

# Teacher Digital Experience

*Walkthrough*



Grades

**K-1**

# Empower Student Growth with an Effective and Connected Learning System

*i-Ready Classroom Mathematics, Oregon Edition* teaching and learning resources are accessible through [i-ReadyConnect.com](https://i-ReadyConnect.com). This platform houses all print and digital instructional resources, adaptive interactive games, digital practice, assessments, and reports for the program. With one place to access all Grades K–8 resources, teachers can quickly and easily meet the needs of all learners.

## Connected

Resources, practice, assessments, and reports on one platform



## Easy

Simple navigation and organized content to meet student needs



## Useful

In-depth reports with actionable data that provides meaningful student insights

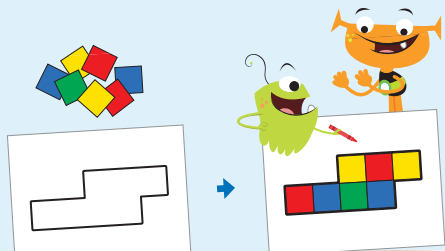


**This guide will walk you through how to access the wealth of materials contained in this one, easy-to-use platform.**

|                               |                           |
|-------------------------------|---------------------------|
| <b>Set Up a Demo Account</b>  | <b><a href="#">4</a></b>  |
| <b>Teacher Dashboard</b>      | <b><a href="#">5</a></b>  |
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| <b>Digital Assessment</b>     | <b><a href="#">13</a></b> |
| <b>Reports</b>                | <b><a href="#">14</a></b> |

# Don't Miss These Engaging Resources

## Tile Puzzles



## Centers Library

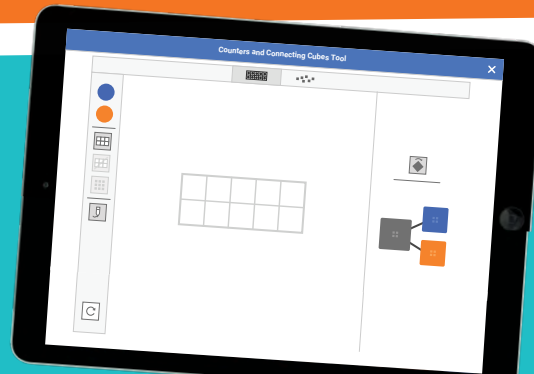
Simple to teach and learn, these Center Activities help students practice and review key skills and develop fluency. Once students are familiar with a center, the activity can be used with different content as the year progresses.

[Page 7](#)

## Digital Math Tools

A full suite of virtual manipulatives allows students to explore mathematical concepts using multiple models.

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Center Activity 1.08 \*\*

### Make Ten to Add

#### What You Need

- 9 connecting cubes of one color
- 9 connecting cubes of another color
- Recording Sheet
- Addition Cards

#### What You Do

1. Take turns. Pick a card.
2. Make a cube train for each number. Use one color for the first number. Use another color for the second number.

#### Example

Pick  $9 + 5$   
Make two cube trains.



## Learning Activities

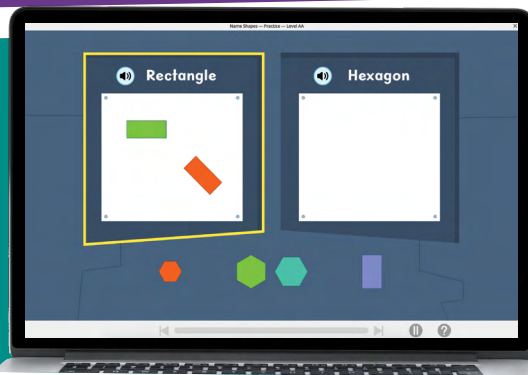
These activities reinforce on-level skills but are purposefully differentiated for on-, below-, and above-level students.

[Page 11](#)

## Interactive Practice with Technology-Enhanced Items

This assignable digital practice reinforces understanding. Students receive immediate feedback to encourage perseverance and keep them on track.

[Page 12](#)



## Adaptive Learning Games and Reports

Playful fluency practice allows students to explore essential skills in a low-stakes setting. In-depth reports offer teachers real-time snapshots of skills progress and growth mindsets.

[Page 15](#)



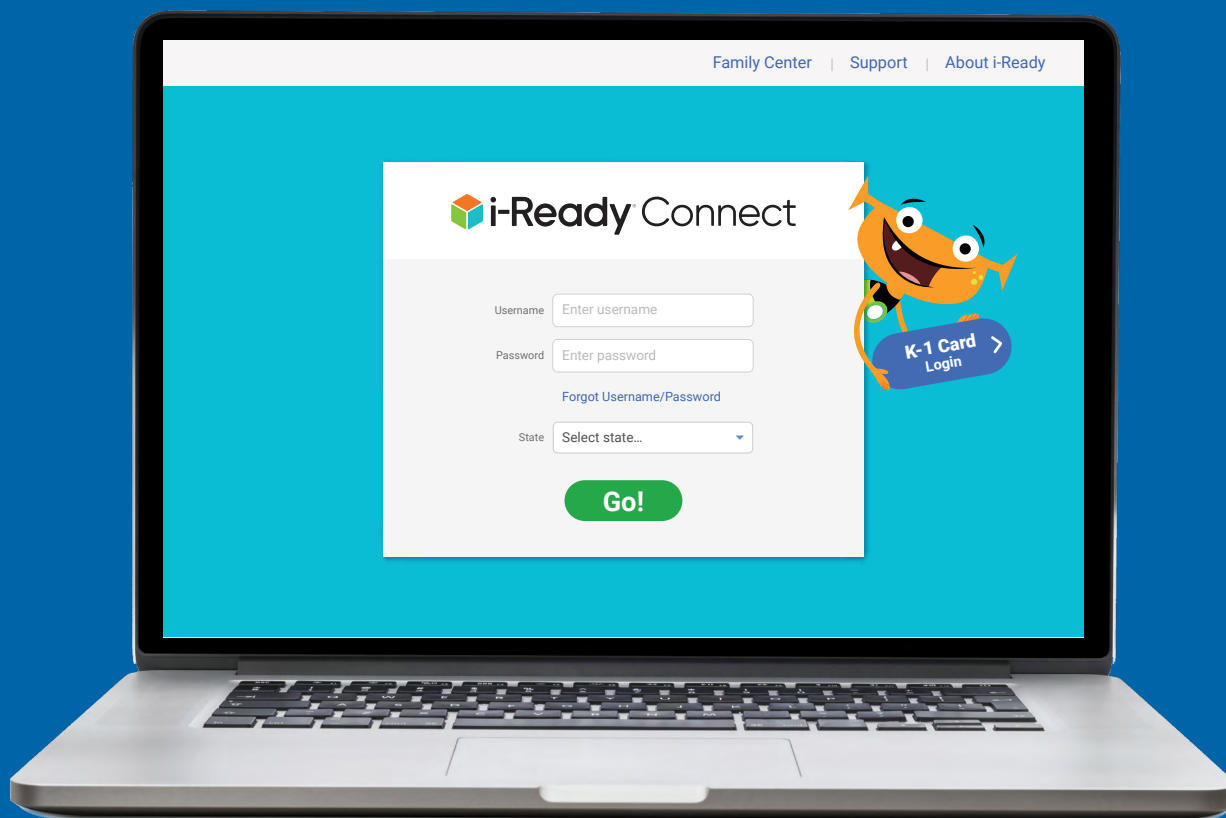
# Set Up a Demo Account



## Get Started

To get started with your *i-Ready Classroom Mathematics, Oregon Edition* demo account:

