



 i-Ready Classroom  
Mathematics

# Pilot Success Guide



Algebra 1  
Extension



A1



SUPPORT • RESOURCES • TIPS • TOOLS • HOW TOS

2024–2025





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### Additional Support

Go to [CurriculumAssociates.com/RCL2024Pilot](https://CurriculumAssociates.com/RCL2024Pilot) or use the QR code to access digital resources that include classroom videos, links to help assign digital practice and assessments, efficacy research, and more!



# Program Organization

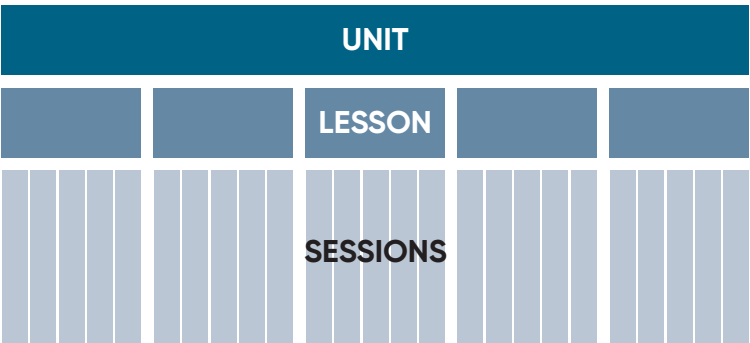
Make the best use of instructional time. The lessons in *i-Ready Classroom Mathematics Algebra 1* span multiple days and integrate several standards to help students make connections and develop a deep understanding.

## Unit Structure

**Unit** The unit structure embraces what students already know and uses their prior knowledge as a springboard to learn and apply new concepts.

**Lesson** The multiple-day lesson structure allows time for students to develop a deeper understanding of concepts and skills.

**Session** The lessons are divided into daily 45- to 60-minute sessions called Explore, Develop, and Refine.



| UNIT                  | Function Concepts and Linear Functions                 |
|-----------------------|--------------------------------------------------------|
| 2                     |                                                        |
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## Two Types of Lessons

*i-Ready Classroom Mathematics Algebra 1* has **two different types of lessons** to address the unique approaches of the standards and to support a balance of conceptual understanding, application, and procedural fluency.

### Strategy Lessons

#### *Majority of Lessons in the Program*

These lessons help students make important connections and deepen their understanding while acquiring and developing mathematical skills and strategies.

### Modeling in Action Lessons

#### *End of Each Unit*

These lessons focus on the application of the modeling concepts that were taught in the unit and engage students with the full Modeling Cycle.

# Structure of a Lesson

Within a lesson, each session (or day) plays a different role in supporting student understanding. This provides students with a variety of experiences and gives them the time they need to develop conceptual understanding, build procedural fluency, and apply concepts they've learned to new situations. Each session allows time for instruction, practice, and differentiation.

| 1 SESSION                                                                                                          | 1–4 SESSIONS                                                                                                                                                                                                             | 1 SESSION                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore Session                                                                                                    | Develop Session                                                                                                                                                                                                          | Refine Session                                                                                                                                                        |
| FOCUS OF EACH SESSION                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• Connect prior knowledge.</li><li>• Introduce new lesson content.</li></ul> | <ul style="list-style-type: none"><li>• Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations.</li><li>• Practice new skills and apply new learning.</li></ul> | <ul style="list-style-type: none"><li>• Strengthen skills and understanding with in-class practice time.</li><li>• Reteach, reinforce, and extend learning.</li></ul> |

## A Powerful Instructional Framework: Try–Discuss–Connect

At the core of *i-Ready Classroom Mathematics Algebra 1* is the Try–Discuss–Connect instructional framework. This framework is used in every Strategy lesson and incorporates multiple routines and best practices into instruction while integrating language and mathematics to develop deeper understanding.



### Try

Make sense of the problem.

Solve and support your thinking.



### Discuss

Share your thinking with a partner.

Compare strategies.



### Connect

Make connections and reflect on what you have learned.

Apply your thinking to new problems.

- Student Processing Time**  
Prepares students to participate in the classroom conversation
- Teacher-Facilitated Student Discourse**  
Engages students in doing most of the thinking and talking to better retain what they learn
- Practice**  
Reinforces understanding

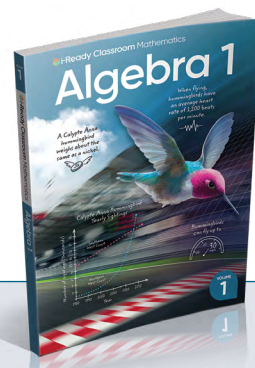
# *Quick-Start Guide:* Algebra 1

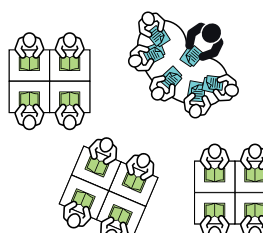
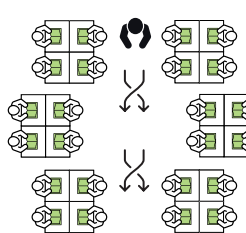
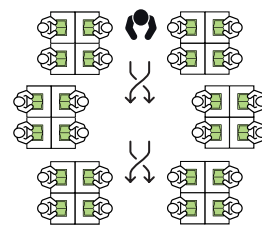
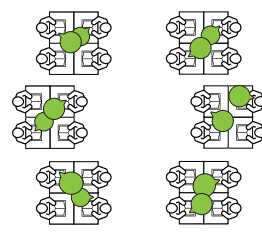
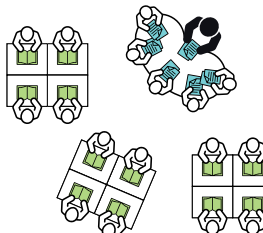
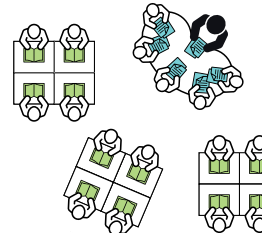




# Overview of an Algebra 1 Lesson

The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics Algebra 1* is intended to be flexible based on the needs of students to accomplish learning goals.



| Explore<br>1 DAY                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Connect to prior knowledge</li><li>• Introduce new lesson content</li></ul>                                                                                                    |                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Start Activity                                                                                                                                                                | Connect to Prior Knowledge                                                                                                                                                                                                                                                                                                                                                                                                          | Whole Class Exploration                                                                                                                                                                                                |                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Always, Sometimes, Never</li><li>• Same and Different</li><li>• Which One Doesn't Belong?</li><li>• Which Would You Rather?</li></ul> | <ul style="list-style-type: none"><li>• Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</li><li>• Whole class or small groups</li></ul>                                                                                                                                                                          | <p>See Teacher's Guide</p>                                                                                                          |                                                                                                                                             |
| Develop<br>1–4 DAYS                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations</li><li>• Practice new skills and apply new learning</li></ul> |                                                                                                                                             |
| Start Activity                                                                                                                                                                | Try–Discuss–Connect Framework                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Always, Sometimes, Never</li><li>• Same and Different</li><li>• Which One Doesn't Belong?</li><li>• Which Would You Rather?</li></ul> | <p>Student Processing Time</p>                                                                                                                                                                                                                                                                                                                   | <p>Student-Centered Math Discussions</p>                                                                                           | <p>Deepen Learning, Differentiation, and Practice</p>  |
| Refine<br>1 DAY                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Strengthen skills and understanding with in-class practice time</li><li>• Reteach, reinforce, and extend learning</li></ul>                                                    |                                                                                                                                             |
| Start Activity                                                                                                                                                                | Differentiation and Practice Options                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Check for Understanding</li><li>• Error Analysis</li></ul>                                                                            |  <div><p><b>Student-Led Options:</b> Center Activities and Enrichment Activities</p><p><b>Teacher-Led Options:</b> Teacher's Guide Activities, Tools for Instruction, and Center Activities</p><p><b>Independent Options:</b> Practice Pages, Fluency and Skills Practice, Unit Review, and Digital Practice,* and Cumulative Practice</p></div> |                                                                                                                                                                                                                        |                                                                                                                                             |

\*Available for Back to School 2025

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## CHECKLIST Explore

### Connect to and build prior knowledge | Introduce new lesson content

As you prepare for the Explore sessions, review this guide while filling out your planning template.

- ☐ Review the Lesson Opener.
- ☐ Review the Session Overview: Learning Target(s) and Language Supports.
- ☐ Review the **Start Activity**.
- ☐ Download the presentation slides for the Explore session.\*

- ☐ Refer to **Grade-Level Planning (Prerequisites) report\*** groupings and use the *Recommendations* resources.

- On page 1 of the *Recommendations*, review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
- If there are multiple prerequisites, prioritize the Essential Skill or the most appropriate prerequisite skill.
- Gather the associated resources to plan for prerequisite review below.

#### Prerequisite Resource Options Based on Grade-Level Planning (Prerequisites) Report\*

| Student-Led Options                                                                                               | Independent Options                                                                  | Whole Class/Teacher-Led Options                                                                         |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>Center Activities</b> (available under Math Center Activities on the Teacher Toolbox) | <input type="checkbox"/> <b>Fluency and Skills Practice</b> (on the Teacher Toolbox) | <input type="checkbox"/> <b>Tools for Instruction</b> (under the Reteach column on the Teacher Toolbox) |
| <input type="checkbox"/> <b>Enrichment Activities</b> (under the Extend column on the Teacher Toolbox)            | <input type="checkbox"/> <b>Practice Pages</b> (in the Student Worktext)             | <input type="checkbox"/> <b>Hands-on Activities and Visual Models</b> (in the Teacher's Guide)          |

- ☐ **Whole Class:** Introduce new lesson content. Students transfer prerequisite skills exposure to new content.
- ☐ **Review Try It and Language Routine**
- ☐ **Review Discuss It**, including Select and Sequence Student Strategies and Ask/Listen Fors
- ☐ **Review Connect It** (Look Back/Look Ahead)
- ☐ **Review Key Idea and Differentiation Activity**

- |                                                                                                                                                                              |                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>When applicable, review the Desmos Graphing Calculator Quick Connect</b> (digital/interactive option tied to a specific problem in each Lesson). | <input type="checkbox"/> <b>Additional Practice/Homework</b> <ul style="list-style-type: none"><li>• Develop Math Language</li></ul> |
| <input type="checkbox"/> <b>Exit Ticket</b>                                                                                                                                  | <input type="checkbox"/> <b>Practice</b> (Green Pages)                                                                               |
|                                                                                                                                                                              | <input type="checkbox"/> <b>Fluency and Skills Practice</b> (in the Teacher Toolbox)                                                 |
|                                                                                                                                                                              | <input type="checkbox"/> <b>Extra Practice</b> (at the end of the lesson)                                                            |
|                                                                                                                                                                              | <input type="checkbox"/> <b>Cumulative Practice</b> (at the end of the volume)                                                       |

- ☐ Consider how families will access the **Family Letter**:
  - Family Resources via Student eBook (multiple languages available)



## PLANNING GUIDE Explore

Consider how you will use the Lesson Opener to build anticipation and show how what students are learning can be applied outside the classroom.

