

Using *i-Ready* with Multilingual Learners



Multilingual Learners are a wide-ranging group of learners that represent a broad spectrum of learning backgrounds, experiences, and communities. They may either be acquiring English alongside their home language or achieving bilingualism by learning a language other than English. This is a powerful asset to any classroom, and it's important to support these students well.

Look inside for tips, tools, and promising practices
to help support your Multilingual Learners!



How Does *i-Ready* Support Multilingual Learners?

Informs Instruction with High-Impact and Easily Accessible Data

Analyze detailed domain-level data from the *i-Ready Diagnostic* to understand your students' strengths and instructional priorities.

Student	Overall Placement & Scale Score	PA	PH	HFW	VOC	COMP	LIT	INFO
Malone, Carla	Grade 2 (479)	Not Assessed	Grade 2	Surpassed Level	Grade 2	Grade 2	Grade 2	Grade 2
Hess, Michael	Grade 3 (512)	Not Assessed	Grade 3	Surpassed Level	Early 4	Grade 2	Grade 3	Grade 2
Avina, Zandy	Late 4 (615)	Not Assessed	Surpassed Level	Surpassed Level	Late 4	Late 4	Late 4	Late 4
Sanchez, Abby	Late 4 (615)	Not Assessed	Surpassed Level	Surpassed Level	Late 4	Late 4	Late 4	Late 4
Stanton, Geena	Late 4 (604)	Not Assessed	Surpassed Level	Surpassed Level	Late 4	Late 4	Late 4	Late 4
Tan, Melanie	Late 4 (621)	Not Assessed	Surpassed Level	Surpassed Level	Late 4	Late 4	Late 4	Late 4

Builds Confidence and Motivation

- Engage students with content that integrates strategic scaffolds and an asset-based philosophy that recognizes the strengths they bring.
- Encourage students by having them track academic progress and take ownership of their learning on the student dashboard.

Can Do

Understand organization and basic features of print.

Recognize and name all uppercase letters of the alphabet.

Standards

Understand organization and basic features of print.

Recognize and name all lowercase letters of the alphabet.

Standards

Demonstrate basic knowledge of one-to-one letter-sound correspondences.

Match consonant sounds to letters in isolation: s, f, t, m, p, l, t

Standards

Demonstrate basic knowledge of one-to-one letter-sound correspondences.

Next Steps and Resources for Instruction

+ Teach one-to-one letter-sound correspondences: v, j, w, x, k, z, y.

+ Teach decoding regularly spelled one-syllable words with short a.

+ Provide practice with decoding regularly spelled one-syllable words with short i and short o.

– Teach decoding regularly spelled one-syllable words with short u and short e.

Teach decoding regularly spelled one-syllable words with short u and short e.

- Review with Jack the short vowel sound for u.
- Then model blending, using words such as sub, tub, tug, rug, bug, bun, fun, sun, run, but, nut. Write each word and say the sound for each letter. Then put the sounds together slowly. Point to each letter as you sound out the word.
- Model building words using letter cards.
- Repeat with the short vowel e. Use words such as led, red, bed, bet, let, get, set.

Tools for Instruction

Decode Words with Short Vowels

Additional Resources

Phonics for Reading

Promotes Access and Engagement

- Empower students and nurture a learning environment where they feel connected when they see themselves in lessons that represent a multitude of cultural and linguistic backgrounds.
- Support skill development in the foundational, vocabulary, and comprehension domains through teacher-led and online lessons.

Yolanda was already inside, unfolding chairs while Mori rolled up forks, knives, and spoons inside napkins. Color defined La Cocina de la Isla. Every bright hue

Tools for Instruction

Compare and Contrast

Although students observe similarities and differences quite frequently in their everyday lives, they may not know how to apply this skill to the characters, places, details, and events they read about. Comparing and contrasting specific details in a text requires close and active reading, two of the most critical components of reading for comprehension. To help students become proficient, explicitly teach the vocabulary and tools related to comparing and contrasting, as well as the pertinent times to use them.