- 1 Your Curriculum Associates representative may have provided a demo access code. If not, contact your representative for a free trial.
- 2 Go to [PD.i-Ready.com](https://pd.i-ready.com). *Note: Login credentials will only work at this website.*
- 3 Enter your **username**.
- 4 Enter your **password**.
- 5 Select **Oregon**.
- 6 Select **Go!**







# Navigate to: Teacher Dashboard

The teacher dashboard provides at-a-glance views of key aspects of *i-Ready Classroom Mathematics, Oregon Edition*.

See all **assessments and instructional resources**.

**Monitor your students' progress.**  
Get data and resources to support planning for differentiation.

Explore **support resources**.



Dashboard tabs highlight different snapshots of student performance.

- **Diagnostic Status**  
Students' progress as they complete a Diagnostic in real time
- **Diagnostic Results**  
Intuitive visuals of student Overall Placement on the most recent Diagnostic
- **Comprehension Check**  
Class results from the most recent Lesson Quiz or End-of-Unit Assessment Comprehension Check
- **Diagnostic Growth**  
Class progress toward Typical Growth and Stretch Growth® after two or three completed Diagnostics

Get **key insights right away** with direct links to useful reports.

Access **Tools and Tips** to get the most from your data.

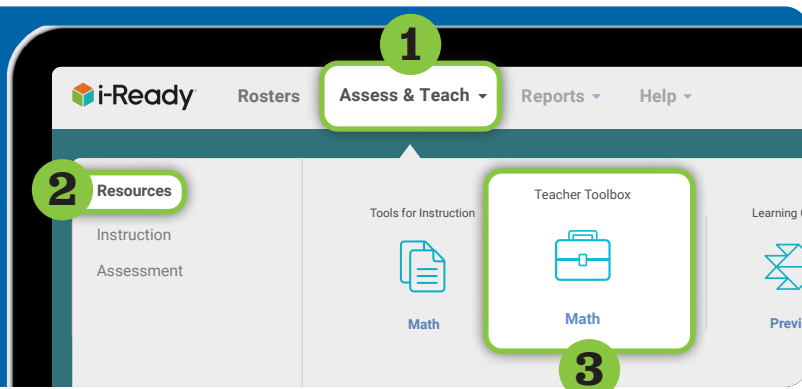
Access **all Grades K–8 resources** for instruction, differentiation, and intervention.



# Navigate to: Oregon Teacher Toolbox

Easily access all *i-Ready Classroom Mathematics, Oregon Edition* materials on the Oregon Teacher Toolbox. Resources are conveniently organized to match the print materials, making navigation a breeze.

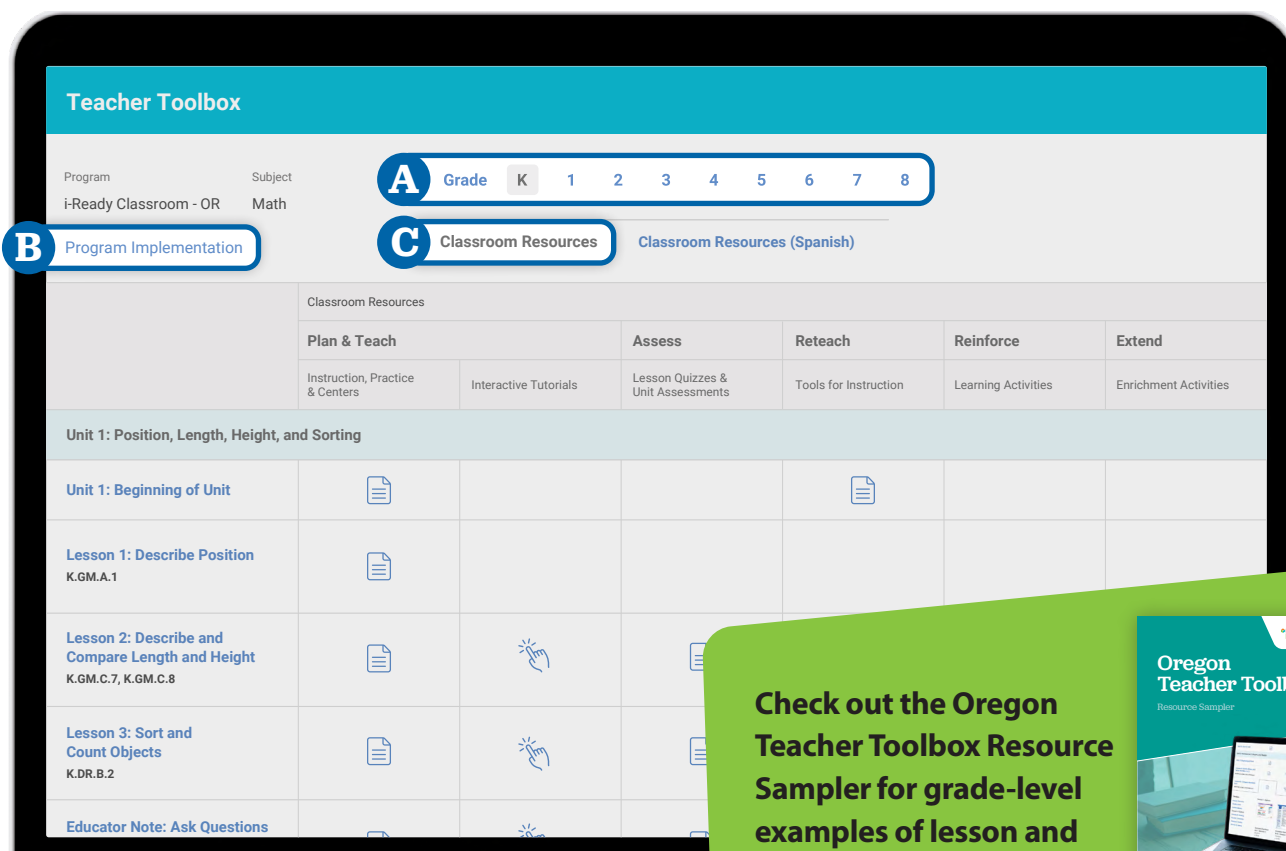
- 1 Click on **Assess & Teach** at the top of the screen.
- 2 **Resources** will be selected automatically.
- 3 Click on **Math** below the *Teacher Toolbox* icon.