| Start Activity                                                                                                                                                                                                        |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Which One Doesn't Belong?<br><input type="checkbox"/> Which Would You Rather?<br><input type="checkbox"/> Always, Sometimes, Never<br><input type="checkbox"/> Same and Different            | <b>Engagement Protocols:</b>                                                                                                                                                                              | <b>Support for English Learners:</b>                                                                                                                                                                                                                                                              |
| Student-Led Options                                                                                                                                                                                                   | Independent Options                                                                                                                                                                                       | Teacher-Led                                                                                                                                                                                                                                                                                       |
| <input type="checkbox"/> <b>Center Activities</b> (under Math Center Activities on the Teacher Toolbox)<br><br><input type="checkbox"/> <b>Enrichment Activities</b> (under the Extend column on the Teacher Toolbox) | <input type="checkbox"/> <b>Fluency and Skills Practice</b> (on the Teacher Toolbox)<br><br><input type="checkbox"/> <b>Practice Pages</b> (in the Student Worktext)                                      | <input type="checkbox"/> <b>Tools for Instruction</b> (under the Reteach column on the Teacher Toolbox)                                                                                                                                                                                           |
| Whole Class                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                   |
| <input type="checkbox"/> <b>Try It</b><br>What language routine will you use to support students to make sense of the problem?                                                                                        | <input type="checkbox"/> <b>Discuss It</b><br>How will you support partner discussions?<br><br>How will you support whole class discussion?                                                               | <input type="checkbox"/> <b>Connect It</b><br>How will you support Connect It (Look Back/Look Ahead)?<br><br>How will you use the graphic organizer to build students' use of math terms and academic language?<br><br>Review the Key Idea and consider the Differentiation Activity (if needed). |
| Practice Options                                                                                                                                                                                                      | Desmos Graphing Calculator Quick Connect (when applicable)                                                                                                                                                |                                                                                                                                                                                                                                                                                                   |
| <input type="checkbox"/> Practice Pages<br><input type="checkbox"/> Fluency and Skills Practice                                                                                                                       | <input type="checkbox"/> Consider how students will engage with the specific problem. (They can complete the problem in their Student Worktext, using Desmos Graphing Calculator Quick Connect, or both.) |                                                                                                                                                                                                                                                                                                   |



## CHECKLIST Develop

**Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations | Explore new strategies and develop new learning** As you prepare for the Develop sessions, review this checklist while filling out your planning template.

- ☐ Review the **Session Overview: Learning Target(s) and Language Supports**.
- ☐ Review the **Start Activity**.
- ☐ Download the **presentation slides for the Develop session**.\*

**Try It:** Students make sense of the problem and persevere in solving them.

### Make Sense of the Problem

- ☐ Use the language routine to build student ownership of reading the problem and building their understanding of the problem before attempting to solve (Three Reads, Notice and Wonder, Co-Craft Questions, Say It Another Way).

### Solve and Support Thinking

- ☐ Provide access to and encourage use of various tools and manipulatives suggested in the Teacher's Guide so students can solve using the method or strategy of their choosing.

### Effective Practices

- ☐ Give students time to think, but don't wait for all students to develop a full solution.
- ☐ Circulate to observe student work and select and sequence student strategies to be shared.

**Discuss It:** Students share ideas with a partner, then discuss and compare teacher-selected strategies.

### Share Your Thinking with a Partner

- ☐ Students discuss their and their partner's strategies in preparation for whole class discussion, including why it is reasonable in the context of the problem and defending their thinking verbally and using representations.
- ☐ Students show they are listening by rephrasing and asking questions of classmates to clarify understanding and discuss similarities and differences.

### Compare Class Strategies

- ☐ Lead students through analysis of preselected strategies by probing the entire class to make connections between and across shared strategies.
  - Guidance in Teacher's Guide:
    - Whole Class Discussion
    - Ask/Listen For
    - Select and Sequence Student Strategies

### Effective Practices

- ☐ Display session slides\* and Discourse Cards.
- ☐ Display preselected student strategies. Then use individual think time and partner talk to promote students' ownership of sense making.
- ☐ Prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.

**Connect It:** Dive deeper into conceptual understanding and strategies.

### Make Connections and Reflect

- ☐ Display the Picture It/Model It/Analyze It slides. Ask the remaining aligned questions from the Teacher's Guide.
- ☐ Select one to two Connect It questions. Have students complete them verbally and/or in writing individually, in pairs, or as a class.

### Apply Your Thinking to a New Problem

- ☐ Students practice by answering Apply It problems.
- ☐ Make Hands-On or Visual Activities available to all students.

### Effective Practices

- ☐ Integrate a few of the Connect It questions into the Discuss It section.
- ☐ Provide the lesson-specific Enrichment Activity to all students.
- ☐ Use the green Additional Practice pages in the Student Worktext as needed.

### Practice

- ☐ **When applicable, review the Desmos Graphing Calculator Quick Connect** (digital/interactive option tied to a specific problem in each lesson).
- ☐ **Exit Ticket**

- ☐ Apply It Practice
- ☐ Practice Pages
- ☐ Fluency and Skills Practice
- ☐ Digital Practice\*





## PLANNING GUIDE

# Develop

### Start Activity

- ☐ Which One Doesn't Belong?
- ☐ Which Would You Rather?
- ☐ Always, Sometimes, Never
- ☐ Same and Different

#### Engagement Protocols:

#### Support for English Learners:

**Try It:** Students make sense of the problem and persevere in solving them.

#### Make Sense of the Problem

*Which language routine will you use? (see Teacher's Guide)*

#### Solve and Support Thinking

*How will you support students in solving and supporting their thinking?*

#### Effective Practices

- ☐ Give students time to think, but don't wait for all students to develop a full solution. This is "think time."
- ☐ Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared in a way that builds thinking.

**Discuss It:** Students share ideas with a partner, then discuss and compare teacher-selected strategies.

#### Share Your Thinking with a Partner

*Which student strategies are best to select for class analysis? (see Select and Sequence Strategies guidance in the Teacher's Guide)*

#### Compare Class Strategies

*Which recommended questions from the Teacher's Guide will you use?*

#### Effective Practices

- ☐ Display and pose a sentence starter/question using session slides\* and Discourse Cards.
- ☐ Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation.
- ☐ Prompt students to recognize, explain, and build on classmates' reasoning and/or errors in a solution strategy.

**Connect It:** Dive deeper into conceptual understanding and strategies.

#### Make Connections and Reflect on What You Have Learned

*Which two to three Connect It questions will you address as a class?*

#### Apply Your Thinking to a New Problem

*Will students complete the Apply It practice with a partner or independently?*

#### Effective Practices

- ☐ Integrate a few of the Connect It questions into the Discuss It section.
- ☐ Early finishers? Provide students with a practice option.
- ☐ For Additional Practice: See the green Practice pages in the Student Worktext.

#### Practice Options

- ☐ Apply It Practice
- ☐ Practice Pages
- ☐ Fluency and Skills Practice
- ☐ Digital Practice\*

#### Desmos Graphing Calculator Quick Connect (when applicable)

- ☐ Consider how students will engage with the specific problem. (They can complete the problem in their Student Worktext, using Desmos Graphing Calculator Quick Connect, or both.)



## CHECKLIST Refine

**Strengthen skills and understanding with in-class practice | Reteach, reinforce, and extend learning** As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- ☐ Review the Session Overview: Learning Target(s) and Language Supports.
- ☐ Review Start: Check for Understanding.
- ☐ Download the Refine session slides.\*

- ☐ **Use the Start Activity and the Differentiation Guidance** on the Session Overview to identify differentiated activities from the options below.
- ☐ **When applicable, review the Desmos Graphing Calculator Quick Connect** (digital/interactive option tied to a specific problem in each lesson).

### Student-Led Options

- ☐ **Center Activities** (available under Math Center Activities on the Teacher Toolbox)
- ☐ **Enrichment Activities** (under the Extend column on the Teacher Toolbox)

### Independent Options

- ☐ **Apply It Practice**
- ☐ **Practice Pages**
- ☐ **Fluency and Skills Practice**
- ☐ **Digital Practice\***
- ☐ **Cumulative Practice**
- ☐ **Unit Review**

### Whole Class/Teacher-Led Options

- ☐ **Differentiation Activities** (Reteach, Reinforce, and Extend)
- ☐ **Tools for Instruction** in Teacher Toolbox.

- ☐ **Review Math Journal and Self-Check**

### Review Assessment Options:

- ☐ **Lesson Quiz** (print)
- ☐ **Comprehension Check** (digital)\*



## PLANNING GUIDE

# Refine

| Start Activity                                                                                                                                                                                            |                                                             |                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Check for Understanding                                                                                                                                                          | Support for English Learners:                               |                                                                                             |
| Student-Led Options                                                                                                                                                                                       | Independent Options                                         | Teacher-Led Options                                                                         |
| <input type="checkbox"/> <b>Center Activities</b> (under Math Center Activities on the Teacher Toolbox)                                                                                                   | <input type="checkbox"/> <b>Apply It Practice</b>           | <input type="checkbox"/> <b>Tools for Instruction</b> (in the Teacher Toolbox)              |
| <input type="checkbox"/> <b>Enrichment Activities</b> (under the Extend column on the Teacher Toolbox)                                                                                                    | <input type="checkbox"/> <b>Practice Pages</b>              | <input type="checkbox"/> <b>Differentiation Activities</b> (Reteach, Reinforce, and Extend) |
|                                                                                                                                                                                                           | <input type="checkbox"/> <b>Fluency and Skills Practice</b> |                                                                                             |
|                                                                                                                                                                                                           | <input type="checkbox"/> <b>Digital Practice*</b>           |                                                                                             |
|                                                                                                                                                                                                           | <input type="checkbox"/> <b>Cumulative Practice</b>         |                                                                                             |
|                                                                                                                                                                                                           | <input type="checkbox"/> <b>Unit Review</b>                 |                                                                                             |
| Desmos Graphing Calculator Quick Connect (when applicable)                                                                                                                                                |                                                             |                                                                                             |
| <input type="checkbox"/> Consider how students will engage with the specific problem. (They can complete the problem in their Student Worktext, using Desmos Graphing Calculator Quick Connect, or both.) |                                                             |                                                                                             |
| Determine Assessment Option:                                                                                                                                                                              |                                                             |                                                                                             |
| <input type="checkbox"/> Lesson Quiz (print)                                                                                                                                                              |                                                             |                                                                                             |
| <input type="checkbox"/> Comprehension Check (digital)*                                                                                                                                                   |                                                             |                                                                                             |



## FAQ

# How can I use Desmos Graphing Calculator Quick Connects?

## Overview

Desmos Graphing Calculator Quick Connects are tasks preconfigured in the Desmos Graphing Calculator and are designed to help students visualize abstract algebraic concepts, see the relationship between variables, and understand functions through graphical representations.

## Where can I find the Desmos Graphing Calculator Quick Connects?

Almost every lesson has at least one Desmos Graphing Calculator Quick Connect, and these can be found in any session. Desmos Quick Connects are embedded in the Teacher's Guide.

### Desmos Graphing Calculator Quick Connect

Use the Desmos Graphing Calculator to provide an opportunity for students to visualize the pattern beyond Step 3.

- Have students drag the slider for  $n$  to see how the pattern changes for each step up to Step 10.
- Explain that this representation can help identify the pattern or can be used to check if solutions are correct.