Three Ways to Teach

Teach Signal Words 15-20 minutes

Explicitly teach the language students need to express the similarities and differences they observe. Say, When we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.

Display a wall chart of compare and contrast signal words, such as the one below:

Words That Signal Similarities				Words That Signal Differences			
like	both	similarly	also	but	however	yet	although
Use	also	each	same	instead	unlike	different	in contrast

Model using some of the words from the chart in simple compare and contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Unlike yesterday, today is _____ (morning and night).

Support English Learners Students may benefit from having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

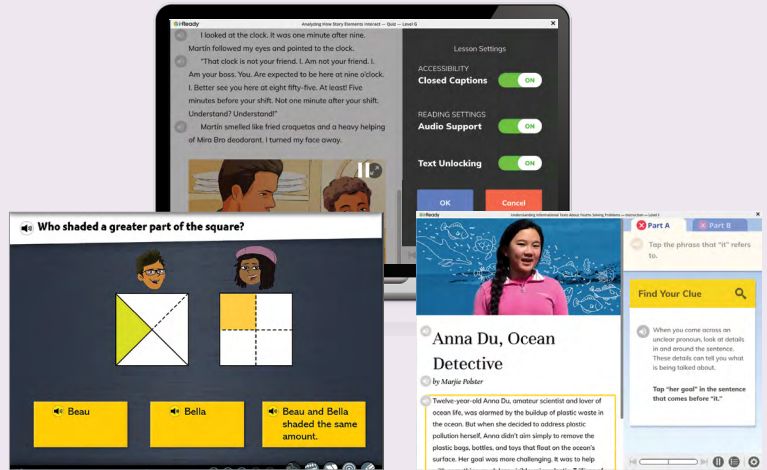
Use a Venn Diagram 20-30 minutes

Connect to Writing Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hans and Bear from *Toss and Bottoms*, by Janet Stevens.

Integrates Strategic Scaffolds

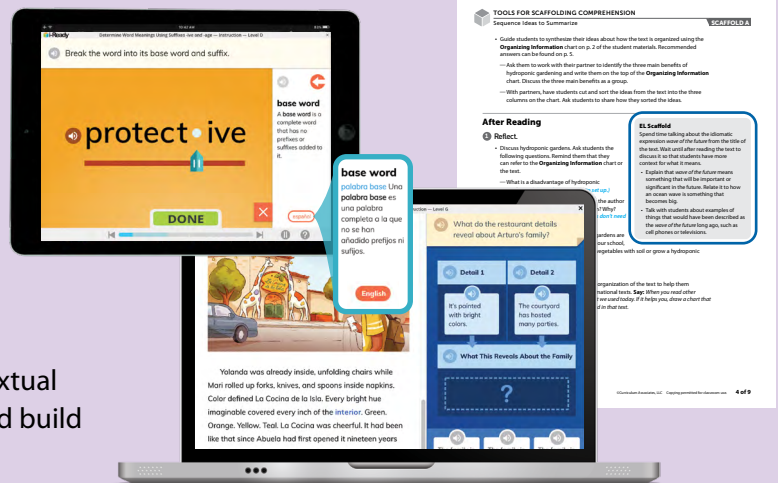
Online lessons may include:

- Audio Support
- Content-Specific Vocabulary
- Text Chunking
- Closed Captions
- Visual Scaffolds
- Multiple Representations
- Graphic Organizers
- Highlighting
- Labeling