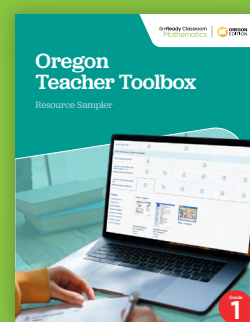
What's inside the Oregon Teacher Toolbox?

## **A** All Grades K–8 Resources in One Place

The Oregon Teacher Toolbox for *i-Ready Classroom Mathematics, Oregon Edition* provides every teacher with access to all Grades K–8 instructional resources for on-level instruction as well as resources for differentiation and intervention. Easily navigate between grades with a simple click.



Check out the Oregon Teacher Toolbox Resource Sampler for grade-level examples of lesson and unit resources.

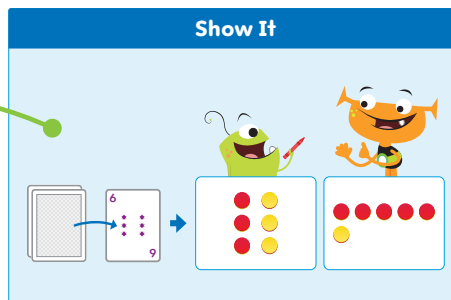


# B Program Implementation

Grade-level resources and support materials for a successful implementation. Explore to see all the resources below.

## Teaching and Learning Resources

- **Centers Library** <sup>E/S</sup>
- Activity Sheets <sup>E/S</sup>
- Graphic Organizers <sup>E/S</sup>
- **Grade Level Games (Grades K–2)** <sup>E/S</sup>
- Digital Math Tools
- Digital Math Tools—Support Videos
- And more!



## Centers Library

These flexible center activities are designed to meet the needs of every student and every teacher.

## Implementation Support

- Student Handbook <sup>E/S</sup>
- Multilingual Glossary <sup>E/S</sup>
- Bilingual Glossary <sup>E/S</sup>
- Academic Vocabulary Glossary <sup>E/S</sup>
- Manipulatives List
- **WIDA PRIME V2 Correlation**
- Try–Discuss–Connect Routine Resources
- Digital Resource Correlations
- Comprehension Check Correlation Guides
- And more!

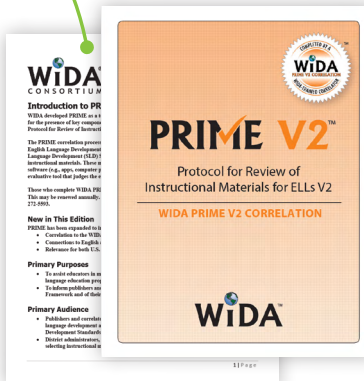


## Grade Level Games

Fun math games for students help build fluency and understanding of critical concepts.

## Oregon Teacher's Guide Front and End of Book

- Oregon Teacher's Guide Table of Contents
- Program Resources
- Program Overview
- Standards for Mathematical Practice in Every Lesson
- Supporting Research
- Oregon Correlations
- Pacing Guidance for the Year
- Acknowledgments
- And more!



## WIDA PRIME V2 Correlation

*i-Ready Classroom Mathematics* correlates to the WIDA Standards Framework and the English and Spanish Language Development Standards, providing best-in-class support for English Learners.

# C Classroom Resources

The Classroom Resources tab contains a variety of print and digital resources:

- The **Whole Class Instruction** section includes a wealth of resources to Teach and Assess.
- The **Small Group Differentiation** section includes resources that are designed to meet the needs of all learners.

| Classroom Resources                        |  |                                   |                       |                     |                       |
|--------------------------------------------|--|-----------------------------------|-----------------------|---------------------|-----------------------|
| Plan & Teach                               |  | Assess                            | Reteach               | Reinforce           | Extend                |
| Instruction, Practice & Centers            |  | Lesson Quizzes & Unit Assessments | Tools for Instruction | Learning Activities | Enrichment Activities |
| Unit 1: Position, Length, Height, and Sort |  |                                   |                       |                     |                       |
| Unit 1: Beginning of Unit                  |  |                                   |                       |                     |                       |

## 1 Plan & Teach:

### Instruction, Practice & Centers

includes resources for planning and supporting daily instruction and practice:

- Oregon Enhancement Activities **E/S**
- Oregon Teacher's Guide PDFs
- Student Worktext PDFs **E/S**
- Professional Learning Videos
- Math Background Pages **E/S**
- Activity Sheets **E/S**
- PowerPoint® Slides **E/S**
- Family Letters **E/S**
- Fluency and Skills Practice **E/S**
- Cumulative Practice **E/S**
- Unit Games **E/S**
- Literacy Connection Activities **E/S**
- Digital Math Tools

Make sure to check out these **Instruction, Practice & Centers highlights:**

**ONE-DAY ACTIVITY**

**Solve Elapsed Time Problems**

In Lesson 25, children learned to tell and write time in hours and half-hours using analog and digital clocks. In this activity, children will solve elapsed time problems on a number line, make the connection between the number line and a traditional clock by bending the number line into a circle, and then solve elapsed time problems using a clock.

**Oregon Mathematics Standard**  
**1.GM.CA.1** Tell and write time in hours and half-hours using analog and digital clocks.

**Materials**

- copies of Recording Sheet, 1 per pair (pages 7-8)
- copies of Clock Number Line (pages 9-11)
- copies of Clock Cards, 1 per pair (page 12)
- copies of Clock for Understanding (page 13)
- demonstration clock
- 12 hour markers
- 2 rings (each a different color)
- 3 pins
- glue

**1 Show elapsed time on a number line.**

1. Cut out the pieces of the Clock Number Line and connect them together with brass fasteners. Make sure the pieces are in numerical order.
2. Place the number line on the floor. Have children sit around the number line. Ask: "How many numbers does the number line show? (12) What is something else in the real world that shows 12 numbers? (a clock)"
3. Say: "The number line shows the numbers on a clock. Point to each number on the number line as you count aloud with children joining in. Say: '1 o'clock, 2 o'clock, 3 o'clock, 4 o'clock, 5 o'clock, 6 o'clock, 7 o'clock, 8 o'clock, 9 o'clock, 10 o'clock, 11 o'clock, 12 o'clock, 1 o'clock.'"
4. Say: "Times in the morning, from midnight until before noon, are called **AM**. Times in the afternoon, evening, and night, from noon until before midnight, are called **PM**. Point to each number on the number line as you count aloud with children joining in. Say: '1 AM, 2 AM, 3 AM, 4 AM, 5 AM, 6 AM, 7 AM, 8 AM, 9 AM, 10 AM, 11 AM. Point to 12 on the number line. Ask: Is 12 noon called 12 AM or 12 PM? (12 PM). How do you know? (Times in the afternoon are called PM. Afternoon means after 12 noon.) Point to each number on the number line again as you count aloud with children joining in. Say: '1 PM, 2 PM, 3 PM, 4 PM, 5 PM, 6 PM, 7 PM, 8 PM, 9 PM, 10 PM, 11 PM. Point to 12 on the number line. Ask: Is 12 midnight called 12 AM or 12 PM? (12 AM). How do you know? (12 noon is 12 PM so 12 midnight must be 12 AM.)"