### LESSON 1 | SESSION 2

#### Develop

**Apply It**  
Ask questions to support students' thinking as they complete problems 6-8 more independently.

6 Prompt students to think about the meaning of variable.

**ASK** What is the difference between a variable and a variable term?

**LISTEN FOR** A variable has an unknown value, or a value that can change. A variable term is a term that includes a variable.

7 Help students understand that the variable  $n$  represents the step number.

**ASK** How can you use the step number and number of squares to help you write an equation?

**LISTEN FOR** I can look at the step number and number of squares for each step to identify a relationship.

### LESSON 1 | SESSION 2

**Apply It**  
Use what you learned to solve these problems.

8 Ayaan spends the day at a park. She swims, bikes, eats lunch, and takes a nap. Ayaan had an hour and 30 minutes at the park. She had 1.5 hours. Which quantities could be represented by a variable term? Select all that apply.

- The number of hours Ayaan ate lunch.
- The number of hours Ayaan biked.
- The number of hours Ayaan swam.
- The number of hours Ayaan napped.

9 In the pattern below, Step 1 has 1 square, Step 2 has 4 squares, and Step 3 has 9 squares. Write an equation that would be used to find the number of squares,  $S$ , in Step  $n$  of the pattern.

Step 1: 1 square, Step 2: 4 squares, Step 3: 9 squares

**Possible answer:**  $S = 1 + 3(n - 1)$  or  $S = n^2$

10 One week Zahara spends 20 hours reading (commute for 3 hours and bike trails for 4 hours). She takes Zahara about the same amount of time to read books for each day. She has read Zahara 20% of the time that common day.

**ASK** Write an equation that models the situation.

**Possible answer:** Let  $x$  be the number of hours spent reading books.  $20x = 40$  or  $x = 2$

**ASK** What constants are there on the situation? Do they represent fixed or variable quantities?

**Possible answer:** The constants are:

- $x$  represents time, so  $x > 0$ . This is a variable quantity.
- The total time is 20 hours. This is a fixed quantity.

## Where can students find the Desmos Graphing Calculator Quick Connects?

In the Student Worktext, problems connected with a Desmos Graphing Calculator Quick Connect are marked with a symbol. Students can find the Desmos Quick Connect on their Student Bookshelf either from the page where it appears in their student eBook or in the **My Desmos Tools** tab.

### Bookshelf

My Book My Notes **My Desmos Tools** Family Resources

Welcome to My Desmos Quick Connects

The Desmos Tools include a Graphing Calculator, a Scientific Calculator, and a Geometry Tool. You can use the Desmos Tools to help solve problems. Help resources are available in each tool.

The Desmos Quick Connects help you learn specific new things as part of the lessons in your book. Quick Connects open the Desmos Tools with graphs that are already made for you.

### Bookshelf

Front of Book

- Unit 1 Lesson: 1 - 4
- Unit 2 Lesson: 5 - 9
- Unit 3 Lesson: 10 - 13
- Unit 4 Lesson: 14 - 18
- Unit 5 Lesson: 19 - 22
- Unit 6 Lesson: 23 - 25
- Unit 7 Lesson: 26 - 28
- End of Book

### LESSON 10 | SESSION 4

**Quick Connect**

Use the 100% problem to discuss your understanding of transformations of quadratic functions.

1 Look at the graph of  $f(x) = x^2 + 3x - 4$ .

2 Graph the function  $g(x) = x^2 + 3x - 4$ .

3 How does the shape of the graph of function  $g$  compare to the shape of the graph of function  $f$ ? Explain.

**Key Idea:** Complete the square to determine what  $a$ ,  $h$ , and  $k$  are for the graph of a quadratic function written in vertex form  $y = a(x - h)^2 + k$ . This makes the graph easier to graph.

When  $a > 0$ , the graph is a parabola that opens upwards.

When  $a < 0$ , the graph is a parabola that opens downwards.

When  $a = 0$ , the graph is a line.

When  $a > 0$ , the graph is a parabola that opens upwards.

When  $a < 0$ , the graph is a parabola that opens downwards.

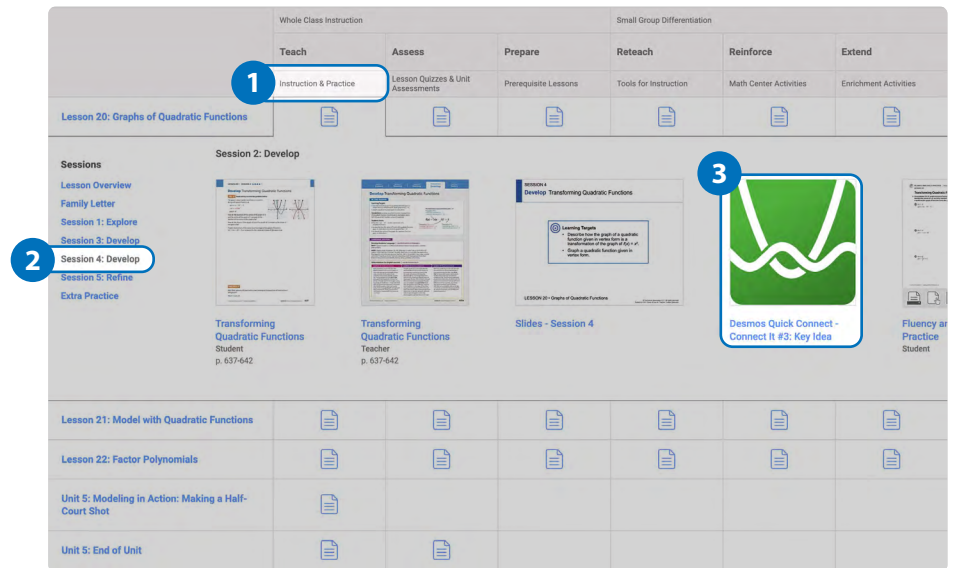
When  $a = 0$ , the graph is a line.

## How can I preview the Desmos Graphing Calculator Quick Connects before assigning them to my students?

Educators can preview the Desmos Quick Connects in two ways, either from the Instruction & Practice tab in the Teacher Toolbox or from the resource available in the Program Implementation tab.

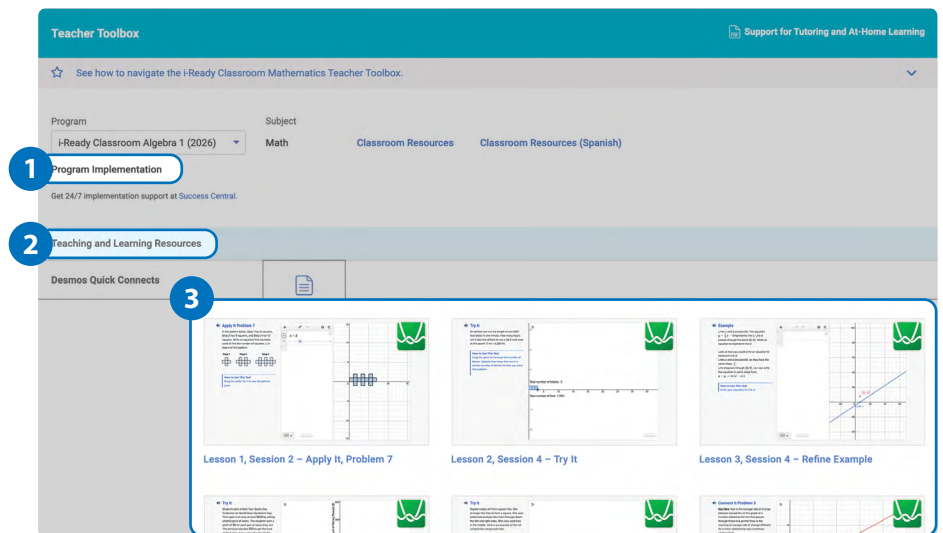
### Option 1

1. From the Teacher Toolbox, select the **Instruction & Practice** tab.
2. Select a **session** that has a Desmos Quick Connect.
3. **Click** on the Desmos Quick Connect.



### Option 2

1. From the Teacher Toolbox, select the **Program Implementation** tab.
2. Scroll down to the **Teaching and Learning Resources** section.
3. Select the **Desmos Graphing Calculator Quick Connects** resource.





## FAQ

# How do I enable the Algebra 1 eBook for Students?

## Overview

Students are automatically assigned the eBook that corresponds to their grade. Since Algebra 1 is not associated with a grade level, educators must manually turn on the Algebra 1 eBook for their students. Educators can assign up to two eBooks per student,\* for example their chronological grade and Algebra 1.

## Enable the Algebra 1 eBook

To give all students in a class/report group or individual students access to the Algebra 1 eBook, follow the steps below.

1. Log in to the *i-Ready Connect* dashboard and select **Math**.
2. Select **Management** from the top navigation bar.
3. Select the **Class/Report Group** or **Student** tab. (Example shows Class/Report Group, but Student instructions are the same.)
4. Click **Edit** to enable the Algebra 1 eBook On/Off feature.
5. Select the Algebra 1 **Class/Report Group** or **Student** and toggle the value switch to **On**.

\*If a student already has access to two eBooks (e.g., Grade 7 and Grade 8) and the Algebra 1 eBook is enabled, then the student will have access to the higher grade and Algebra 1.

The screenshot shows the i-Ready Management interface. The top navigation bar includes 'i-Ready', 'Management', 'Assess & Teach', 'Reports', and 'Help'. The user 'Regina Moore' is logged in. The 'Math' subject is selected in the dropdown menu. The 'Management' tab is active, showing a dashboard with 'Diagnostic Status', 'Diagnostic Results', 'Instruction', 'Comprehension Check', and 'Diagnostic Growth' sections. The 'Overall Placement' section displays a bar chart with the following data:

| Category                         | Percentage |
|----------------------------------|------------|
| Mid or Above Grade Level         | 15%        |
| Early On Grade Level             | 20%        |
| One Grade Level Below            | 45%        |
| Two Grade Levels Below           | 5%         |
| Three or More Grade Levels Below | 15%        |
| Not Completed                    | 0%         |

The 'Class/Report Group' tab is selected, showing a table of students. The 'Edit' button is highlighted. The table shows the following data:

| Class/Report Group | Teacher(s)    | Grade | Value |
|--------------------|---------------|-------|-------|
| Brown Algebra 1    | Brown, Keisha | 8     | Off   |
| Jones Algebra 1    | Jones, Sarah  | 7     | Off   |

The 'Edit' button is highlighted. The 'Value' column shows 'Off' for both groups. The 'Edit' button is highlighted. The 'Value' column shows 'Off' for both groups. The 'Edit' button is highlighted. The 'Value' column shows 'Off' for both groups.