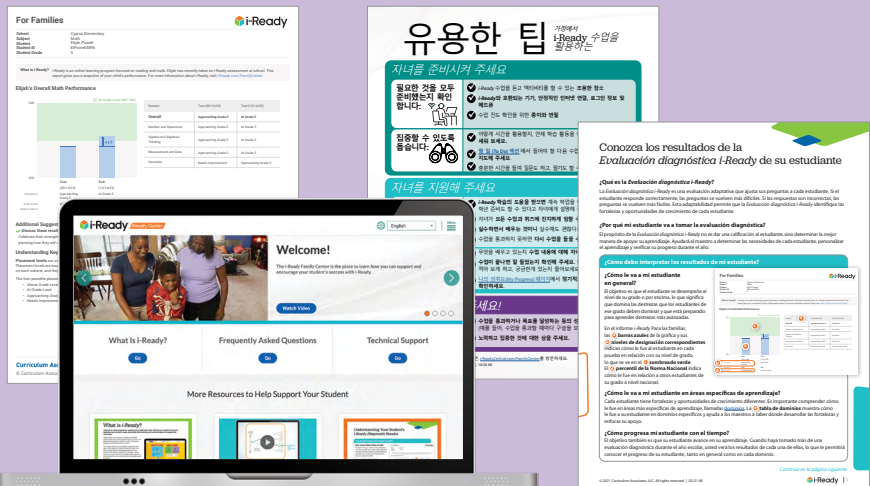
Supports Academic Language Development

- Teach vocabulary lessons that support both the meaning of individual words and strategies that students need to understand unfamiliar words during independent reading.
- Provide students with multiple exposures of target vocabulary words to help build contextual understanding, improve word familiarity, and build upon their knowledge of the world.



Supports Family Engagement

Access resources in multiple languages to help families support students at home at i-ReadyCentral.com/FamilyCenter.

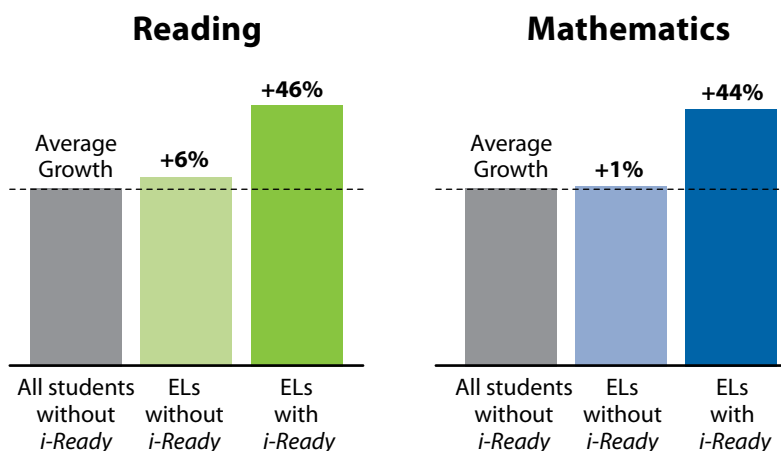


Proven to Work

It always helps to have reassurance that the program you are using is proven to impact student learning. We've heard from thousands of educators across the country that *i-Ready* works, and the data is in to prove it!

Remarkable Growth

Research based on data from nearly one million students who took the *i-Ready Diagnostic* found that students who received *i-Ready Personalized Instruction* experienced greater gains than students who did not receive *i-Ready Personalized Instruction* across all grades and subjects. A subgroup analysis found this difference in gains to be particularly true among students categorized as English Learners (ELs).



For more information, see CurriculumAssociates.com/ProvenForELs.

Grounded in Research

We apply evidence-based recommendations that maximize support for Multilingual Learners. This guidance comes from partnerships with researchers and frameworks, including:



Supported by Students and Educators

“

“When the teacher asks me a question in class, I can answer because I do *i-Ready*. It gives me the practice and information that I need.”

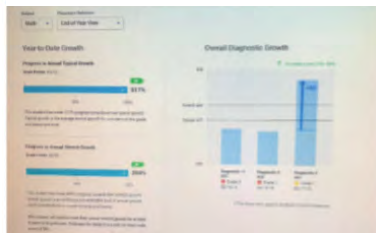
ENGLISH LEARNER,
SARASOTA SCHOOL DISTRICT



Jessica H. Atallah
@MrsAtallah13

When I saw how well one of my ELL kids did today on Math iReady I almost teared up! Seeing students find success and being so proud of themselves is worth every stressful day of being a teacher! I can't wait to see his reading test score tomorrow!

