

Teacher Digital Experience

Walkthrough



Empower Student Growth with an Effective and Connected Learning System

i-Ready Classroom Mathematics teaching and learning resources are accessible through 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.



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

| Set Up a Demo Account |
|------------------------|
| Teacher Dashboard |
| Teacher Toolbox |
| Program Implementation |
| Assessment Practice |
| Classroom Resources |
| Interactive Practice |
| Digital Assessment |
| Reports |
| |

Don't Miss These Engaging Resources



Digital Math Tools Powered by Desmos

Online graphing and scientific calculators, as well as the geometry tools, allow students to explore concepts and deepen understanding.

Page 8

| CENTER ACTIVITY . Names | |
|---|--|
| Use Fraction Division Vocabulary | |
| What You Need Recording Sheet | KEEP IN MIND |
| | You might change you mind after you fill in some blanks. It's okay to erase! |
| Read the word problem on an how to solve it. Read the paragraphs that tell how to solve the problem. | a suit the |
| Use words from the word bank and numbers from the number banks. Use words from the word bank and numbers more than once. blanks. You may use some words and numbers more than once. | the next one. |
| Take turns. After you fill in a blank, the next group means When all the blanks are filled in, read the paragraphs aloud. Do the | ney make sense? |
| 6 Fix any mistakes if you need to. | |

Interactive Practice with Technology-Enhanced Items

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

<u>Page 12</u>



Math Discourse Cards

Each card provides a guestion or sentence starter to help students initiate, deepen, and extend conversations.



Math Center Activities

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

<u>Page 11</u>



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.

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Set Up a **Demo Account**

Get Started To get started with your *i-Ready Classroom Mathematics* demo account: **1** Your Curriculum Associates representative may have provided a demo access code. If not, email ReadyClassroomReviewAccess@cainc.com for a free trial. Go to **PD.i-Ready.com/Login/PD**. Note: Login credentials will only work at this website. (2) **3** Enter your **username**. Enter your **password**. (4) **5** Select your **state**. 6 Select Go! Family Center | Support | About i-Ready **i-Ready** Connect Forgot Username/Password State Select state Go!



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





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

1 1 Click on Assess & Teach i-Ready Reports - Help Rosters at the top of the screen. Assess & Teach 2 Resources will be selected 2 Resources Teacher Toolbox automatically. Tools for Instruc $\overrightarrow{}$ **3** Click on **Math** below the -0--Assessment Teacher Toolbox icon. Math Previe Math 3

What's inside the Teacher Toolbox?

All Grades K–8 Resources in One Place

The Teacher Toolbox for *i-Ready Classroom Mathematics* 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.

| Program Subject Ready Classroom Math Program Implementation | A | Grade K Classroom Reso | 1 2 3 urces Classroo | 4 5 6 om Resources (Spanis | 7 8 C Assessmen | t Practice | |
|---|----------------------|---------------------------|----------------------------|---------------------------------|---|-------------------------|--|
| | Whole Class Instruct | ion | | Small Group Differentia | ation | | |
| | Teach | Interactive Tutorials | Assess Lesson Quizzes & | Prepare Prerequisite Lessons | Reteach | Reinforce | Extend |
| Unit 1: Expressions and Equations | s: Area, Algebraic E | xpressions, and Expo | onents | | | | |
| Unit 1: Beginning of Unit | | | | | | | |
| Lesson 0: Lessons for the First Five Days | | | | | | | |
| Lesson 1: Find the Area of a Parallelogram | | - Etm | | 6 | Check out | the | Teacher Toolbox Resource Sampler |
| Lesson 2: Find the Area of Triangles and Other Polygons | | - Elm | | ☐ F | Teacher To Resource S for grade-I | olbox ampler evel | |

B Program Implementation

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

Teaching and Learning Resources

- Develop Session Video Library
- Discourse Cards
- Activity Sheets
- Graphic Organizers
- Digital Math Tools Powered by Desmos
- Digital Math Tools—Support Videos