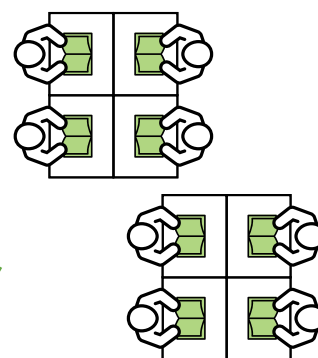
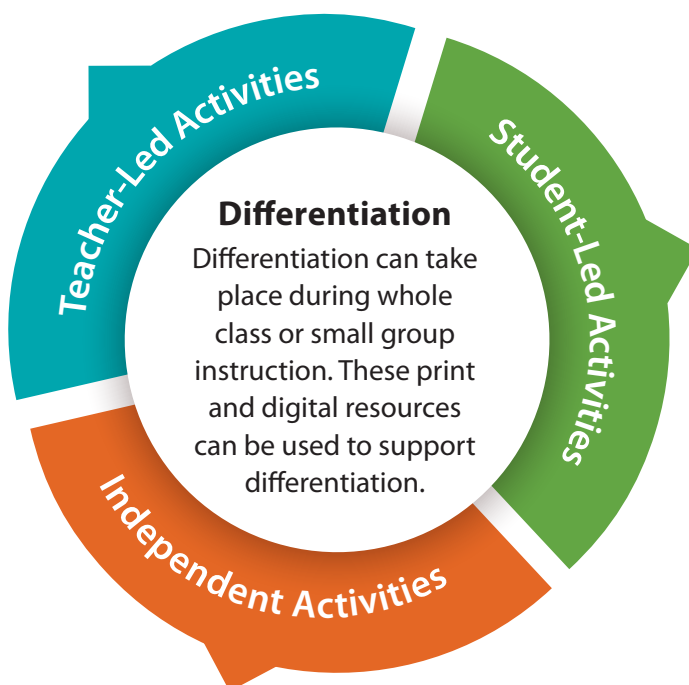
# Differentiation Resources

Educators using *i-Ready Classroom Mathematics* may decide to differentiate during instruction to support students' learning needs. Use the information below to better understand the differentiation opportunities available when using this program.



## Teacher-Led Activity Options

- Hands-On Activities and Visual Models
- Deepen Understanding
- Challenge Activities
- Tools for Instruction
- Prerequisite Lessons\*



## Student-Led Activity Options

- Math Center Activities
- Enrichment Activities
- Vocabulary Review



## Independent Activity Options

- Practice Pages
- Fluency and Skills Practice
- Learning Games
- Unit Review
- Cumulative Practice

\*Algebra 1 will be available for Back to School 2025



# Teacher-Led Activities

Use these resources when working with a small group of students.

## Hands-On Activities and Visual Models

### PURPOSE:

Activities to use with students who are approaching proficiency and would benefit from using physical manipulatives or visuals

### WHEN:

After the Connect It or Model It as outlined in the Teacher's Guide

### WHERE:

Embedded in each Explore and Develop Session: Teacher's Guide

### DIFFERENTIATION | RETEACH OR REINFORCE



### Visual Model

Use a graph to represent solutions to an equation in two variables.

If students are unsure about how a graph represents solutions of an equation in two variables, then use this activity to help them make a table of values and graph a linear equation.

**Materials** For each student: graph paper, ruler

- Have students make a table of values to show solutions to  $y = -5x + 25$ .
- Have students draw and label an x- and y-axis on their graph paper. Prompt students to consider what scale to use to represent their table of values on a coordinate plane.
- Have students use their table of values to plot ordered pairs. Ask: *What does each ordered pair you plotted represent?* [One solution to the equation  $y = -5x + 25$ ]
- Ask: *x and y are variables. What does this mean for the solutions of equations in two variables, like  $y = -5x + 25$ ?* [A solution to an equation in two variables is a value of x and a value of y that together make the equation true.] Ask: *How can you represent all the solutions to the equation?* [Draw a line through the points.]

## Deepen Understanding

### PURPOSE:

Activities to use with students who can be challenged to think deeply about the mathematics they are learning

### WHEN:

During Discuss It or Connect It as outlined in the Teacher's Guide

### WHERE:

Embedded in each Develop Session: Teacher's Guide

### DIFFERENTIATION | EXTEND

SMP 7



### Deepen Understanding

Using Structure to Understand the Graphs and Slopes of Vertical and Horizontal Lines

Guide students to connect the graphs of vertical and horizontal lines to slope.

**ASK** What does the graph of  $x = 5$  look like? What does  $x = 5$  mean?

**LISTEN FOR** The graph is a vertical line through (5, 0). Every value where x is 5 is on the line, so any point on the line can be written as (5, y).

**ASK** What does the graph of  $y = 5$  look like? What does  $y = 5$  mean?

**LISTEN FOR** The graph is a horizontal line through (0, 5). Every value where y is 5 is on the line, so any point on the line can be written as (x, 5).

**ASK** What is the slope of a horizontal line? What is the slope of a vertical line?

**LISTEN FOR** For any horizontal line, the change in y is 0. The change in x is any number:  $\frac{0}{x} = 0$ . For any vertical line, the change in y is any number. The change in x is 0:  $\frac{y}{0} = \text{undefined}$ .

## Challenge Activities

### PURPOSE:

Activities to use with students who can be challenged beyond proficiency of the learning targets for the lesson

### WHEN:

Refine sessions during group time

### WHERE:

Embedded in each Refine session: Teacher's Guide

### EXTEND



### Challenge

Solve multi-step unit rate problems.

Students extending beyond proficiency will benefit from solving multi-step problems involving complex fractions.

- Have students work with a partner to solve this problem:  
A rocket travels  $\frac{90}{7}$  kilometers on  $\frac{2}{5}$  liter of hydrogen fuel.  
How far will it travel on 14 liters of hydrogen?
- Students may find the unit rate by dividing  $\frac{90}{7}$  kilometers by  $\frac{2}{5}$  liter, and then multiplying the unit rate by 14 to find the solution: 450 kilometers.
- Repeat, this time with partners suggesting other values for the quantities in the problem.

## Prerequisite Lessons\*

### PURPOSE:

Use with students based on identified needs from the Prerequisites report

### WHEN:

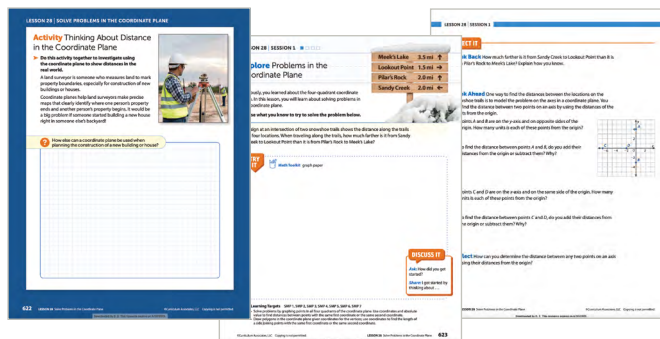
Before lessons as needed

### WHERE:

Each Lesson: Teacher's Guide

#### Teacher Toolbox

| Whole Class Instruction |                                   |  | Small Group Differentiation |                       |                        |                       |
|-------------------------|-----------------------------------|--|-----------------------------|-----------------------|------------------------|-----------------------|
| Teach                   | Assess                            |  | Prepare                     | Reteach               | Reinforce              | Extend                |
| Instruction & Practice  | Lesson Quizzes & Unit Assessments |  | Prerequisite Lessons        | Tools for Instruction | Math Center Activities | Enrichment Activities |



## Tools for Instruction

### PURPOSE:

Targeted activities to use with students based on assessment results

### WHEN:

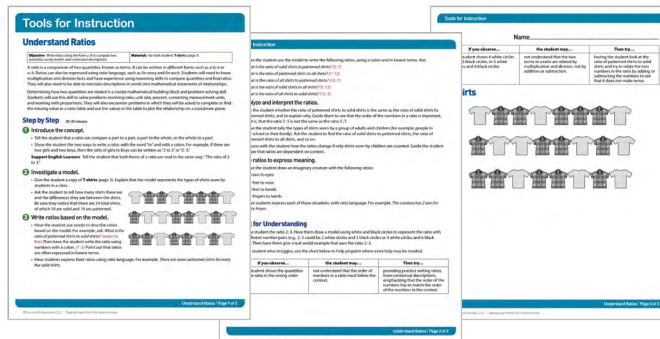
After a lesson quiz or comprehension check

### WHERE:

Each Lesson: Teacher's Guide

#### Teacher Toolbox

| Whole Class Instruction |                                   |  | Small Group Differentiation |                       |                        |                       |
|-------------------------|-----------------------------------|--|-----------------------------|-----------------------|------------------------|-----------------------|
| Teach                   | Assess                            |  | Prepare                     | Reteach               | Reinforce              | Extend                |
| Instruction & Practice  | Lesson Quizzes & Unit Assessments |  | Prerequisite Lessons        | Tools for Instruction | Math Center Activities | Enrichment Activities |





# Student-Led/Partner Activities

Use these resources when students are working with partners or in small groups.

## Math Center Activities

### PURPOSE:

Activities for students to use collaboratively to reinforce the lesson skills

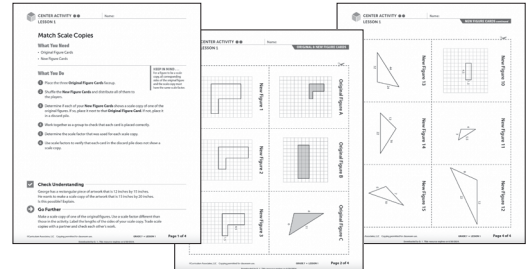
### WHEN:

After a lesson quiz or comprehension check

### WHERE:

Each Lesson: Teacher Toolbox

| Teacher Toolbox         |                       |                                   |                             |                       |                        |
|-------------------------|-----------------------|-----------------------------------|-----------------------------|-----------------------|------------------------|
| Whole Class Instruction |                       |                                   | Small Group Differentiation |                       |                        |
| Teach                   |                       | Assess                            | Prepare                     | Reinforce             | Extend                 |
| Instruction & Practice  | Interactive Tutorials | Lesson Quizzes & Unit Assessments | Prerequisite Lessons        | Tools for Instruction | Math Center Activities |



## Enrichment Activities

### PURPOSE:

Activities provide an additional challenge for students who have achieved proficiency

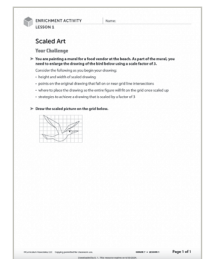
### WHEN:

After a lesson quiz or comprehension check

### WHERE:

Each Lesson: Teacher Toolbox

| Teacher Toolbox         |                       |                                   |                             |                       |                        |
|-------------------------|-----------------------|-----------------------------------|-----------------------------|-----------------------|------------------------|
| Whole Class Instruction |                       |                                   | Small Group Differentiation |                       |                        |
| Teach                   |                       | Assess                            | Prepare                     | Reinforce             | Extend                 |
| Instruction & Practice  | Interactive Tutorials | Lesson Quizzes & Unit Assessments | Prerequisite Lessons        | Tools for Instruction | Math Center Activities |



## Vocabulary Review

### PURPOSE:

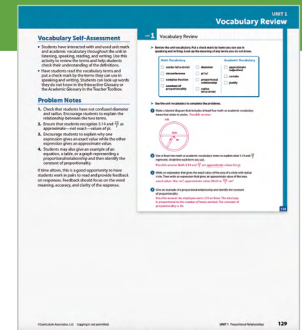
To provide students an opportunity to develop academic and math vocabulary and use the vocabulary to complete problems

### WHEN:

In preparation for a unit assessment

### WHERE:

End of Unit: Teacher's Guide and Student Worktext





# Independent Activities

Use these resources when students are working individually.