#GARRARDshines #ELL # FullHeart



Nathalie Rivera
@nattsivera

My heart fills with joy when I see my ELs accomplishments and overcome! They were so happy!!! Also, two of these students are newcomers! Thank you

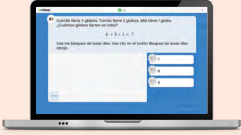
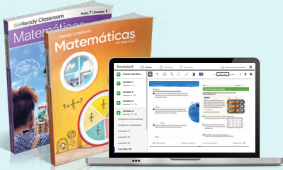


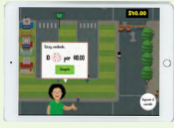
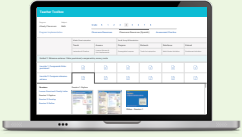


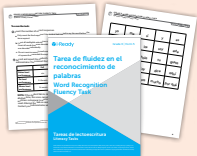
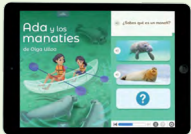
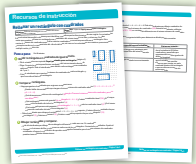
@sacarpenter6285 #teachLMS #bethechange

Mrs.CarpenterLMSMathTeacher @sacarpenter6285
So proud of these 3 students. They passed the most @iReady lessons in each of their respective blocks!!
@LMS_Hawks #waytogo #iTeacherLMS #Room1023 #mathteacher #middleschool #teacher

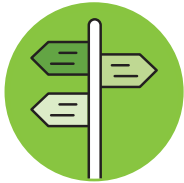


Spanish Solutions

Whether you are supporting Spanish-speaking ELs on their path to proficiency in English or teaching aspiring bilingual and biliterate Spanish Learners, these resources will enhance your planning and teaching!

	Assessment	Core Curriculum	Supplemental Instruction
Mathematics	 <p><i>i-Ready Diagnostic for Mathematics in Spanish</i> (Grades K–12)</p> <p>Understand students' overall mathematics performance, independent of English-language proficiency.</p>	 <p><i>i-Ready Classroom Matemáticas</i> (Grades K–8)</p> <p>Increase mathematical proficiency with student-centered and activity-based learning. Includes digital access through the Teacher Toolbox.</p>	 <p><i>i-Ready Personalized Instruction</i> (Grades K–8)</p> <p>Help students meet their grade-level goals with tailored online Mathematics instruction in Spanish.</p> <hr/>  <p>Tools for Instruction for Mathematics in Spanish (Grades K–8)</p> <p>Deliver targeted and actionable grade-level Mathematics instruction in Spanish.</p> <hr/>  <p>Learning Games in Spanish (Grades K–8)</p> <p>Motivate your students and foster a positive relationship to challenging mathematics standards.</p> <hr/>  <p>Teacher Toolbox (Grades K–8)</p> <p>Support on-grade level whole class and differentiated instruction with digital <i>i-Ready Classroom Matemáticas</i> content.</p>
Reading	 <p><i>i-Ready Evaluación Diagnóstica de lectura en español</i> (Grades K–6)</p> <p>Understand students' Spanish Reading performance and support their instructional needs.</p> <hr/>  <p><i>i-Ready Assessment of Spanish Reading</i> (Grades 7–8)</p> <p>Gain a better understanding of if students are performing on grade level in Spanish Reading.</p> <hr/>  <p><i>i-Ready Literacy Tasks in Spanish</i> (Grades K–6)</p> <p>Measure and monitor students' critical literacy skills in Spanish.</p>		<p><i>Mosaico Fundamentos™</i> (Grades K–2)</p> <p>Provide a path to biliteracy by pairing with <i>Magnetic Reading™ Foundations</i>.</p> <hr/>  <p><i>i-Ready Personalized Instruction</i> (Grades K–5)</p> <p>Deliver targeted and actionable grade-level reading instruction in Spanish.</p> <hr/>  <p>Tools for Instruction for Reading in Spanish (Grades K–6)</p> <p>Deliver targeted and actionable grade-level Reading instruction in Spanish.</p>

“Power Moves” for Supporting Multilingual Learners with *i-Ready*!