Implementation Support

- Student Handbook [5]
- Multilingual Glossary
- Bilingual Glossary
- Academic Vocabulary Glossary Es
- Manipulatives List
- WIDA PRIME V2 Correlation
- Try–Discuss–Connect Routine Resources
- Digital Resource Correlations
- Comprehension Check Correlation Guides

Teacher's Guide Front and End of Book

- Teacher's Guide Table of Contents
- Program Resources
- Program Overview
- Standards for Mathematical Practice in Every Lesson
- Supporting Research
- Correlations
- Yearly Pacing
- Acknowledgments

C Assessment Practice

Monitor student progress on grade-level standards.

- Grade-level practice tests
- use a variety of question types to help students prepare for high-stakes assessments.
- Teacher's Guides provide administration guidance, answer keys, and standards correlations.





Develop Session Video Library Instructional videos for remote learning, homework support, or reteaching concepts





...

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.

| | Section 1 (Calculator-Inactive) Answer questions 1-28. Answer questions cultimed is srange in your test book. Are questions on the Answer Torm. You may not use a calculate. | The shadest council set a goal of rating at least 5550 in flower sales. So far it has named 4415 Part A Write an inequality to show how many more dollars, it, the shadest council neets to make to |
|---|--|--|
| | 1 Refer to the number line balos. | reaction to your. Intergranting Part B Graph the inequality from Part A on the number line. |
| / | A State Scholard AL, 2 < 1. E State 3 - 1 < 0. E State 3 - 1 < 0. C State 3 - 1 < 0. D State 3 - 1 < 0. E State 3 - 1 < 0. E State 3 - 1 < 0. F State 4 - 1 < 0. | For C Its and the second secon |
| | | |
| | Concesses 1 Concesses have no. 11.2 Cogging to an pression | Go O |

Example of Assessment Practice Test

D 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.

Whole Class Instruction Columns 1–3



1 Teach:

Instruction & Practice includes resources for planning and supporting daily instruction and practice:

- Teacher's Guide PDFs
- Student Worktext PDFs
- Professional Learning Videos
- Math Background Pages
- Activity Sheets
- Editable PowerPoint[®] Slides
- Family Letters
- Fluency and Skills Practice
- Cumulative Practice
- Unit Games
- Literacy Connection Activities
- Digital Math Tools Powered by Desmos





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

| Dear Family, | | 5 |
|---|--|---------------------|
| This week your student is learning about using algebraic approaches. | ut writing and solving multi-step equations | rite |
| One way to solve word problems is to v the situation. A bar model may help yo use it to write an equation to represent | rrite and solve an equation that represents u make sense of a problem. Then you can the situation. | and |
| A group of 5 friends go to a concert. Ea the friends also buy T-shirts that cost 5 many T-shirts, x, did the friends buy? | ch friend buys a ticket that costs \$30. Some of 15 each. In total the friends spend \$195. How | E/S Solve |
| Bar Model | Equation | 1 A |
| 195 | 15x + 150 = 195 | . E |
| 30 30 30 30 30 15 | 1 | Ste |
| There are often multiple ways to appro- be solving problems like the one below | ach solving an equation. Your student will | o Equa |
| A family buys 2 adult tickets and 4 cl game. The family spends a total of \$ each. What is the cost, x, of each chil | hild tickets to a high school basketball 28 on tickets. The adult tickets cost \$7 d ticket in dollars? | tions |
| ONE WAY to start finding the value of | > ANOTHER WAY to start is to divide | |
| x is to subtract 14 from both sides of the equation. | both sides by 4. | |
| 4x + 14 = 28 | 4x + 14 = 20 4x + 14 = 28 | |
| 4x + 14 - 14 = 28 - 14 | $\frac{4}{x+35} = 7$ | |
| 4x = 14 | x + 35 - 35 = 7 - 35 | |
| $\frac{4x}{4} = \frac{14}{4}$ | x = 3.5 | |
| x = 3.5 | l. | |
| Using either method, x = 3.5. The cost | of each child ticket is \$3.50. | |
| | Conception and the next part of the next | ge to start a |
| | | and a survey frame. |