## Practice Pages

### PURPOSE:

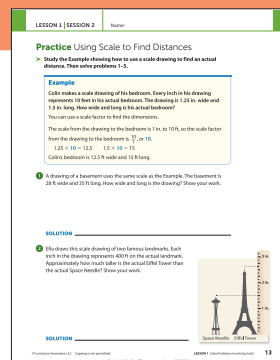
To provide students opportunities to solidify conceptual understanding and build procedural fluency

### WHEN:

After Explore and Develop Sessions (Grades 6–8 and Algebra 1) and Refine Sessions (Algebra 1)

### WHERE:

End of Session: Teacher's Guide and Student Worktext



## Fluency and Skills Practice

### PURPOSE:

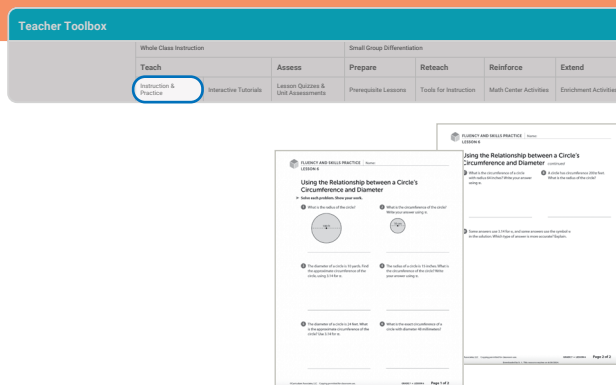
Use for target practice to build mathematical skills

### WHEN:

After Explore sessions for Algebra 1 and after Develop sessions for Grades 6–8 and Algebra 1

### WHERE:

Explore (Algebra 1) or Develop (Grades 6–8 and Algebra 1) sessions: Teacher Toolbox



## Learning Games

### PURPOSE:

Use to engage students in math fluency practice

### WHEN:

Anytime

### WHERE:

Student Dashboard



## Unit Review

### PURPOSE:

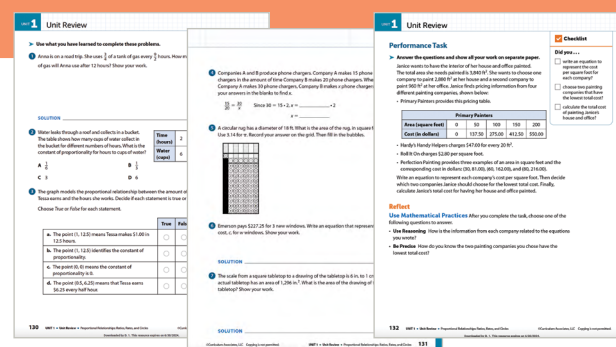
Practice problems to reinforce unit learning objectives

### WHEN TO USE:

Before the unit assessment

### WHERE:

End of Unit: Teacher's Guide and Student Worktext



## Cumulative Practice

### PURPOSE:

Spiral review of key ideas to revisit previous learning and deepen understanding

### WHEN:

Anytime during the unit

### WHERE:

At the end of each volume: Teacher's Guide and Student Worktext

The image displays three pages of Cumulative Practice worksheets from the i-Ready Classroom Mathematics series. The pages are labeled 'Cumulative Practice' and 'Set 1' through 'Set 4'. The worksheets contain various math problems, including word problems, tables, and graphs, designed to reinforce concepts learned throughout the unit. The problems involve topics like unit rates, proportional relationships, and interpreting data from graphs.

**Page 1 (Left):** Set 1: Find Unit Rates Involving Ratios of Fractions. Problems involve calculating unit rates for a person's speed and a person's earnings. Set 2: Identify the Constant of Proportionality in Tables. A table shows the cost of tickets for an event, and a problem asks for the constant of proportionality for the relationship of cost to dollars.

**Page 2 (Middle):** Set 3: Represent Proportional Relationships by Equations. Problems involve writing equations to represent relationships between variables. Set 4: Identify Proportional Relationships. Problems involve identifying whether a relationship is proportional based on a table or a graph.

**Page 3 (Right):** Set 5: Interpret Graphs of Proportional Relationships. Problems involve interpreting graphs of proportional relationships, including identifying the constant of proportionality and the meaning of the slope.



# Developing Vocabulary and Supporting English Learners

*i-Ready Classroom Mathematics* provides a variety of supports to help all students develop their ability to understand and use the academic language of mathematics. While many of the language supports listed are intended for all learners, the program also includes specific supports that address the strengths and needs of students learning English. Learn more about the supports available below.

## Engaging All Students and Families

### Family Letter (Available in 9 Languages)

**PURPOSE:**  
Keep families informed and encourage math talk at home using a suggested activity and conversation starters

**WHEN:**  
When starting a new lesson

**WHERE:**  
Beginning of Lesson:

- Teacher Toolbox: Instruction & Practice tab (English and eight additional languages)
- Teacher's Guide—English (Grades 6–8)
- Student Worktext—English (Grades 6–8)

LESSON 2  
Overview

**Connect to Family and Community**

After the Explore session, have students use the Family Letter to let their families know what they are learning and to encourage family involvement.

**Connect to Language**

For English learners, use the Differentiation chart to scaffold the language in each session. Use the Academic Vocabulary routine for academic terms before Session 1.

**DIFFERENTIATION | ENGLISH LEARNERS**

**ACADEMIC VOCABULARY**

Help students prepare to write for Connect to problem 1. Read the problem and ask students to write along. Have students circle the words long and wide. Display the Academic Vocabulary and use **Act It Out** to help students understand the meaning. Make sure students understand the connection between the words long and wide.

Draw students to the rug for the Try It problem. Have partners turn and talk about the length and width of the rug before writing only.

- What is the length of the rug?
- As the width increases, the length decreases.

**Levels 2–3: Speaking/Writing**

Support students in writing responses to Connect to problem 1. Circle the words long and wide. Ask students to list some words they can use to answer the question How long? and How wide? Have partners make a **Co-Constructed Word Bank** with their words and others they can use in their written responses. Display the word bank to scaffold the language.

Have students selected and use **Act It Out** to confirm understanding. Have partners turn and talk about the length and width of the rug before writing their responses. Support responses with:

- As the width increases, the length decreases.

**Levels 3–4: Speaking/Writing**

Support students in writing responses to Connect to problem 1. Ask them to make a **Co-Constructed Word Bank** with words they can use to explain their responses. Have students use the word bank to draft a written response. Have students to justify their ideas, explain their reasoning, and provide examples as needed.

Form pairs for an adaptation of **Strategic and Creative Task Time**. Have students take turns sharing their responses and provide feedback. Have students reuse their written work based on their partner's feedback.

### Connect to Culture

**PURPOSE:**  
Integrate cultural information and leverage the diverse backgrounds and experiences of students through brief activities

**WHEN:**  
During the sessions listed

**WHERE:**  
Beginning of Lesson: Teacher's Guide

LESSON 3  
Overview | Find Unit Rates Involving Ratios of Fractions

**Connect to Culture**

Use these activities to connect with and leverage the diverse backgrounds and experiences of all students. Engage students in sharing what they know about contents before you add the information given here.

**SESSION 1**

**Try It 1** Ask students to share their experiences with weaving, knitting, crocheting, or sewing. Weaving has been practiced all over the world for thousands of years. The pattern of the rug shown in the photograph is common among the Diné people of the southwestern United States. The Diné weave rugs in a traditional style that has changed little over time, although the fibers are now typically wool instead of cotton. Other Indigenous people craft distinctive woven products, including the "Bling of the Pacific Northwest" and the "Lakota of the Great Plains."

**SESSION 2**

**Try It 2** The National Park System helps manage 18,000 miles of hiking trails. The longest of these trails, when completed, will be the North Country Trail. It will span 4,600 miles between New York and North Dakota. Ask students if they have hiked along a designated hiking trail, and if so, to share their experiences. After the lesson, consider asking students to research a hiking trail that interests them and to share their findings with the class.

**SESSION 3**

**Apply It: Problem 1** Ask students to describe their experiences with raising plants in a garden or with outdoor plants such as grasses, trees, and hedges. Gardeners often use the term flower to describe any plant that produces large, showy flowers or that is raised for its attractive flowers instead of for food. To students of botany and plant biology, however, the term flower refers only to the flower that a plant produces. Not all flowers are especially bright and colorful. Grasses make flowers but without colorful petals and other familiar parts.

### STEM Stories

**PURPOSE:**  
Engage students with stories of people of diverse cultural backgrounds pursuing and achieving success in STEM careers

**WHEN:**  
Anytime during the unit

**WHERE:**  
Beginning of Unit: Teacher's Guide, Student Worktext

**STEM Stories**

**Noramay Cadena**

Noramay Cadena is an engineer and entrepreneur from California. She earned degrees in mechanical engineering and business from the University of California, Berkeley. She is the founder of Noramay Cadena & Associates, a technology and engineering firm.

During her junior year of college, Noramay was a member of the American Society of Mechanical Engineers (ASME). She was also a member of the National Society of Black Engineers (NSBE). She was a leader in her community and was involved in many activities. She was a member of the ASME Student Chapter and the NSBE Student Chapter. She was also a member of the ASME Student Chapter and the NSBE Student Chapter. She was also a member of the ASME Student Chapter and the NSBE Student Chapter.

ASME is a leading organization in the field of mechanical engineering. It is a global organization that promotes the use of mechanical engineering in industry and education. It is a global organization that promotes the use of mechanical engineering in industry and education. It is a global organization that promotes the use of mechanical engineering in industry and education.

Noramay Cadena is a leader in her community and was involved in many activities. She was a member of the ASME Student Chapter and the NSBE Student Chapter. She was also a member of the ASME Student Chapter and the NSBE Student Chapter. She was also a member of the ASME Student Chapter and the NSBE Student Chapter.