Consider the Unique Priorities of Your Students and Program Models[7](#)



Use Data with an Asset-Based Approach.....[8](#)



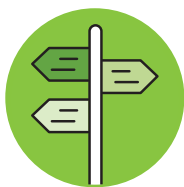
Set Goals and Celebrate Growth.....[8](#)



Use *i-Ready* Instruction Strategically[8](#)



Implement Proven Instructional Best Practices[10](#)



Consider the Unique Priorities of Your Students and Program Models

Tailoring instruction for Multilingual Learners varies based on the student's unique learner profile and the specific instructional model being used. Consider these questions to help you identify instructional priorities and develop your instructional plan.

What are the learner profiles in your classroom?*	<input type="checkbox"/> Spanish-Speaking ELs <input type="checkbox"/> ELs of Other Languages <input type="checkbox"/> ELs with Beginning Proficiency (Newcomers)	<input type="checkbox"/> ELs with Limited Formal Schooling (SLIFE) <input type="checkbox"/> Long-Term ELs <input type="checkbox"/> Spanish Learners
What is your instructional program model (e.g., English Instructed, Dual Language, Transitional)?*	<div></div>	
What are the instructional goals and grade-level priorities?	<input type="checkbox"/> Make progress toward English proficiency. <input type="checkbox"/> Become bilingual and biliterate in English and Spanish. <input type="checkbox"/> Master grade-level proficiency.	<input type="checkbox"/> Other: <div></div>
What supports do you have access to?	<input type="checkbox"/> EL Specialists <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Additional intervention time block	<input type="checkbox"/> Other: <div></div>
What additional data is available to help understand students' progress?	<input type="checkbox"/> English language assessments <input type="checkbox"/> <i>i-Ready Diagnostic</i> for Reading <input type="checkbox"/> <i>i-Ready Diagnostic</i> for Mathematics (English/Spanish) <input type="checkbox"/> <i>i-Ready Evaluación Diagnóstica de lectura en español</i> <input type="checkbox"/> <i>i-Ready Assessment</i> of Spanish Reading	<input type="checkbox"/> Other: <div></div>

*Multilingual Learner policies and terminology varies from state to state, making it crucial to follow your district's assessment guidance and schedule, considering all available student information.

Tips



Use Data with an Asset-Based Approach

i-Ready reports provide robust data about whole class and individual students' areas of strength and growth. Analyzing this data is essential for identifying your students' instructional priorities and promoting high expectations. ELs may demonstrate high proficiency in certain content areas, such as mathematics, while they are still learning the English language.

- **Create Report Groups for your Multilingual Learners** (e.g., All ELs, Newcomers, Exited and Being Monitored, Long-Term ELs) to facilitate data analysis and assignment of assessments and instruction in *i-Ready*.
- **Ensure your assessment plan matches your instructional priorities.**
- **Look for areas of strength** when analyzing data you can build from to inform instruction.



Set Goals and Celebrate Growth

Acquiring a new language can be difficult, especially as students are also learning new content in a language that's unfamiliar to them. It is important to set goals and celebrate your students' progress to boost their motivation and self-confidence.

- **Support ELs** with setting both language development and content-specific goals for themselves.
- **Involve students in the process** by teaching them how to track their own data.
- **Provide sentence frames** students can use to engage in meaningful data chats with you.



Use *i-Ready* Instruction Strategically

Support Multilingual Learners by leveraging online and teacher-led lessons that integrate strategic scaffolds, use corrective feedback to promote productive struggle, and feature culturally varied topics so students see themselves reflected in their learning. Students can either follow an automated and individualized learning path based on their Diagnostic results, work on lessons assigned by you, or engage in small group instruction.