Make sure to check out these Instruction & Practice highlights:

Keep families in the loop! Every lesson has a letter that includes background information, vocabulary, and an activity.

| Division of F $1\frac{1}{2} \div \frac{3}{8} = ?$ | ractions $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ There are twelve $\frac{1}{3}$ s in $1\frac{1}{2}$. There are 4 groups of $\frac{3}{8}$ in $1\frac{1}{2}$. $1\frac{1}{2}+\frac{3}{8}=4$ |
|--|--|
| 356 | Þ ↔ 2 |

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!*

PowerPoint Slides 💷

Math Background Pages [5]

These pages provide tips and

taught and how they progress

insights about the models

throughout a unit.

The ratio AB : DE is 1: 3.

The ratio BC : EF is 2 : 6, or 1 : 3.

The scale factor from $\triangle ABC$ to $\triangle DEF$ is

AC = 2.5 → DF = 2.5 • 3 = 7.5 So, x = 7.5.

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are videos that engage students during

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

• Lesson Quizzes 🚥

2 Teach:

Interactive Tutorials 💷

whole class instruction.

- Unit Assessments (IS) (Forms A and B)
- Digital Assessments For a digital alternative to PDF assessments, assign the Comprehension Checks.

These are found in the Assessment section. See <u>page 13</u> for more information.



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.

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| Understand Addition with Integers — Instruction — Level G | × |
|---|---|
| ose how to add balloons or weights to send the 6 - through the hoop. 5 - | |
| 0 0 3 | Problem Solving with Squarters - Natrial - Level G |
| 2 - | How can we isolate the variable, p? |
| 1- | 6,000 + (-25p) = 4,000 |
| • • • | |
| 4 4 4 | Step #1 6,000 - 25 p - 6,000 = 4,000 - 6,000 |
| | -25 p = -2,000 |
| H | Divide both sides of the equation by -25. Multiply both sides of the equation by 25. Divide both sides of the equation by -25. Divide both sides of the equation by -25. Image: the equation of the equation of the equation of the equation by 25. Image: the equation of the equation by 25. Divide both sides of the equation by 25. |
| | |

| LESSON 10 + QUIZ | Name: |
|------------------|-------|
| | |

> Solve the problems

Decide if each quotient is less than 1, greater than 1, or equal to 1. Choose Less than 1, Greater than 1, or Equal to 1 for each expression.

| | Less than 1 | Greater than 1 | Equal to 1 |
|--|-------------|----------------|------------|
| a. $\frac{2}{3} \div \frac{1}{6}$ | 0 | 0 | 0 |
| b. $\frac{1}{2} \div \frac{2}{4}$ | 0 | 0 | 0 |
| c. $\frac{3}{8} \div \frac{2}{5}$ | 0 | 0 | 0 |
| d. $\frac{1}{5} \div \frac{1}{4}$ | 0 | | |

2 What is the quotient $2\frac{4}{9} \div 1\frac{1}{3}$? Sh



Joan

| t 1: Expressions and Equation | s: Area, Algebraic Ex | pressions, and Expo | nents | | | | |
|---|-----------------------|--|----------------|--|---|--|--|
| t 1: Beginning of Unit | | | | E | | | |
| son 0: Lessons for the t Five Days | | | | | | | |
| con 1: Find the Area of a allelogram A.1 | | Ť | | | | | |
| sions Jon Overview & Family Letter ion 3: Explore ion 3: Develop aion 3: Refine | Session 1: Explore | Find the A Parallelog Session 1 Teacher p.58 | ree of a start | usen : () () () () () () () () () () | via mana Mariana Ang anana Ang anana | | |
| son 2: Find the Area of ingles and Other Polygons A.1 | | Ť | | Ê | | | |
| ••• | | | | | | | |
| | | _ | | | | | |

D Classroom Resources, Cont'd.