### Oregon Enhancement Activities **E/S**

Additional lessons and activities are provided to ensure all of the Oregon Mathematics Standards are addressed.

**UNIT 2 MATH BACKGROUND**

**Models, Progressions, and Teaching Tips**

As you plan lessons, use this information to unpack the learning progressions and make connections between key concepts.

**Unit Themes**

- Counting is a group of objects tells you how many are in the group.
- Grouping one number for each object in the group makes your count.
- Knowing the count sequence helps you know how many objects there are.
- Comparing the number of objects in two groups tells you if one group has more, less, or the same as the other.
- Naming and describing solid shapes can help you describe your world.

**Prior Knowledge**

- Children will build on a wide range of skills they have learned.
- The ability to count to 10 or beyond.
- The ability to count to make objects with understanding of quantity.

**UNIT FLOW**  
**Model** and **Progression**

**Match the color!** See the flow and progression of math concepts in this unit come to life with tips and insights on using models and making connections.

**Building Understanding of Numbers Through 5**

**Counting and Writing Numbers to 5**

After children are able to rote count, or recite number names in sequence, they work toward becoming "counters" and "producers" of sets to 5.

Counters are objects that can count out of objects and represent any number.

Producers are objects that can create a set of objects and represent any number.

Linking ahead, the counter and producer stages will contribute to children's understanding of the number 10.

**Number Words** Have the children use double-count objects and do not yet understand one-to-one correspondence or matching. Provide practice with small sets of objects that can each be moved within the group as described.

### Math Background Pages **E/S**

These pages provide tips and insights about the models taught and how they progress throughout a unit.

**Digital Math Tools**

A full suite of virtual math manipulatives allows students to explore mathematical concepts using multiple models.

100 + 10 + 1 = 111

**UNIT FLOW AND PROGRESSION**

### Professional Learning Videos

The Unit Flow & Progression Videos show how concepts build in each unit and include ideas for using the models and making connections. *Closed captioned in English/Spanish and available for parents too!*

**Start Notice and Wonder**

What do you notice? What do you wonder?

### PowerPoint Slides **E/S**

Project premade slides during instruction to guide students as they explore and problem solve.

**E/S = Available in English and Spanish**

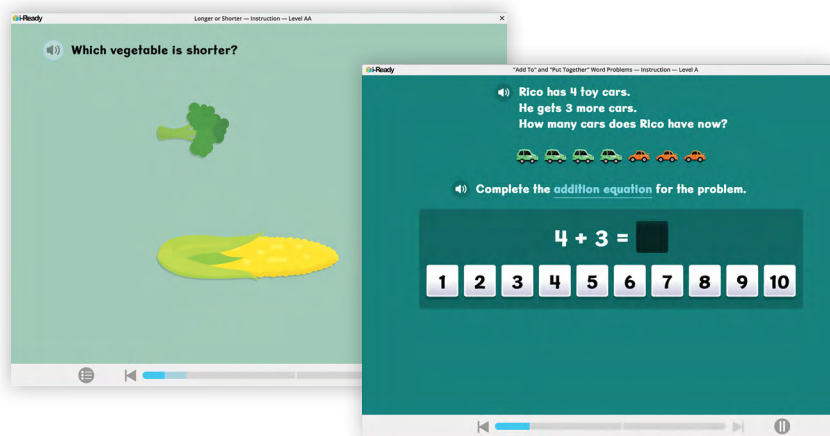
Student PDFs can be assigned through any learning management system (LMS)!



## 2 Plan & Teach:

### Interactive Tutorials

are videos that engage students during whole class instruction.



## 3 Assess:

### Lesson Quizzes & End-of-Unit Assessments

evaluate student understanding of content through a variety of item types.

- Lesson Quizzes E/S

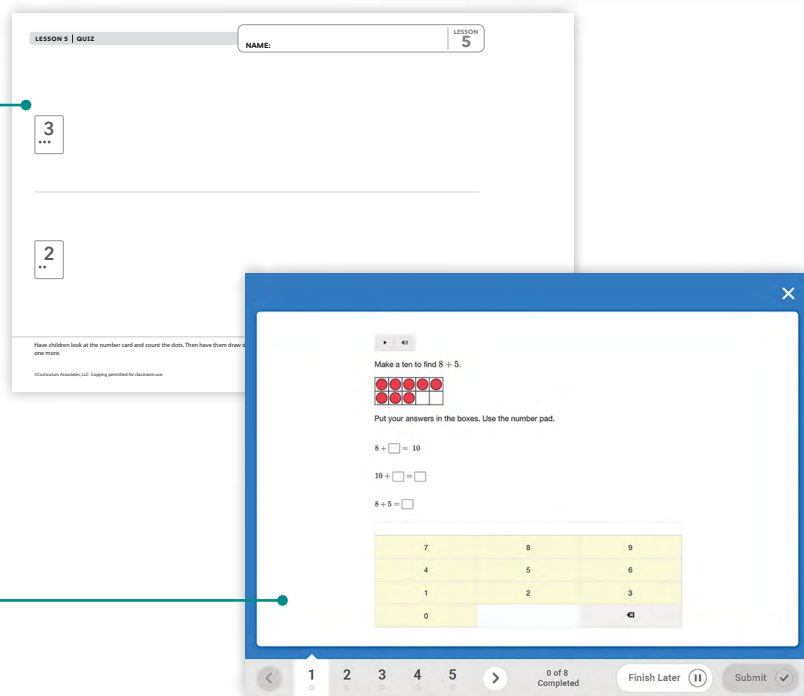
- Activity-Based Assessment Recording Sheet E/S (Grade K)

- End-of-Unit Assessments E/S (Forms A and B)

- Digital Assessments E/S

For a digital alternative to PDF assessments, assign the **Comprehension Checks**.

