/A

URL to Content: https://drive.google.com/file/d/1tdX0_Su0-JLfa2lICPferISX2wLAnGu6/view?usp=sharing

Publisher Response: Reject

Thank you for your feedback. We do already include the question, ""How could you use base-ten blocks to come up with other ways to decompose the number?"" in the program, therefore we will not be adding additional language at this time.

IMRA Reviewer Feedback ID 9588456

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Reviewer Feedback: Instead of " $4 < 6$, $84,672 < 86,439$ " consider $4,000 < 6,000$

Page Number(s): online

Location: N/A

URL to Content: <https://drive.google.com/file/d/1QgREkWQDWikls9wGJNAnevj0MHkoBnNy/view?usp=sharing>

Publisher Response: Reject

Thank you for your feedback. The content is not inaccurate. We will consider your feedback for future updates to the program.

Publisher Submitted Changes

Change ID 9710966

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 4, Lesson 37, Activity 2, Student Response

Original URL: <https://drive.google.com/file/d/1qo-yxq8YWh5kmsWz97Pzb7rBl5rPu6FG/view?usp=sharing>

Original Text: Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations $3 \times 250 - 350 = x$ to find $x = 400$.

Updated URL: [N/A](#)

Updated Text:

Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations $250 + 250 + 250 = 750$ and then $750 - 350 = x$ to find $x = 400$.

Change ID 9710976

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 6, Activity 2, Student Task Statement

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8296e810-f138-11ee-80ce-06215d1efb8b>

Original Text: Use a strategy of your choice to find the value of each sum.

Updated URL: [N/A](#)

Updated Text:

Use a strategy of your choice to find the value of each sum. Record the steps you took to find the sum value.

Change ID 9710986

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 4, Lesson 1, Activity 1, Activity Synthesis

Original URL: https://drive.google.com/file/d/1GbbvPctt85rPSo21vjd4k9M3-EXOVkh5/view?usp=drive_link

Original Text: -@ Share different models among the class.

-@ Discuss how different models represent place value.

-@ Highlight how the models make addition clear.

Updated URL: [N/A](#)

Updated Text:

- Share different models among the class.

- Discuss how different models represent place value.

- Highlight how the models make addition clear.

-Consider replicating the same sequence but allowing students to complete problems up to 1,000.

Change ID 9710956

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 4, Lesson 15, Activity 2, Student Facing Task

Original URL: <https://drive.google.com/file/d/1TZy99sAa9ElpZvjhYFJ2i8x4X0z0qD-b/view?usp=sharing>

Original Text: Solve the following two-step problem: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Updated URL: [N/A](#)

Updated Text:

Solve the following two-step problem. Use strategies based on place value.: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Change ID 9710906

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 2, Activity 2, Activity

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57d57-f138-11ee-95b0-06215d1efb8b>

Original Text: "Work with your partner to complete the first problem. Partition each rectangle and label each part."

5-7 minutes: partner work time

For each rectangle, have a group share how they partitioned the rectangle into equal-sized parts and what fraction they used to label each part.

"Complete part a of the next problem on your own. Partition the rectangle and shade to show a fraction, but don't label it. Don't tell your partner how you are partitioning or what number you are showing."

2 minutes: independent work time

"Now, trade rectangles with your partner and answer the next part of the problem using their rectangle. When you are both finished, share your reasoning."

1-2 minutes: independent work time

1-2 minutes: partner work time

Updated URL: [N/A](#)

Updated Text:

- "Decide which person will be Partner A and which person will be Partner B.

- "Work with your partner to complete your card but do not show your partner until I tell you." Example of cards:

- Partner A-decompose the rectangle into 8 equal triangles. Shade 1 of your triangles.

- Partner B-decompose the rectangle into 8 equal rectangles. Shade 1 of your rectangles.

- Option to have cards with decomposed rectangles and students shade 1 piece on their card.

insert image from this file: <https://drive.google.com/file/d/1UYgjq33b0uMuep6CzgRmPj0l81YD90I4/view?...>

-2-3 minutes: independent work time

- "Reveal your work to your partner and take a few minutes to answer question 1."

- Select partners to share how they decomposed their rectangles and what they noticed was similar and different.

- "What did you notice that was the same as your partner?" (We each decomposed our rectangle into 8 parts. We both shaded 1. The main rectangles are congruent.)

- "What did you notice that was different about your figures? (We decomposed them differently. I made triangles and they made rectangles.)

-2 minutes: independent work time

- "Turn and talk with your partner. How would you describe the part you shaded on your card?"

- 1-2 minutes: partner discussion
- Monitor for students who can name the shaded portion as a fractional amount.
- "Now, take a few minutes to work on problem 2 with your partner."

Change ID 9710996

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 4, Lesson 22, Activity 2, Student Response

Original URL: https://drive.google.com/file/d/1HLHvt2ytGVQoYXcPfDnCvTsPF2Uy3INv/view?usp=drive_link

Original Text: Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for \$450 and sell it for \$625, how much profit did you make?', students first subtract to find the cost difference, then add to find the total profit.