## Language Routines

### PURPOSE:

Use language routines to help students incorporate the specialized language of mathematics

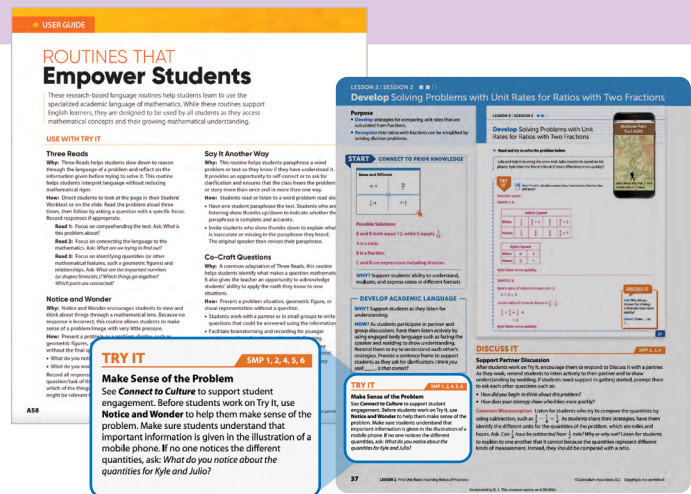
### WHEN:

During the Try It portion of the Try–Discuss–Connect framework

### WHERE:

Try It in the Try–Discuss–Connect framework: Teacher's Guide

Descriptions in the front matter in the Teacher's Guide and in the Teacher Toolbox in the Program Implementation tab



## Protocols for Engagement

### PURPOSE:

Increase student participation and inclusion by using these protocols to validate and affirm cultural identities

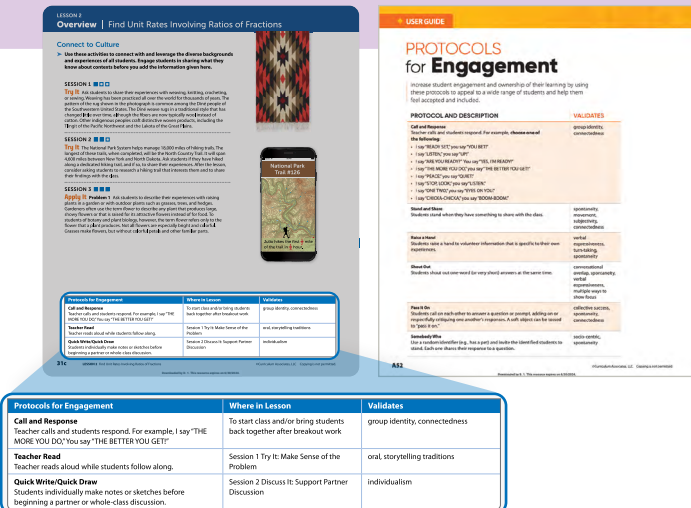
### WHEN:

During the sessions listed

### WHERE:

Beginning of Lesson (Grades 6–8) or Embedded in Sessions (Algebra 1): Teacher's Guide

Descriptions in the User Guide in the Teacher's Guide and in the Teacher Toolbox in the User Guide on the Program Implementation tab



## Teacher Moves

### PURPOSE:

Give students time and space to make sense of, critique, and develop ideas, as well as structures for attending and responding to each other's ideas

### WHEN:

During the session as indicated in the Teacher's Guide

### WHERE:

Embedded in Sessions: Teacher's Guide

Descriptions in the User Guide in the Teacher's Guide and in the Teacher Toolbox in the Program Implementation tab



## Language Objectives

### PURPOSE:

Sets expectations for what students can strive to do with language to demonstrate achievement of the Content Objectives

### WHEN:

When planning for the lesson

### WHERE:

Lesson Overview: Teacher's Guide

#### Language Objectives

- Explain in writing how a unit rate expresses the relationship between two quantities when solving problems involving ratios with fractions.
- Interpret word problems involving ratios with fractions by noting quantities and wondering about their relationship.
- Describe in writing ways to simplify complex fractions using complete sentences when solving problems.
- Listen effectively in partner and class discussion by looking at the speaker and trying to understand the speaker's ideas.
- Understand and use lesson vocabulary accurately in reading and writing.

## LESSON 5 Overview | Find Unit Rates Involving Ratios of Fractions

|                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>MATH FOCUS</b><br/><b>Focus Standard</b></p> <p>Find unit rates associated with ratios of fractions, including rates of unit rates, and use them to solve real-world and mathematical problems.</p> <p><b>FOR MATHEMATICAL PRACTICES</b><br/>Use mathematical practices to support the focus standard.<br/>Use mathematical practices to support the focus standard.</p> | <p><b>Objectives</b></p> <p><b>Content Objectives</b></p> <ul style="list-style-type: none"> <li>Find the unit rate associated with a ratio and use it to compare two ratios.</li> <li>Solve problems that involve a unit rate derived from a ratio where one or both quantities are fractions.</li> </ul> <p><b>Language Objectives</b></p> <ul style="list-style-type: none"> <li>Explain in writing how a unit rate expresses the relationship between two quantities when solving problems involving ratios with fractions.</li> <li>Interpret word problems involving ratios with fractions by noting quantities and wondering about their relationship.</li> <li>Describe in writing ways to simplify complex fractions using complete sentences when solving problems.</li> <li>Listen effectively in partner and class discussion by looking at the speaker and trying to understand the speaker's ideas.</li> <li>Understand and use lesson vocabulary accurately in reading and writing.</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>Use a ratio to describe a relationship between two quantities.</li> <li>Understand and use the concept of a unit rate.</li> <li>Find unit rates for ratios of whole numbers.</li> <li>Use unit rates associated with ratios to solve problems.</li> <li>Divide using fractions as divisors, dividends, or both.</li> </ul> | <p><b>Vocabulary</b></p> <p><b>Math Vocabulary</b></p> <p><b>Complex fraction:</b> A fraction in which the numerator is a fraction, the denominator is a fraction, or both the numerator and the denominator are fractions.</p> <p><b>Equivalent ratio:</b> Two ratios that express the same comparison. Multiplying both numbers in the ratio by a nonzero number results in the equivalent ratio.</p> <p><b>Unit rate:</b> A ratio that has the number of units of one quantity for "1" unit of another quantity. Rates can often be expressed as the unit rate, such as 5 miles per hour or 2 cups per serving.</p> <p><b>Unit rate:</b> The numerical part of a rate. For example, the rate 5 miles per hour has a unit rate of 5. For the rate <math>\frac{1}{2}</math>, the unit rate is <math>\frac{1}{2}</math>.</p> <p><b>Academic Vocabulary</b></p> <p><b>Include:</b> to include as part of something.</p> |
| <p><b>Learning Progression</b></p> <p>In Grade 6, students learned the definition of unit rates, and unit rates were used to solve real-world and mathematical problems.</p>                                                                                                                                                                                                   | <p>In this lesson, students extend their understanding of unit rates to ratios involving fractions. Students reason about unit rates of ratios involving fractions and apply the same reasoning to solve problems with unit rates involving fractions in other real-world situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Later in Grade 7, students will learn that when the unit rate of a ratio is the same as the ratio itself. They will also learn that a unit rate is the constant of proportionality for the proportional relationship.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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UNIT 6: Ratios and Proportional Relationships

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## Develop Academic Language

### PURPOSE:

Focuses on language at the word/phrase, sentence, or discourse level to support students in the development of the language needed to access and communicate about mathematics

### WHEN:

During the Develop sessions

### WHERE:

Develop Sessions for Grades 6–8 and Session Overview for Algebra 1: Teacher's Guide

**LESSON 4: GRADE 6 • 2 • 2**  
**Develop Solving Problems with Unit Rates for Ratios with Two Fractions**

**Purpose**  
• Solving problems for comparing unit rates that are calculated from fractions.  
• Recognizing that ratios with fractions can be simplified to unit rates.

**START - CONNECT TO PRIOR KNOWLEDGE**  
Unit rates are ratios with a denominator of 1. For example, 3 miles per hour is a unit rate. Unit rates can be used to compare two ratios. For example, 3 miles per hour is a unit rate, and 4 miles per hour is a unit rate. 3 miles per hour is less than 4 miles per hour.

**Develop Academic Language**  
**Language Support**  
**Develop Academic Language** | USE WITH DISCUSS IT  
**WHY?** Support students making connections between strategies.  
**HOW?** Explain that one way to learn from mathematical conversations is by comparing and making connections between solution strategies. After sharing strategies in groups, encourage students to connect classmates' strategies using the provided sentence frame and:  
• [Name]'s idea is related to [Name]'s idea because \_\_\_\_\_

## Discourse Cards or Discourse Cube

### PURPOSE:

Questions and sentence stems to use to support conversations during discussion time

### WHEN:

Anytime students are discussing

### WHERE:

Physical Cards or Teacher Toolbox: Program Implementation tab





# Vocabulary Support

Use these resources with all students.

## Beginning of Unit Vocabulary: Prepare for Unit (Grades 6–8), Build Your Vocabulary (Algebra 1)

### PURPOSE:

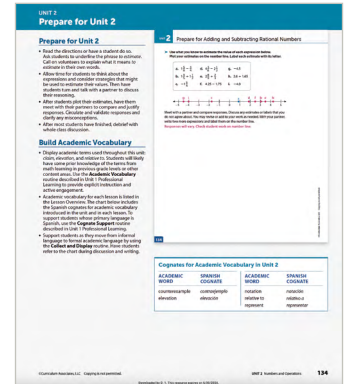
Use the Academic Vocabulary Routine and the Cognate Support Routine to help students build on prior knowledge of both math terms and academic vocabulary, then have students complete an activity to use the words in context

### WHEN:

Before starting a new unit

### WHERE:

Beginning of Unit: Teacher's Guide and Student Worktext



## Vocabulary Review

### PURPOSE:

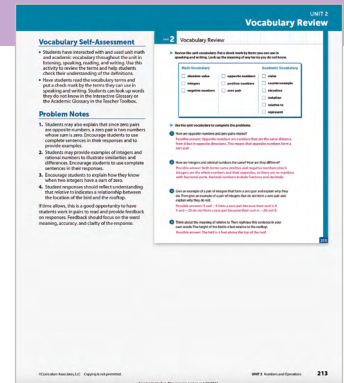
Guide students to reflect on the math terms and academic vocabulary learned during the unit

### WHEN:

Before the unit assessment

### WHERE:

End of Unit: Teacher's Guide, Student Worktext



## Vocabulary Development

### PURPOSE:

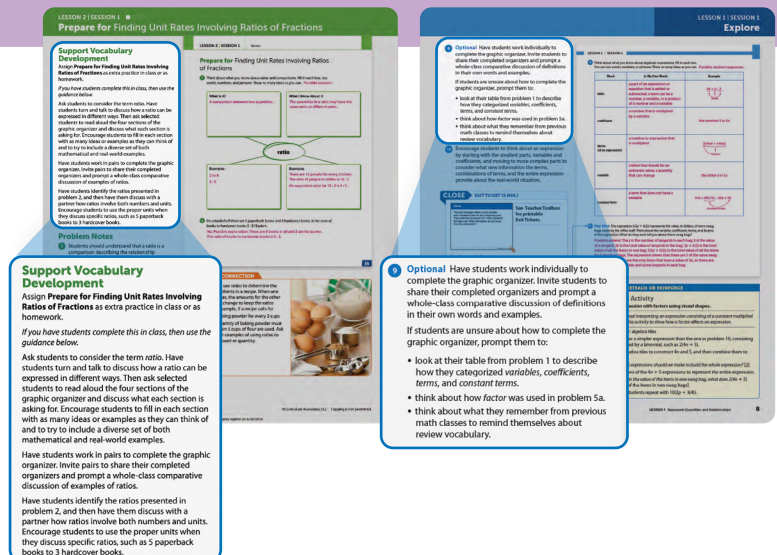
Use graphic organizers to focus on key math terms in the lesson to support language development

### WHEN:

During the Explore sessions

### WHERE:

Explore Session Practice Pages for Grades 6–8 and at the end of the Connect It problems for Algebra 1: Teacher's Guide, Student Worktext



## Sentence Starters and Frames

### PURPOSE:

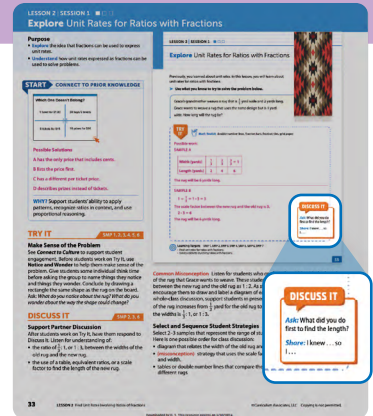
Use the questions and sentence starters to scaffold students' production of complete sentences using mathematics language with a partner