For Personalized Instruction

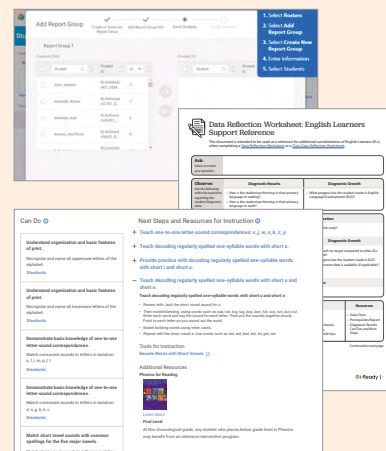
- **Monitor student performance** using the Actively Monitor and Respond Kit.
- **Leverage Teacher-Assigned Lessons** in English or Spanish to complement teacher-led instruction.
- **Model online lessons** with students to help familiarize them with the embedded supports.
- **Use *i-Ready's* Learning Games** to offer students an engaging way to practice mathematical concepts while having access to real-time reports in English or Spanish.

Tips

- **Consider all available data** for each student and **consult with colleagues** when making decisions about their strengths and instructional priorities (e.g., classroom and EL teachers, Personalized Instruction data, language assessments).
- When applicable, **pay attention to foundational skills in Reading**. Research shows that long-term ELs may benefit from additional instruction in this area.
- **Understand students' proficiency in their home language**. This can help inform content versus language instructional priorities.

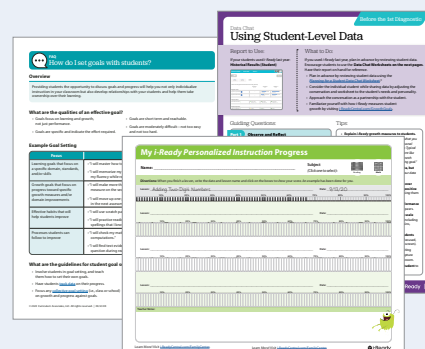
Tools

- 🔗 [How do I build Report Groups?](#)
- 🔗 [Data Reflection Worksheet: English Learners Support](#)
- 🔗 Diagnostic Results Report: Can Dos and Next Steps ([Mathematics](#) | [Reading](#))



- **Revisit and update goals regularly** so students can recognize their own growth.
- **Celebrate growth** with individual students, as a class, and with families to foster student motivation and success.
- **Ask students how they want to be celebrated**, and use this feedback to inform your incentives.

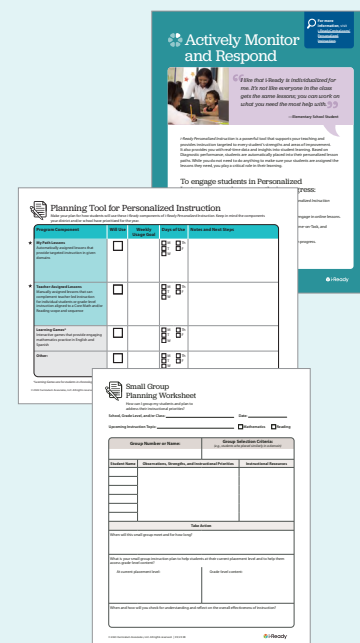
- 🔗 [FAQ: Setting Goals with Students in English or Spanish](#)
- 🔗 [Data Chats](#)
- 🔗 [Data Trackers](#)
- 🔗 [Certificates](#)



For Teacher-Led Instruction

- **Use Tools for Instruction lessons** in English or Spanish to support off-grade level skills or to preview upcoming grade-level content.
- **Use Tools for Scaffolding Comprehension lessons** with embedded EL supports to teach the most critical skills to scaffold grade-level instruction and position students to participate in grade-level content.
- **Use the Instructional Grouping, Prerequisites, and Grade-Level Scaffolding reports** to support the planning and delivery of both small group and whole group instruction.
- **Continue to build foundational skills and grade-level understanding of core concepts** during whole group and small group instruction.