Updated URL: [N/A](#)

Updated Text:

Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for \$450 and sell it for \$625, how much money did you make?', students first subtract to find the cost difference, then add to find the total value remaining.

Change ID 9711006

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 9, Lesson 8, Activity 2, Student Response

Original URL: https://drive.google.com/file/d/1cDRUip59yHsBUn_x3nRwWehh4vR7u8qx/view?usp=drive_link

Original Text: Students will calculate total repayment amount based on the scenario, for example: Borrowing \$200 while making payments of \$50 for 3 months, it will take them 1 more month to pay back the loan.

Updated URL: [N/A](#)

Updated Text:

Students will calculate total repayment amount based on the scenario, for example: Borrowing \$200 at a 5% monthly interest rate for 3 months, the total repayment amount would be \$215.

Change ID 9710911

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 2, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57d57-f138-11ee-95b0-06215d1efb8b>

Original Text: Have 2-3 students display their shaded rectangles.

For each rectangle, ask, "How did you know what fraction of the rectangle your partner shaded?" (I counted the equal parts in the rectangle. There were four equal parts, so I knew my partner shaded a fourth.)

Updated URL: [N/A](#)

Updated Text:

- Select students to share how they described the shaded portion of their card.
- "How would you describe the part you shaded on your card?" (I described it as $\frac{1}{8}$ because 1 out of 8 is shaded.)
- "Could you describe your partner's shaded portion the same way?" (Yes. They shaded $\frac{1}{8}$ like me.)
- "Thinking about problem 2, which person did you agree with and why?" (I agree with Tyler because they both shaded $\frac{1}{4}$ of their figure. I agree with Mai because the triangles are larger than the squares in Tyler's drawing.)
- Share responses and highlight those that reason each drawing represents $\frac{1}{4}$.
- "Today, we had identical figures and decomposed them into equal shares. Were the shares we created identical?" (Yes. Each figure represented had 8 shares.)
- "Did the equal shares need to be the same shape to represent the same amount?" (No. I had 8 equal triangles, but my partner had 8 equal rectangles.)

Change ID 9710971

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 3, Activity 1, Student Task Statement

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:828b0664-f138-11ee-bfb9-06215d1efb8b>

Original Text: Find the value of each sum in any way that makes sense to you.

Updated URL: [N/A](#)

Updated Text:

Find the value of each sum in any way that makes sense to you. Consider using mental math.

Change ID 9710921

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3 > Section Level Planning Guide > Talking Math Slideshow > Slide 25, Notes section

Original URL:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Original Text: N/A

Updated URL: [N/A](#)

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For third graders, students should take turns playing the linked games and work in pairs to analyze patterns in the image of dominoes. Display the following sentence frames for all to see: "I noticed ____, so I matched . . ." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change ID 9710981

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 10, Activity 2, Student Task Statement Question 1

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b5c153-f138-11ee-990f-06215d1efb8b>

Original Text: Use your fraction strips from an earlier lesson to find as many equivalent fractions as you can that are equivalent to $\frac{1}{2}$.

Updated URL: [N/A](#)

Updated Text:

Use your fraction strips or a variety of objects from an earlier lesson to find as many equivalent fractions as you can that are equivalent to $\frac{1}{2}$.

Change ID 9710991

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 16, Activity 1, Student Task Statement Question 3

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b607b2-f138-11ee-9c55-06215d1efb8b>

Original Text: Part A $\frac{5}{2}$

Part B $\frac{5}{3}$

Part C $\frac{5}{4}$

Updated URL: [N/A](#)

Updated Text:

Part A 2 $\frac{1}{2}$

Part B 1 $\frac{2}{3}$

Part C 1 $\frac{1}{4}$

Change ID 9710951

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 7, Activity 1, Required Materials

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:829703d8-f138-11ee-81a3-06215d1efb8b>

Original Text: Base-ten blocks

Tools for creating a visual display

Updated URL: [N/A](#)

Updated Text:

Base-ten blocks

Tools for creating a visual display

Pencil and Paper

Change ID 9710961

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 14, Activity 2

Original URL: <https://drive.google.com/file/d/1up-sWNyueEBewe4JfnZ7WFbxJCGBppAQ/view?usp=sharing>

Original Text: Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. How many stickers did you buy in total?

Student Response

Students should write the equation ' $5 \times 6 = 30$ ' to find the total number of stickers.

Updated URL: [N/A](#)

Updated Text:

Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. Each of your 3 friends wants 10 stickers. Do you have enough stickers?

Student Response

Students should write the equation ' $5 \times 6 = 30$ ' to find the total number of stickers. Students should write the equation ' $3 \times 10 = 30$ ' to figure out that they have the right amount of stickers for 3 friends.

Change ID 9711001

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 9, Lesson 8, Activity 2, Student Task Statement

Original URL: https://drive.google.com/file/d/1cDRUp59yHsBUn_x3nRwWehh4vR7u8qx/view?usp=drive_link

Original Text: Given your scenario, calculate the total amount the borrower needs to repay the lender, including interest.