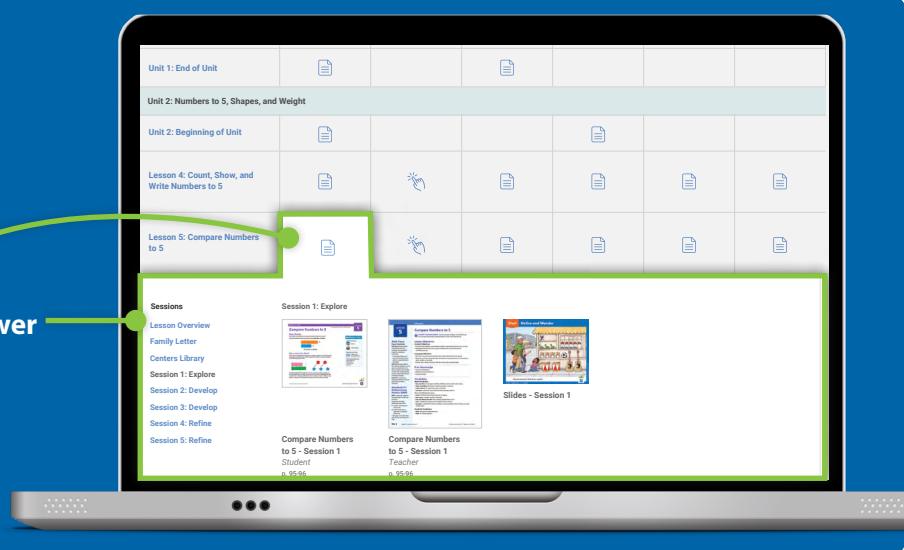
These are found in the Assessment section. See [page 13](#) for more information.



### Quick Tip

To view the resources at the unit or lesson level in the Classroom Resources tab:

- Click on the appropriate icon to expand or collapse.
- Scroll within the expanded drawer to explore all resources.

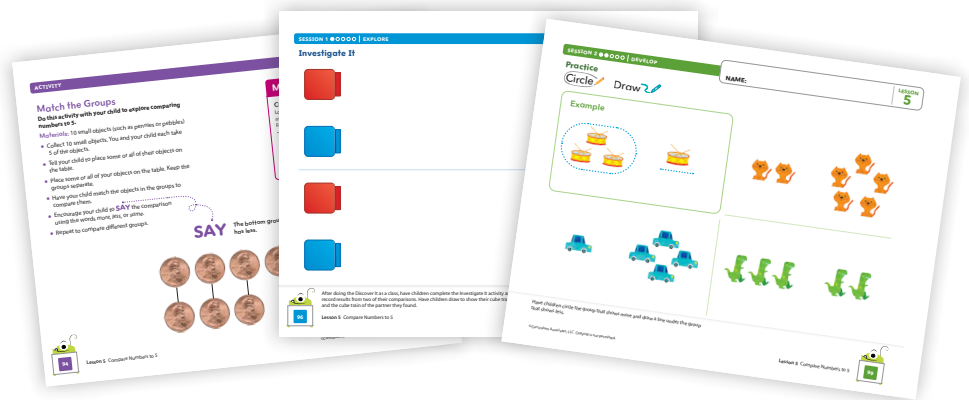


E/S = Available in English and Spanish

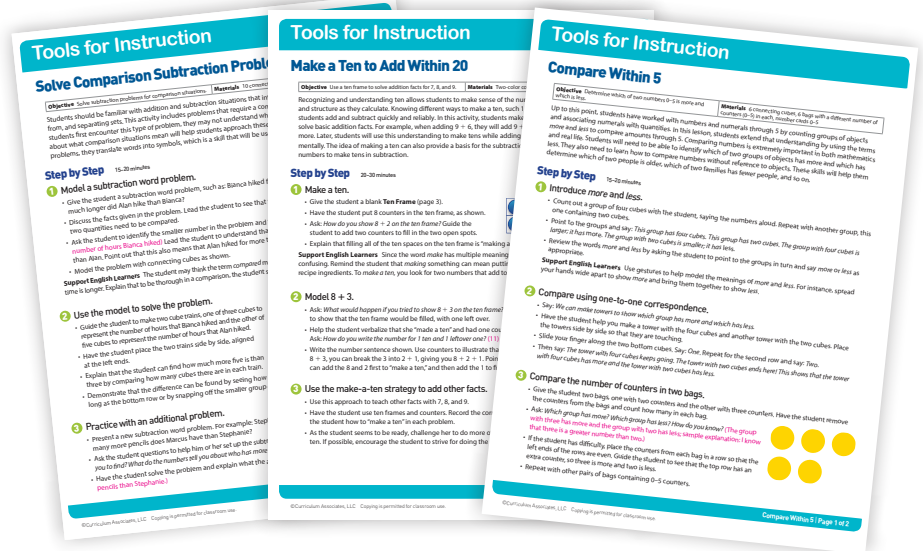
# D Classroom Resources, Cont'd.

|                                               | Plan & Teach                                                                      |                       | Assess                            | Prepare                                                                           | Reteach               | Reinforce           | Extend                |
|-----------------------------------------------|-----------------------------------------------------------------------------------|-----------------------|-----------------------------------|-----------------------------------------------------------------------------------|-----------------------|---------------------|-----------------------|
|                                               | Instruction, Practice & Centers                                                   | Interactive Tutorials | Lesson Quizzes & Unit Assessments | Prerequisite Lessons                                                              | Tools for Instruction | Learning Activities | Enrichment Activities |
| Unit 1: Position, Length, Height, and Sorting |                                                                                   |                       |                                   | 4                                                                                 | 5                     | 6                   | 7                     |
| Unit 1: Beginning of Unit                     |  |                       |                                   |  |                       |                     |                       |
| Lesson 0: Lessons for the First Five Days     |  |                       |                                   |                                                                                   |                       |                     |                       |

**4 Prepare (Grade 1):**  
**Prerequisite Lessons** E/S  
from previous grade levels  
help address students'  
unfinished learning.



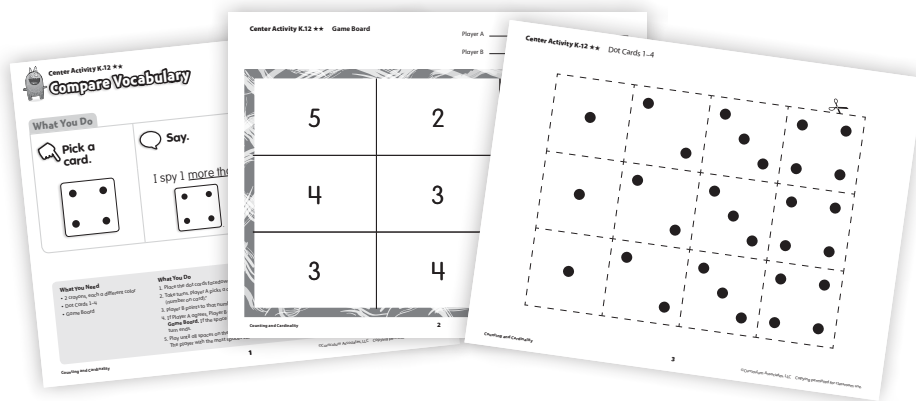
**5 Reteach:**  
**Tools for Instruction** E/S  
are targeted lessons for  
reteaching skills and concepts  
in a different way.