### WHEN:

During the Discuss It portion of the Try–Discuss–Connect framework

### WHERE:

Discuss It in the Try–Discuss–Connect framework: Teacher's Guide, Student Worktext



## Academic Vocabulary Glossary

### PURPOSE:

Use to model the academic vocabulary words in context and in a complete sentence

### WHEN:

Anytime as needed

### WHERE:

Teacher Toolbox: Program Implementation tab

| Academic Term                  | Definition                                                                        | Sample Sentence                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>accurate</b>                | free from errors.                                                                 | An <b>accurate</b> answer is true and correct.                                                        |
| <b>actual</b>                  | real and existing, not a model or copy.                                           | Floor plans and maps are drawn smaller than their <b>actual</b> size.                                 |
| <b>additional</b>              | more than you already have.                                                       | The item costs \$18, plus an <b>additional</b> shipping fee of \$2.50.                                |
| <b>algebraic</b>               | involving variables or the rules of algebra.                                      | Use an <b>algebraic</b> method, with the variables, representing the number of tickets.               |
| <b>analyze</b>                 | to examine details and patterns in order to draw conclusions or make estimations. | A table or a graph can make it easier to <b>analyze</b> the relationship between two variables.       |
| <b>approach</b>                | to begin to think about.                                                          | If you feel stuck, <b>approach</b> the problem in a different way.                                    |
| <b>approximate (adjective)</b> | almost exact.                                                                     | We used an estimate for the side length of a square so that it was <b>approximate</b> .               |
| <b>approximate (verb)</b>      | to find a close position or almost exact value of something.                      | You can <b>approximate</b> an answer by estimating.                                                   |
| <b>argue</b>                   | to give reasons that a statement or claim is true or false.                       | The music teacher will <b>argue</b> that all students should have at least one music class each week. |
| <b>argument</b>                | a statement or claim that something is true or false.                             | Construct an <b>argument</b> to persuade your friend to eat more vegetables.                          |
| <b>at least</b>                | the minimum amount; greater than or equal to a number.                            | People ages 6 through 17 should get <b>at least</b> 60 minutes of exercise every day.                 |
| <b>at most</b>                 | the maximum amount; less than or equal to a number.                               | The van holds 18 passengers <b>at most</b> , which is not enough room for 20 people.                  |
| <b>at random</b>               | in a way that does not follow a particular rule or pattern.                       | The teacher selected the winning ticket <b>at random</b> from a box.                                  |

## English Learner Support

Use these resources with students who are learning English.

## Professional Learning

### PURPOSE:

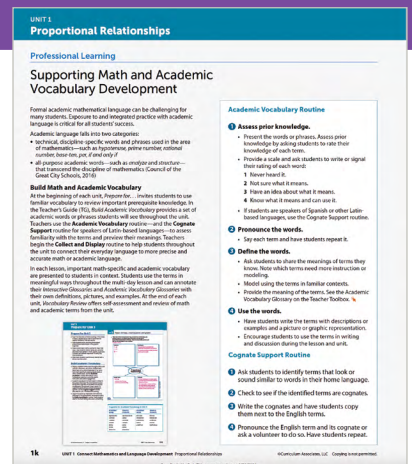
Provides information and guidance related to engaging all students, supporting English Learners, and developing vocabulary

### WHEN:

When planning for the unit

### WHERE:

Beginning of Unit: Teacher's Guide



## Connect Mathematics with Language Development

### PURPOSE:

Differentiate by understanding what students at different levels of language proficiency can typically do in relation to one math standard addressed in the unit

### WHEN:

When planning for the unit

### WHERE:

Beginning of Unit: Teacher's Guide

| UNIT 1<br>Connect Mathematics with Language Development                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Differentiation for English Learners                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |
| Language Expectations                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |
| The chart below shows examples of what English learners at different levels of English language proficiency can do in connection with one of the Common Core State Standards (CCSS) addressed in the unit. As you plan for this unit, use these examples of language expectations to help you differentiate instruction to meet the needs of English learners. |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |
| <b>Standard 7.A.2.a</b> Discuss whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and describing whether the graph is a straight line through the origin.                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                   |
| LANGUAGE DOMAINS                                                                                                                                                                                                                                                                                                                                               | BEGINNING<br>Level 1                                                                                                                                                                                                              | INTERMEDIATE<br>Level 2                                                                                                                                                                                                           | ADVANCED/ADVANCED HIGH<br>Level 3                                                                                                                                                                                                 | ADVANCED/ADVANCED HIGH<br>Level 4                                                                                                                                                                                                 | ADVANCED/ADVANCED HIGH<br>Level 5                                                                                                                                                                                                 |
| <b>LISTENING</b>                                                                                                                                                                                                                                                                                                                                               | Test whether two quantities are in a proportional relationship by following one-step instructions with teacher modeling and illustrated examples.                                                                                 | Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.                                                                    | Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.                                                                    | Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.                                                                    | Test whether two quantities are in a proportional relationship by following one-step and two-step instructions with teacher modeling and illustrated examples.                                                                    |
| <b>READING</b>                                                                                                                                                                                                                                                                                                                                                 | Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph with axes labeled with known variables. | Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph with axes labeled with known variables. | Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph with axes labeled with known variables. | Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph with axes labeled with known variables. | Interpret word problems about proportional relationships by identifying with teacher support, the two key quantities and then plotting the relationship between the quantities on a graph with axes labeled with known variables. |
| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                 | Label graphs to determine whether two quantities are proportional by using words and referring to illustrated examples.                                                                                                           | Label graphs to determine whether two quantities are proportional by using words and referring to illustrated examples.                                                                                                           | Compose written explanations of steps in the solution process for a proportional relationship by using words and referring to illustrated examples.                                                                               | Compose written justifications of whether two quantities are proportional by using words and referring to illustrated examples.                                                                                                   | Compose written justifications of whether two quantities are proportional by using words and referring to illustrated examples.                                                                                                   |

## Connect to Language Development (Grades 6–8)/Language Support (Algebra 1)

### PURPOSE:

Scaffold language and provide access to support participation in understanding the mathematics

### WHEN:

During the session

### WHERE:

End of Session for Grades 6–8 (in preparation for the next session) or Session Overview for Algebra 1: Teacher's Guide

**DIFFERENTIATION | ENGLISH LEARNERS**

**Use with Session 1 Connect II**

**ACADEMIC VOCABULARY**  
The length of an object tells how long it is.  
The width of an object tells how wide it is.  
Increase means to get longer or larger.

**Levels 1–3: Speaking/Writing**  
Help students prepare to write for Connect to problem 1. Read the problem aloud as students follow along. Have students circle the words long and wide. Display the Academic Vocabulary and use **Act 1 Out** to help students understand their meanings. Make sure students understand the connection between the words long, length and wide, width.  
Direct students to the image for the rug problem. Have partners turn and talk about the length and width of the rug before writing using:  
• What is the \_\_\_\_\_ of the rug?  
• The \_\_\_\_\_ of the rug is \_\_\_\_\_.

**Levels 2–4: Speaking/Writing**  
Support students in writing responses to Connect to problem 1. Circle the words long and wide. Ask students to list some words they can use to answer the questions How long? and How wide? Have partners make a **Co-Constructed Word Bank** with these words and others they can use in their written responses. Display the word bank to draft a written response. Form pairs for an adaptation of **Stronger and Clearer Each Time**. Have students take turns sharing their explanations and provide feedback. Have students revise their written work based on their partner's feedback.

**Levels 3–5: Speaking/Writing**  
Prepare students to write responses to Connect to problem 1. Ask them to make a **Co-Constructed Word Bank** with terms they can use to explain their responses. Have students use the word bank to draft a written response. Form pairs for an adaptation of **Stronger and Clearer Each Time**. Have students take turns sharing their explanations and provide feedback. Have students revise their written work based on their partner's feedback.

**LESSON 2  
Overview**

**Connect to Family and Community**  
After the Explore session, have students use the Family Letter to let their families know what they are learning and to encourage family involvement.

**Connect to Language**  
For English learners, use the Differentiation chart to scaffold the language in each lesson. Use the Academic Vocabulary resources for students' home language.

**DIFFERENTIATION | ENGLISH LEARNERS**

**Use with Session 1 Connect II**

**ACADEMIC VOCABULARY**  
The length of an object tells how long it is.  
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Direct students to the image for the rug problem. Have partners turn and talk about the length and width of the rug before writing using:  
• What is the \_\_\_\_\_ of the rug?  
• The \_\_\_\_\_ of the rug is \_\_\_\_\_.

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Prepare students to write responses to Connect to problem 1. Ask them to make a **Co-Constructed Word Bank** with terms they can use to explain their responses. Have students use the word bank to draft a written response. Form pairs for an adaptation of **Stronger and Clearer Each Time**. Have students take turns sharing their explanations and provide feedback. Have students revise their written work based on their partner's feedback.

## Multilingual Glossary of Math Terms (Available in 9 Languages)

### PURPOSE:

Use to support students in their home language to reinforce the meaning of math terms

### WHEN:

Anytime as needed

### WHERE:

Teacher Toolbox: Program Implementation tab

| Glossary/Glosario                                                                                      |                                                                                                                 |                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| English                                                                                                | Español                                                                                                         | Example/Ejemplo                           |
| acute angle: an angle that measures more than 90° but less than 180°.                                  | ángulo agudo: ángulo que mide más de 90° pero menos de 180°.                                                    |                                           |
| add: to put together or join.                                                                          | sumar: poner o juntar.                                                                                          | $24 + 35 = 59$                            |
| algorithm: a set of instructions used to solve problems.                                               | algoritmo: conjunto de pasos para resolver problemas.                                                           | $26$<br>$14$<br>$102$<br>$+ 160$<br>$388$ |
| the time from midnight until before noon.                                                              | el tiempo desde medianoche hasta el mediodía.                                                                   |                                           |
| angle: a geometric shape formed by two rays, or, in other words, segments that meet at a common point. | ángulo: figura geométrica formada por dos rayos, o, en otras palabras, segmentos que se encuentran en un punto. |                                           |





## REFERENCE SHEET

# Practice Opportunities

## Overview

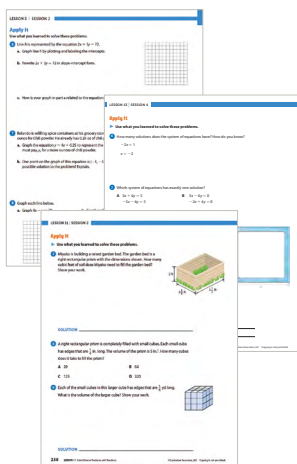
Engage and reinforce students' mathematical understanding through the practice available in *i-Ready Classroom Mathematics*. Learn about the variety of hands-on, digital, and print practice opportunities and where to find them below.