Updated URL: [N/A](#)

Updated Text:

Given your scenario, calculate the total amount the borrower needs to repay the lender.

Change ID 9710916

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Add to bottom of the page

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d09d-f138-11ee-b166-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...>

Change ID 9710926

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 7, Activity 2 Fractions on the Number Line

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b5a279-f138-11ee-97b8-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

MLR8 Discussion Supports. Synthesis: Present students with a simple recipe that contains quantities for items represented as fractions. Students can also bring in a recipe from home. Allow them to represent the values for the various ingredients on the number line from the activity. After students have completed the activities in the lesson, have them return to the recipe and represent the quality of ingredients if they double the recipe.

Simple Recipe

Lemonade

Sugar $\frac{3}{4}$ cup

Lemon Juice 3/4 cup
Cold Water (2 cups)

Change ID 9710936

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert New Lesson, Unit 5

Original URL: https://drive.google.com/file/d/12vgjnYAVtiU3nzKRjnDRdDaYOqp7RCSz/view?usp=drive_link

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/12vgjnYAVtiU3nzKRjnDRdDaYOqp7RCSz/view?...>

Change ID 9710946

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert New Lesson, Unit 4

Original URL: https://drive.google.com/file/d/1cubcgWtWB4KGosx5zVjJw_0Bma7Ltgi/view?usp=sharing

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

https://drive.google.com/file/d/1cubcgWtWB4KGosx5zVjJw_0Bma7Ltgi/view?...

Change ID 9710896

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 1, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add to Activity Synthesis:

o "Are the shaded parts of each of your partners' rectangles equal? How do you know?" (Yes, since the rectangles are the same size, their parts are equal even though they're different shapes)

Change ID 9710881

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert document at the top of the page

Original URL: https://drive.google.com/file/d/1vwHQwhOXWbTQkAjpffOPAPr5DKDb8-TC/view?usp=drive_link

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://docs.google.com/spreadsheets/d/1q2pPSWEdfHknmZrv3w9xBL42p-JUPT0...>

Change ID 9710931

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert New Lesson, Unit 6

Original URL: <https://drive.google.com/file/d/1Rbg69KjP4GaJGKmtDLAMl0eLkMoYjBGv/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1Rbg69KjP4GaJGKmtDLAMl0eLkMoYjBGv/view?...>

Change ID 9710941

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert New Lesson, Unit 4

Original URL: <https://drive.google.com/file/d/1QgREkWQDWikls9wGJNanevj0MHkoBnNy/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1QgREkWQDWikls9wGJNanevj0MHkoBnNy/view?...>

Change ID 9710891

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 1, Activity 2, Student Facing Task Statement

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add additional question after activity:

- 1) Fold each rectangle your teacher gives you into 3, 6, 4, or 8 equal parts. Draw lines where you folded to partition the rectangles. Be prepared to share how you folded your shapes.
- 2) Now fold an additional rectangle into 4 equal parts in a different way than you did originally. How does partitioning the rectangle this way compare to the way you partitioned your first rectangle?

Change ID 9710901

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 2, Activity 2, Student Facing Task Statement

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57d57-f138-11ee-95b0-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Revise Question 2:

Part A

Partition the rectangle into equal-sized parts. Shade one of the parts.

Part B

Now partition a second rectangle into the same number of equal-sized parts as in Part A, in a different way. Shade one of the parts.

Part C

Trade both rectangles with a partner. If each whole rectangle is 1, what number represents the shaded part of each rectangle? Explain your reasoning.

Change ID 9710876

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert as with new section for Family Materials

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d474-f138-11ee-b1aa-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1IUaT8NqTwBQbmqWO6fAK-uoCpNcFVw-/view?...>

Change ID 9710886

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 1, Activity 2, Activity Launch

Original URL: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add to Launch:

? Take two rectangles and fold them in half as shown.

rectangles pictured in file: <https://drive.google.com/file/d/1Jp6-y1nhuunVX51OZQ1f9T332MNL0EAF/view?...>

? "Are these two rectangles both split in half?" (Yes)

? "How can we compare the areas of the two rectangles and each

half?" (The area of each rectangle is equal so even though they are split in half differently, the area of each half is the same)

- Public Alleged Factual Errors
- None

Public Suitability Flags

- None

Public Comments

Public Comment ID 9580376

Comment: The TEKS Correlation chart does not show where exactly the student expectation is covered in the curriculum. I looked through the lessons and see some TEKS are not covered even though the chart says they are. Specifically missing are 3.2A, B, C, and D (place value to the hundred thousands place, expanded form, expanded notation, comparing and ordering number to the hundred thousands place); 3.4C (counting a collection of bills and coins); 3.9 TEKS (Financial Literacy). The problem solving practice provided is also not to the rigor needed.

Component: Texas Math: Grade 3 Powered by Kiddom Digital (9798894308876)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Carrie Brinkley, 77656

Publisher Response: Accept without change

In our errata process and in the final version of the program, we will be placing in standards as indicated in our submitted scope and sequence. This will provide teachers with exact TEK standard alignment at the lesson level.