**E/S = Available in English and Spanish**

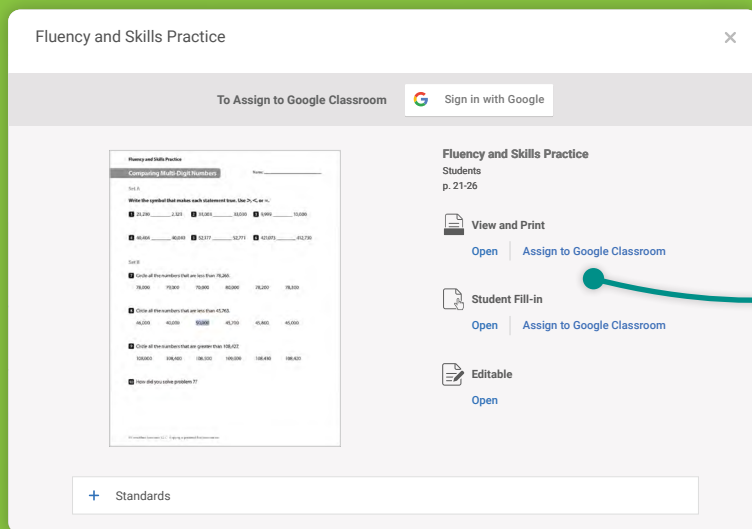
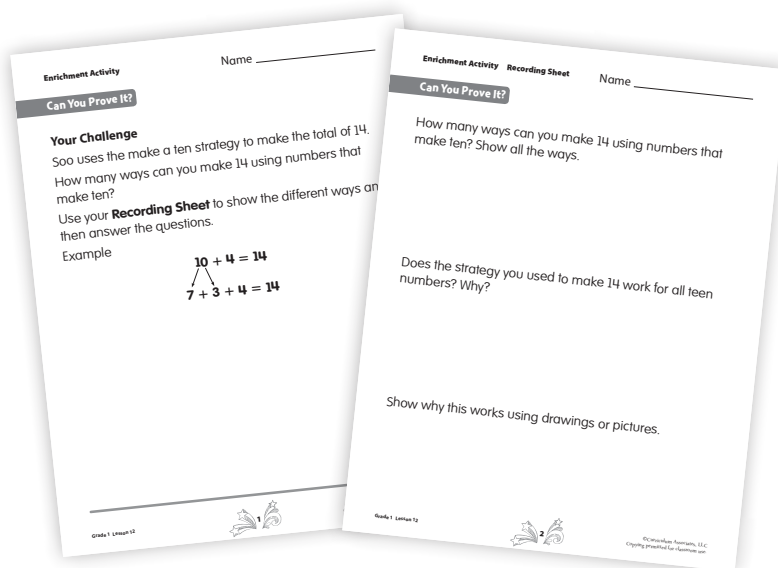
## 6 Reinforce: Learning Activities <sup>E/S</sup>

reinforce on-level skills through differentiated centers (On Level, Below Level, and Above Level).



## 7 Extend: Enrichment Activities <sup>E/S</sup>

strengthen and advance student understanding of lesson concepts.



- Student PDFs work with any LMS!
- Easily assign resources to Google Classroom.



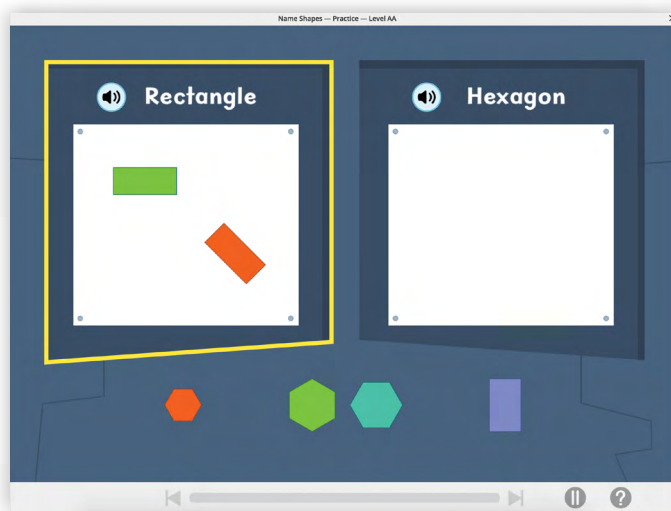
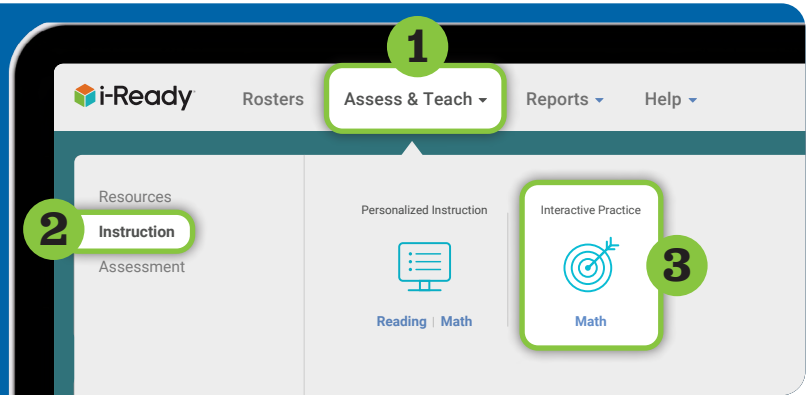
<sup>E/S</sup> = Available in English and Spanish



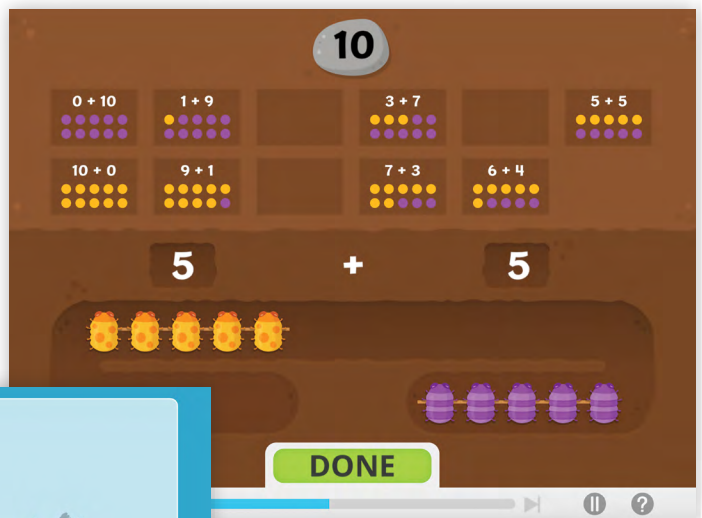
# Navigate to: Interactive Practice

Help students build understanding and fluency on the grade-level concepts they struggle with the most using digital practice. Interactive Practice gives students immediate feedback to encourage perseverance and keep them on track.