## Lesson- and Session-Level Practice Opportunities

*Students apply vocabulary, strategies, and procedures flexibly and in context.*

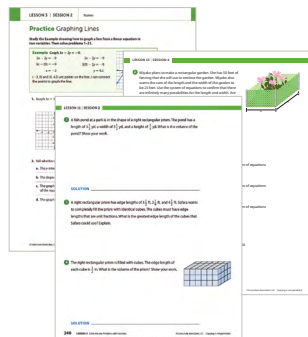
### Student Worktext

#### Apply It Practice



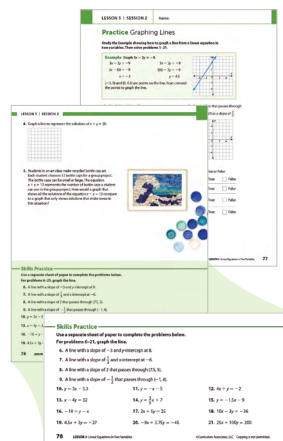
#### Practice Pages in:

- Explore and Develop Sessions  
(Grades 6–8 and Algebra 1)
- Refine Sessions  
(Algebra 1)



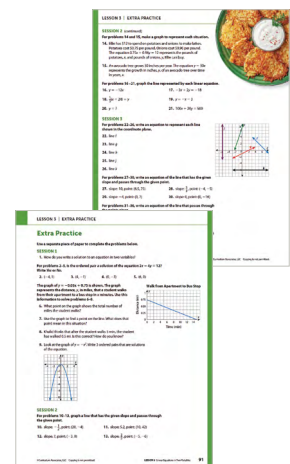
#### Develop Session Skills Practice

(Algebra 1)



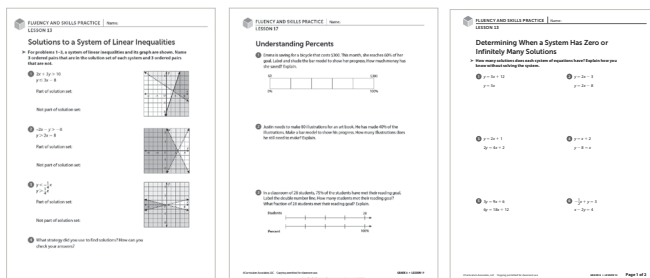
#### Extra Practice

(Algebra 1)

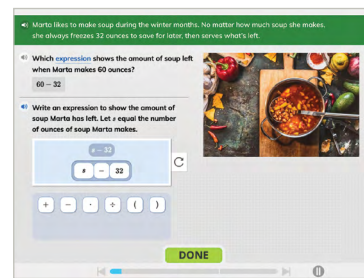


### Teacher Toolbox

#### Fluency and Skills Practice



#### Assignable Digital Interactive Practice\*



\*Available for Algebra 1 beginning in the 2025–2026 school year

All practice opportunities are available in Spanish.

(Algebra 1 materials will be available in Spanish for Back to School 2025.)

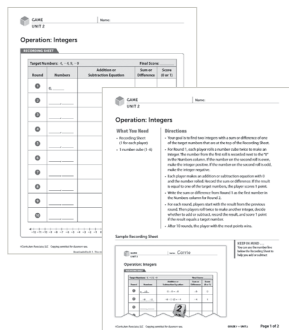
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# Unit-Level Practice Opportunities

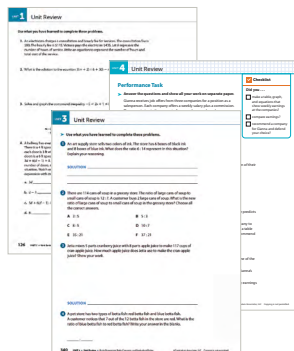
Students review current or prerequisite concepts and maintain fluency.

## Teacher Toolbox

### Unit Games (Grades 6–8)

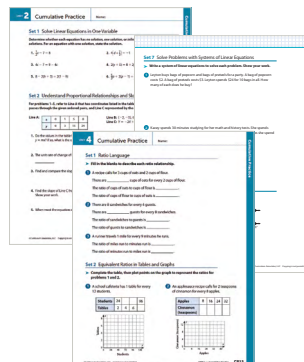


### Unit Review

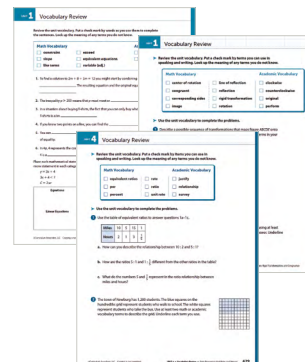


## Student Worktext

### Cumulative Practice



### Vocabulary Review

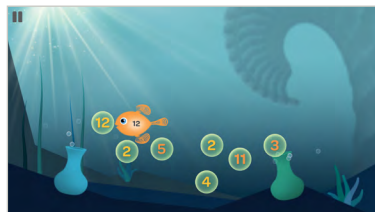


# Ongoing Practice Opportunities

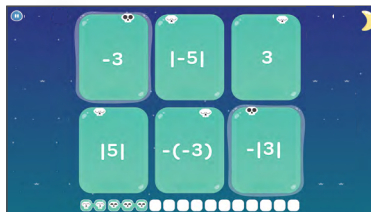
## Student Digital Experience

### Learning Games

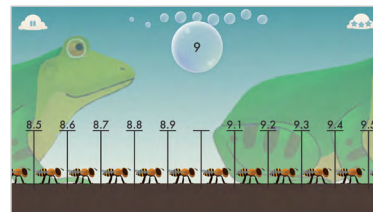
#### Hungry Fish



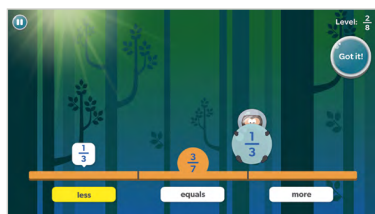
#### Match



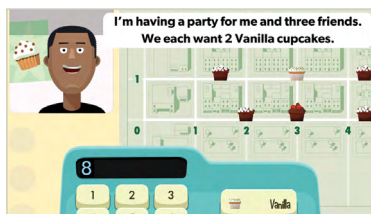
#### Zoom



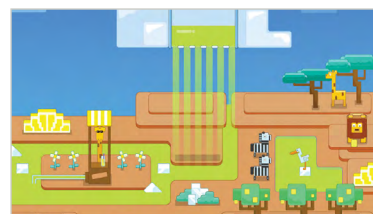
#### Bounce



#### Cupcake



#### Cloud Machine



All practice opportunities are available in Spanish.  
(Algebra 1 materials will be available in Spanish for Back to School 2025.)



## REFERENCE SHEET

# Assessment Opportunities: Lesson Quizzes and Unit Assessments

LESSON 2 - QUIZ

Name: \_\_\_\_\_

**Solve the problems.**

1 Choose  $>$  or  $<$  to complete a true comparison for each pair of numbers.

|                                        | $>$                     | $<$                     |
|----------------------------------------|-------------------------|-------------------------|
| 3,668 <input type="checkbox"/> 13,667  | <input type="radio"/> A | <input type="radio"/> B |
| 8,136 <input type="checkbox"/> 8,036   | <input type="radio"/> C | <input type="radio"/> D |
| 5,397 <input type="checkbox"/> 5,379   | <input type="radio"/> E | <input type="radio"/> F |
| 67,499 <input type="checkbox"/> 67,500 | <input type="radio"/> G | <input type="radio"/> H |

2 Mrs. Mendez writes the following comparison on the board:  
 $706,532 > 706, \underline{\hspace{1cm}}$   
 Use the digits 3, 5, 7, or 9 only once each to write a number that makes the comparison true. One of the digits will not be used.  
 Write your answer in the blanks.

3 In April, the number of visitors at the museum is sixty-four thousand, seventy-two.  
 In May, the number of visitors is  $60,000 + 4,000 + 500 + 20 + 1$ .  
 Which comparison of the visitor numbers is correct?  
 Which month has more visitors?

☐ A  $64,720 > 64,521$ ; April has more visitors than May.  
☐ B  $64,072 = 64,072$ ; April and May have the same number of visitors.  
☐ C  $64,072 < 64,521$ ; May has more visitors than April.  
☐ D  $64,072 > 64,021$ ; April has more visitors than May.

4 Which statements correctly compare each pair of numbers?  
 Choose all the correct answers.  
☐ A  $263,203 > 200,000 + 60,000 + 3,000 + 20 + 3$   
☐ B  $263,203 > 263,300$   
☐ C  $263,203 = 263,203$   
☐ D  $263,203 = 263,230$   
☐ E  $263,203 > 263,069$   
☐ F  $263,203 < 263,099$

5 Eastern Elementary School raises \$15,330 for local animal shelters.  
 Western Elementary School raises \$15,530 for the shelters.  
 Use  $>$ ,  $<$ , or  $=$  to write a comparison of the amounts that the two schools raise. Which school raises more money?  
 Show your work.

\_\_\_\_\_

\_\_\_\_\_

LESSON 2 - QUIZ

Name: \_\_\_\_\_

## Printable Assessments

- Quizzes appear in the Assess column of the Teacher Toolbox. Unit Assessments are in the End of Unit row in the Assess column.
- Unit Assessments are available in Form A and Form B versions.
- Download as a PDF or editable Microsoft Word® document.
- Easily assign resources to Google Classroom™ or upload PDFs to a Learning Management System (LMS).

## Digital Assessments\*

- Assign premade versions or customize to add or remove questions. Learn how to a [assign assessments](#).
- Each is automatically graded and provides individual student and class reports.
- Class reports let teachers know at a glance which questions the class struggled with the most, making it easy to know what to review.
- Individual student reports include an error analysis of each question providing possible insights into why students got a question incorrect.

Comprehension Check Results

i-Ready

Subject: Math  
 Student: Daniel Powell  
 Student ID: Daniel\_Powell  
 Comprehension Check: Fractions as Division  
 Assessment Language: English  
 Score: 70%

**Item 1**

The picture shows a rectangular prism that is 3 units high, 4 units wide, and 2 units deep.

Complete the statement to determine how many unit cubes Kate used to build the prism.

This prism has 24 layers and  unit cubes in each layer, so the prism has  unit cubes.

Correct answers: 24, 48, 96

Students may have an incorrect response because they do not understand how to find the number of cubes in a layer or the total number of cubes. A rectangular prism made of unit cubes.

Students who answered 24 unit cubes in each layer or used the number of cubes on the front instead of all.

Students who answered 48 unit cubes in each layer or used the number of cubes in each layer.

Students who answered 96 unit cubes in each layer.

**Item 2**

The number 402,321 can be written in different ways.

Drag a number into each box to complete the equation.

$402,321 = 4 \times 100,000 + 2 \times 10,000 + 3 \times 1,000 + 2 \times 100 + 1 \times 10 + \underline{\hspace{1cm}}$

Correct answers: 1, 10, 100, 1,000, 10,000, 100,000

Students may have an incorrect response because they do not understand how to find the number of cubes in a layer or the total number of cubes.

Comprehension Check Results

i-Ready

Comprehension Check Results

i-Ready

\*Algebra 1 will be available for Back to School 2025.

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# Need Help?



## **[Central.i-Ready.com](https://central.i-ready.com)**

24/7 access to self-service support, including tutorial videos, how tos, planning tools, and tips

## **Technical Support**

[i-ReadySupport@cainc.com](mailto:i-ReadySupport@cainc.com)  
[i-Ready.com/Support](https://i-ready.com/Support)  
(Mon.–Fri. 7 a.m.–9 p.m. ET)

## **Customer Service**

(800) 225-0248  
(Mon.–Thurs. 8:30 a.m.–6 p.m.;  
Fri. 8:30 a.m.–5 p.m. ET)

## **Educational Consultant**

Name:  
Phone:  
Email:



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their *i-Ready Classroom Mathematics* experience!



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