7 Extend: Enrichment Activities 💷 strengthen and advance student understanding of lesson concepts.

Fluency and Skills Practice To Assign to Google Classroom G Sign in with Google Fluency and Skills Practice Students p. 21-26 31,030 8 1,999 View and Prin Student Fill-in Editable + Standards

E/S = Available in English and Spanish

5 Reteach:

4 Prepare:

Tools for Instruction [5] are targeted lessons for reteaching skills and concepts in a different way.

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(E/S) = Available in English and Spanish

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





Interactive Practice available for every lesson!



Example of Grade 6 Interactive Practice: [5] **Multiple Select**



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.



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 technologyenhanced items are digital assessments comparable to the Lesson Quiz or 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.

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(E/S) = Available in English and Spanish

| | | 1 | |
|--------------------------|---------|------------------|-------------------------|
| i-Ready | Rosters | Assess & Teach 🗸 | Reports - Help - |
| | | | |
| Resources Instruction | | Diagnostic | Comprehension Checks |
| Assessment | | A % | СВ |
| | | Reading Math | Math |
| | | | |



| | | | | | | J | oan | | | | | × |
|-----|-------------|---------------|---------------|---------------|---------------------|---|-------------------------------|-----------------------|-----------|-----------|----------|------------|
| | | | | | | | | | | | | |
| Dra | ag an algeb | raic expres | sion into the | box paired | I with the de | scription that it | represents. | | | | | |
| [| | three-fourth | is of the su | m of a numl | ber and 15° | - | - | | | | | |
| [| | "fifteen less | than three | -fourths of a | a number* | - | - | | | | | |
| | | "three-fourt | hs more tha | in 15 times | a number" | | - | | | | | |
| | "fifteer | n times the | product of a | a number a | nd three-four | ths" | | | | | | . 1 |
| | | | | | $15d + \frac{3}{4}$ | 11 $15\left(\frac{3}{4}d\right)$ | ii $\frac{3}{4}d - 15$ | $\frac{3}{4}(d + 15)$ | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | | 0 of 5 | | | | Outwrite | |
| | 0 | ~ | 3 | - - | ۰ ٥ | $\mathbf{\mathcal{O}}$ | Completed | Fin | ish Later | \square | Submit | \bigcirc |

i-Ready Classroom Mathematics | 13



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.



A Diagnostic

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



B Instruction

Provides real-time snapshots of student progress and behaviors toward learning Not enou Low

Subject Math

Compreher Lesson 10: Div

werage Score

Students Co 0.Sti

howing 18 of

Banks Ahr

Sanchez, La

Graves, Chr

Ohana Dia

Student

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

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.