- 1 Click on **Assess & Teach**.
- 2 Select **Instruction** from the category on the left.
- 3 Select **Math** below the *Interactive Practice* icon.



Example of Grade K  
Interactive Practice:   
Drag-and-Drop



Example of Grade 1  
Interactive Practice:   
Multiple Choice



Example of Grade K  
Interactive Practice:   
Multiple Choice



# Navigate to: Digital Assessment

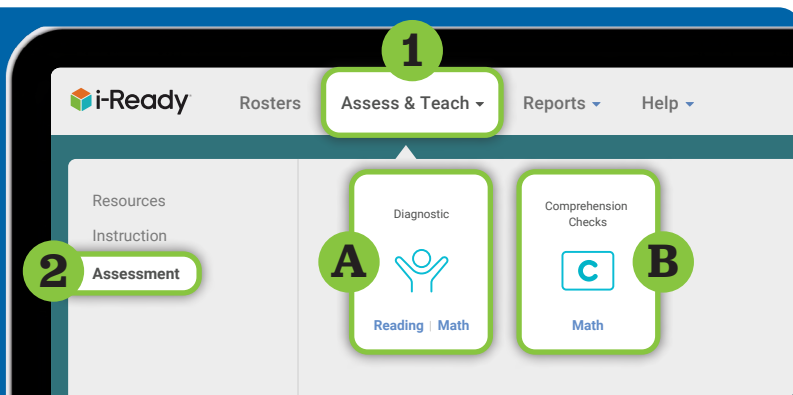
**Gain insights to inform instructional decisions using digital assessments.** Through this Assessment section, teachers can assign a variety of digital assessments to measure student learning and growth.

**1** Select **Assess & Teach**.

**2** Select **Assessment** from the category on the left.

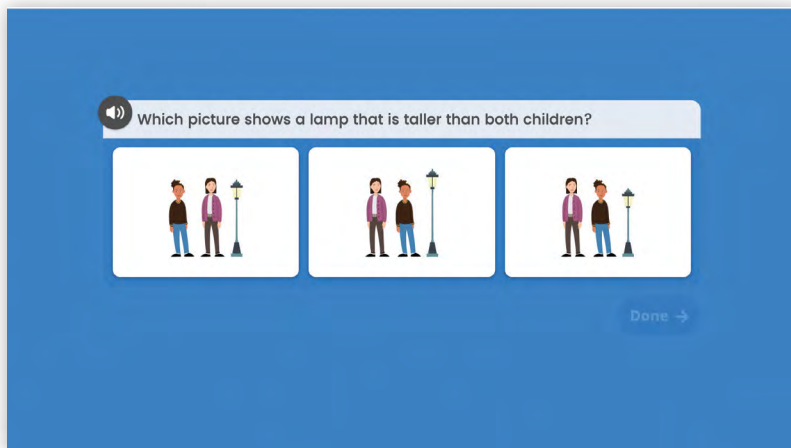
**A** Select **Math** below the *Diagnostic* icon. *OR*

**B** Select **Math** below the *Comprehension Checks* icon.



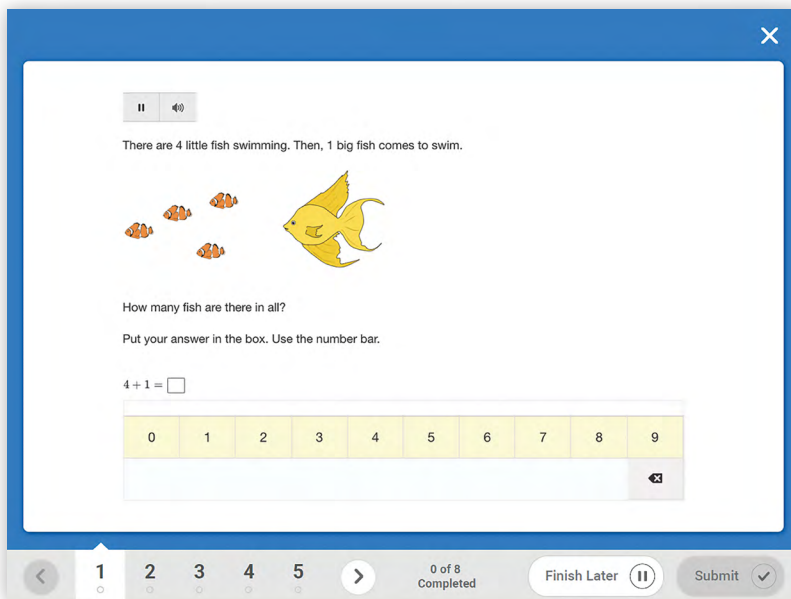
## **A** Diagnostic

The Diagnostic is an adaptive, online assessment that provides comprehensive insight into student learning and growth across all Grades K–12 skills. This assessment drives key reports, including the Prerequisites report and Diagnostic Results report, that provide data for instructional decisions based on students' needs. To learn more about these reports, see [pages 14–15](#).



## **B** Comprehension Checks

**Comprehension Checks with technology-enhanced items** are digital assessments comparable to the Lesson Quiz or End-of-Unit Assessment. Teachers can assign the premade Comprehension Check or they can add or remove problems in the question set to meet their unique class needs.



 = Available in English and Spanish





# Navigate to: Reports

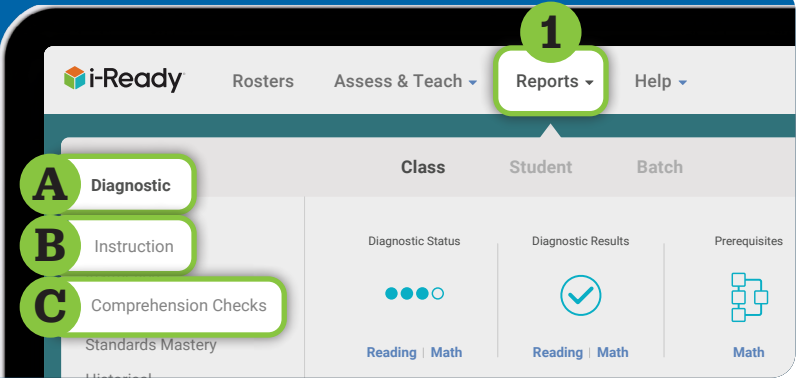
**Diagnostic, Instruction, and Comprehension Checks:** Understand your students better and plan for effective instruction with in-depth reports. A few program highlights are listed below. To see more reports, check out the Digital Assessment Reports Sampler.