- 🔗 [Actively Monitor and Respond Kit](#)
- 🔗 [Planning Tool for Personalized Instruction](#)
- 🔗 [Learning Games](#)





Implement Proven Instructional Best Practices

Many of the instructional best practices that support Multilingual Learners will also benefit the rest of your class. All students, including English speakers, are academic ELs and benefit from similar instructional scaffolds.

Develop Academic Language

- Preview lesson content to identify words, places, names, events, and cultural references that may be unfamiliar.
- Provide daily opportunities to use academic language with purpose.
- Teach academic language through meaningful context and visual aids to support students in understanding unfamiliar text and fostering meaningful discourse.
- Encourage students to make their own meaning of words through visual representations and analogies.
- Create an interactive word wall in which unit vocabulary is displayed and incentivize students who use those words regularly.
- Have students maintain a language journal they can use across classes to help them track vocabulary, reading, writing, and discussion strategies.
- Encourage students to use cognates as a strategic scaffold when appropriate.



Resources:

 [Teacher Toolbox](#)


Foster Interactions Through Academic Discourse

- Strategically pair students so they can learn from each other's language and academic strengths.
- Actively engage students in constructing meaning by having them work with a partner to sort new words and concepts and explain their thinking.
- Provide students opportunities to participate in extended, meaningful discussions using sentence stems around paraphrasing/summarizing, building on the ideas of others, elaborating, clarifying with questions, and disagreeing gracefully.



Resources:

 [ELA Discourse Cards](#)


 [Math Sentence Stems
Bookmark](#)

Deepen Comprehension

- Use think-alouds to model monitoring comprehension by drawing on background knowledge, making predictions, visualizing the events of a text, and asking questions.
- Use multimodal supports to clarify input, such as:
 - **Visual:** Incorporate illustrations, graphs, charts, graphic organizers, videos, color-coding, tangible real-life items, and diagrams. Pairing these visual aids with written and spoken instruction helps make content comprehensible for students who are acquiring a new language.
 - **Auditory:** Promote interactive conversations, present text orally, reinforce key concepts through oral repetition, leverage audiobooks, and use videos, podcasts, or songs to explain new content.
 - **Kinesthetic:** Allow students to move around or have breaks during tasks, incorporate real-world examples, plan experiments that enable students to actively engage with the content they are learning, use gestures, samples, or models to explain key concepts, and assign hands-on projects.



Resources:

 [How To: Using Tools for Scaffolding Comprehension](#)

Integrate Culturally Relevant Content


- Plan learning experiences for students to engage with material that validates their identities and fosters a meaningful connection with their learning environment.
- Embrace linguistic backgrounds by allowing students to use their native languages when appropriate and validating the importance of maintaining their linguistic and cultural identities.
- Invite students and their families to share their traditions, norms, and beliefs.
- Create opportunities for students to make and share connections to their own cultural experience.



Resources:

 [Get the Most from Personalized Instruction](#)


Move Practices into Action with Our *i-Ready* Tools!

 **Get Good Data Action Plan: English Learner Support Reference**


This document is intended to be used as a reference for additional considerations for English Learner (EL) support when completing a [Get Good Data Action Plan](#).