| | | Chaney, Juan Se | | | |
|------------------------|--|---|--|--|--|
| | Comprehens | Comprehension Check Results | | | |
| | Subject Student ID Student Grade Comprehension Check Assessment Language Score Date | Math Brian Vargas vargas_brian 6 Divide Fractions A English 80% 12/11/20 | | | |
| | Item 1 | | | | |
| | | | | | |
| | Determine whether each | quotient is less than 1, greater than 1, or equal to 1. | | | |
| | Drag each expression into a | box to show the relationship between the quotient and | | | |
| | Less than 1 $\begin{array}{c} \mathbf{x} \\ \frac{1}{3} \div \frac{1}{9} \end{array}$ | Greater than 1 2 $\boxed{1}$ $\frac{4}{5} \div \frac{1}{8}$ $\boxed{1}$ $\frac{6}{6} \div \frac{1}{4}$ 3 | | | |
| | | $\boxed{\begin{array}{c} \begin{array}{c} \begin{array}{c} \begin{array}{c} \begin{array}{c} \begin{array}{c} \frac{4}{5} \div \frac{1}{8} \end{array} \end{array} \end{array} \boxed{\begin{array}{c} \begin{array}{c} \begin{array}{c} \begin{array}{c} \end{array} \frac{1}{2} \div \frac{1}{10} \end{array} \end{array} \end{array} \boxed{\begin{array}{c} \begin{array}{c} \begin{array}{c} \end{array} \begin{array}{c} \begin{array}{c} \end{array} \begin{array}{c} \begin{array}{c} \frac{8}{6} \div \frac{1}{4} \end{array} \end{array} \boxed{\begin{array}{c} \end{array} \end{array} \boxed{\begin{array}{c} \end{array} \end{array} } \begin{array}{c} \begin{array}{c} \end{array} \end{array} } \end{array}$ | | | |
| | Correct answers: 1 $\frac{1}{3} \div \frac{4}{9}$ 2 $\frac{4}{5}$ | $\frac{1}{2} + \frac{3}{6} + \frac{1}{4}$ 3 $\frac{1}{2} + \frac{5}{10}$ | | | |
| Response analysis | Students may have an inc | prrect response because they may not understand how th | | | |
| outlines the rationale | can be used to determine | whether a quotient is less than, greater than, or equal to | | | |
| for typical incorrect | Students who classified the quotient is greater that | $\frac{1}{3} \div \frac{4}{9}$ as greater than $1 $ may have thought that when n $ 1 \cdot$ | | | |
| responses, helping | Students who classified | $\frac{4}{5} \div \frac{1}{8}$ and/or $\frac{8}{6} \div \frac{1}{4}$ as less than 1 may have though | | | |
| teachers find common | the quotient is less than | 1. | | | |
| misconceptions. | Students who classified numerator and denominat | $\frac{1}{2} \div \frac{5}{10}$ as less than -1 may have thought that the divides or of the dividend are both less than the numerator and d | | | |
| | | | | | |
| | | | | | |

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| gh data | Medium High | | Sort by: Student Name | | | | |
|---------|----------------|------------|-----------------------|-----------------|--|--|--|
| Name | Growth Mindset | Confidence | Productive Strategy | Self-Regulation | | | |
| Aiden | | | | | | | |
| Bailey | | | | | | | |
| Camila | | | | | | | |
| Chloe | | | | | | | |
| Dylan | | | | | | | |
| Griffin | | | | | | | |
| Henry | | | | | | | |
| luntley | | | | | | | |
| ackson | | | | | | | |
| Kora | | | | | | | |

| | | | | | | | | - |
|---|---------|-------------------|------------|-------|-----|-----|------------|-------------|
| ension Check | Results | ~ | | | | | | |
| Class/Report Group | Com | prehension Check | | | | | | |
| Grade 6, Section 1 🔹 Divide Fractions 🔹 | | | | | | | | • • • Key |
| sion Check Sum le Fractions | En | glish | | | | Vie | w Comprehe | nsion Check |
| 70% verage Score npleted/Assigned: 18/T lents Unassigned | 9 | Question Analysis | 1 | 2 | 3 | 4 | s | |
| ۵ ۵ | Score 🗘 | Date 🔅 | Duration 🔅 | 1.0 | 2 🗘 | 3 👶 | 4 🗘 | 5 🗘 |
| | 100% | 12/13/19 | 10m | ٠ | • | • | • | • |
| ra | 100% | 12/13/19 | 14m | • | • | • | • | • |
| tian | 100% | 12/13/19 | 13m | • | • | • | • | • |
| a | 90% | 12/16/19 | 9m | • | • | • | • | 0 |
| Sebastian | 90% | 12/17/19 | 13m | • | • | • | • | • |
| | | 4 | i-Rea | dy | • | • | • | 0 |
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| | | | | | 0 | • | • | 0 |
| | | | | | 0 | • | • | • |
| | | | | point | | | | |





To See More Reports Check out the Digital Assessment Reports Sampler.

Learn more at <u>i-ReadyClassroomMathematics.com/24</u>.

To see how other educators are maximizing their *i-Ready Classroom Mathematics* experience, follow us on social media!

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