**1 Select Reports.**

**A** Locate **Diagnostic**.

**B** Locate **Instruction**.

**C** Locate **Comprehension Checks**.



## **A** Diagnostic

Provides insights on students' prior knowledge for effective instructional decision making

**Prerequisites**

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Unit: Unit 2 (Lessons 6-8)

**Unit Overview** | Major Themes of Unit

**Unit 2: Operations and Algebraic Thinking**

In Lessons 6-8 of this unit, students build on their basic understanding of multiplication and division as they learn about multiplicative comparison and solve problems using multiplication and division. They also use multiplication and division facts as they find factors for whole numbers within 100.

**Whole Class**

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

| Prerequisite Groups                                                                        | Unit Group A<br>4 Students                                              | Unit Group B<br>5 Students                                                              | Unit Group C<br>6 Students                                                                          | Unit Group D<br>4 Students                                             |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Know multiplication facts.                                                                 | Recommendations                                                         | Recommendations                                                                         | Recommendations                                                                                     | Recommendations                                                        |
| <b>Essential Skill</b><br>Understand the relationship between multiplication and division. | Recommendations                                                         | Additional Support                                                                      | In-depth Review                                                                                     | In-depth Review                                                        |
| Solve word problems with multiplication and division.                                      | Recommendations                                                         | Additional Support                                                                      | In-depth Review                                                                                     | In-depth Review                                                        |
|                                                                                            | Madera, Isabella<br>Marcus, Joseph<br>Nguyen, Eric<br>Rodriguez, Jeremy | Foster, Claire<br>López, Madeline<br>Nasuti, Kevin<br>O'Connor, Liam<br>Petrov, Mariana | Chen, Nadia<br>Dorsey, Justin<br>Flores, Shandra<br>Martin, Holly<br>Medeiros, Nick<br>Nelson, Sean | Charnas, Brendan<br>Jones, Aisha<br>Kovac, Valarie<br>Williams, Gerald |

## Prerequisites Report

Use the Prerequisites report to address unfinished learning, either during small group instruction or whole class instruction, depending on the needs of the class.

### Learning Progression

Understand the coherence of standards across previous grade levels to help uncover and address students' unfinished learning.

### Whole Class Instruction

Use this pacing and guidance to adjust lesson plans to address prerequisites during whole class instruction when most students have similar learning needs.

- Teach Prerequisite Lessons.
- Consolidate other lessons in the unit.
- Use on-the-spot prerequisite support during grade-level instruction.

### Small Group Instruction

Strategically pace the recommended resources throughout the unit with small groups of students to address their similar learning needs.

## B Instruction

Provides real-time snapshots of student progress and behaviors toward learning

**Learning Games—Factors of Learning report** indicates how students approach the games from a learning–motivational perspective, through different categories:

- Growth Mindset
- Confidence
- Productive Strategy
- Self-Regulation

☐ Not enough data    ☐ Low    ☐ Medium    ☐ High

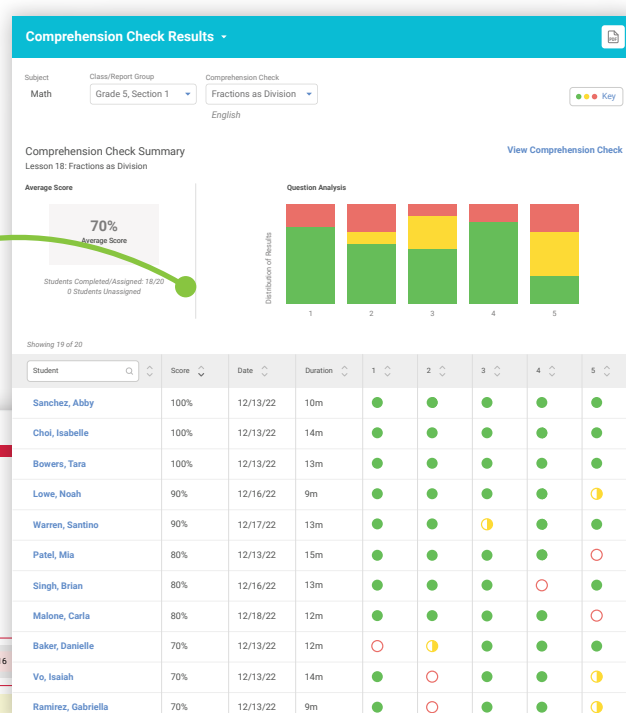
Sort by: Student Name

| Name    | Growth Mindset | Confidence | Productive Strategy | Self-Regulation |
|---------|----------------|------------|---------------------|-----------------|
| Aiden   |                |            |                     |                 |
| Bailey  |                |            |                     |                 |
| Camila  |                |            |                     |                 |
| Chloe   |                |            |                     |                 |
| Dylan   |                |            |                     |                 |
| Griffin |                |            |                     |                 |
| Henry   |                |            |                     |                 |
| Huntley |                |            |                     |                 |
| Jackson |                |            |                     |                 |

## C Comprehension Checks

Provides in-depth analysis of student understanding of lesson and unit concepts

Intuitive **item analysis** identifies specific needs for whole class or small group instruction.



**Response analysis** outlines the rationale for typical incorrect responses, helping teachers find common misconceptions.

**Item 1**

The picture shows a rectangular prism that Katie built.

Complete the statement to determine how many unit cubes Katie used to build the prism.  
Enter your answer in the boxes.

This prism has 2 layers and   $\times$  unit cubes in each layer, so the prism has  unit cubes.

Correct answers:

Students who answered 8 unit cubes in each layer and 16 cubes in the prism may have counted the number of horizontal layers correctly but then used the number of cubes on the front instead of the prism to find the number of cubes per layer.

Students who answered 4 unit cubes in each layer and 8 cubes in the prism may have counted the cubes from left to right to find the number of cubes per layer.

Student who answered 16 unit cubes in each layer and 16 cubes in the prism likely did not take into account that there are two layers.

**Item 2**

The number 402.301 can be written in different ways.

Drag a number into each box to complete the expanded form of 402.301.

402.301 =  $4 \times$    $+ 2 \times$    $+ 3 \times$    $+ 1 \times$    $+ 0 \times$

Correct answers:

Students may have an incorrect response because they do not understand how to write a decimal number in expanded form.

Students may have thought  $2 \times 10$  represents the 2 in the ones place, because they do not recognize 1 as a power of 10.

Students may have thought  $1 \times \frac{1}{100}$  represents the 1 in the thousandths place because the hundredths place is the next place to the right of tenths.

### Digital Assessment Reports

Sampler



To See More Reports  
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