Diagnostic Window: _____

Additional Considerations for EL Support	
Get Organized: <ul style="list-style-type: none"> When will you review schedules and rosters, test technology, plan and organize the testing space, and gather materials? 	<ul style="list-style-type: none"> How can you plan for extended time breaks and/or flexible scheduling? When will you gather nonembedded supports (e.g., bilingual dictionary, native language translation for directions)? What other testing schedules may you need to consider?
Prepare and Motivate Students: <ul style="list-style-type: none"> When and how will you prepare students and encourage them to do their best? What resources will you use? How and when will you communicate with students' families about the upcoming Diagnostic? 	<ul style="list-style-type: none"> How will you prepare students to use the embedded and nonembedded supports? What language resources will you use to prepare and motivate ELs for the assessment? What resources will you use to help communicate with the ELs' families about the upcoming Diagnostic? <p>Resources</p> <ul style="list-style-type: none"> Grades K-5 Data Chats: Before the 1st Diagnostic: English Spanish Before a Subsequent Diagnostic: English Spanish Grades 6-8 Data Chats: Before the 1st Diagnostic: Student Class Before a Subsequent Diagnostic: Student Tips to Do Your Best Classroom Poster: English Spanish Getting Students Ready: For the 1st Diagnostic: English Spanish For a Subsequent Diagnostic: English Spanish Pledge Sheets: English: 23 22 22 23 31 Spanish: 24 26 28 30 32 i-Ready Family Center Family Resources in Multiple Languages
Actively Proctor: <ul style="list-style-type: none"> How will you monitor and encourage students as they are testing? What will you do if students are rushing or spending too much time on particular items? 	<ul style="list-style-type: none"> How will you encourage ELs to keep doing their best as they are testing? What will you do if an EL is rushing or spending too much time on items? <p>Resource</p> <ul style="list-style-type: none"> Encouragement Cards: English Spanish
Track Completion: <ul style="list-style-type: none"> When will you check the Diagnostic Status report? How will you celebrate test completion and successes? 	<ul style="list-style-type: none"> How will you manage varying Diagnostic completion dates? When will you review the Diagnostic Results report to collect, manage, and organize all relevant classroom data for ELs (e.g., language goals, primary language proficiency, etc.)?

© 2023 Curriculum Associates, LLC. All rights reserved. | 10/23 OK 

[Get Good Data Action Plan: English Learner Support Reference](#)

 **Data Reflection Worksheet: English Learners Support Reference**

This document is intended to be used as a reference for additional considerations of English Learners (ELs) when completing a [Data Reflection Worksheet](#) or a [Class Data Reflection Worksheet](#).

Ask: Select or create your question.

Observe:	Diagnostic Results	Diagnostic Growth
Ask the following reflective questions regarding the student Diagnostic data:	<ul style="list-style-type: none"> How is the student performing in their primary language in reading? How is the student performing in their primary language in math? 	<ul style="list-style-type: none"> What progress has the student made in English Language Development (ELD)?


Reflect: Ask the following reflective questions regarding student data:

General Instructional Information	
<ul style="list-style-type: none"> What are the language goals for this student (i.e., biliteracy, English only)? In what language(s) is the student receiving instruction? 	
Diagnostic Results <ul style="list-style-type: none"> How does the language of instruction impact domain performance? Are the additional language supports the student is receiving appropriate given this data? What additional language supports does the student need, based on this data? 	Diagnostic Growth <ul style="list-style-type: none"> Is the growth on target compared to other ELs at this level? What progress has the student made in ELD? What classroom data is available (if applicable)?
Personalized Instruction <ul style="list-style-type: none"> How is the student performing in Personalized Instruction? 	

Take Action: Based on your reflection, use these principles and resources to aid in further supporting students.



Principles	Resources
Empowering Students with an Asset-Based Approach <ul style="list-style-type: none"> Engage students in meaningful data chats. Connect and build on your students' prior knowledge and experiences. Create opportunities for multimodal learning through hands-on demonstrations, simulations, role-play, audio, video, or virtual field trips. 	<ul style="list-style-type: none"> Data Chats Prerequisites Report Diagnostic Results Can Do and Next Steps

Continued on next page



© 2023 Curriculum Associates, LLC. All rights reserved. | 09/23 OK 

[Data Reflection Worksheet: English Learners Support Reference](#)

Access Additional Resources

-  [Support English Learners with i-Ready](#)
-  [Support Spanish Learners with i-Ready](#)

See and Hear from Other Educators

-  [CurriculumAssociates.com/Blog](#)
-  [CurriculumAssociates.com/Podcast](#)