



# One Coherent Program

Clear Data, Connected Instruction, Committed Service



**Dear educator,**

Thank you for your devotion to our nation's children, the world-changers of tomorrow. You inspire us to do the very best that we can every day. We hope you can see our gratitude in all the ways we are working to make daily teaching and learning the best it can be.

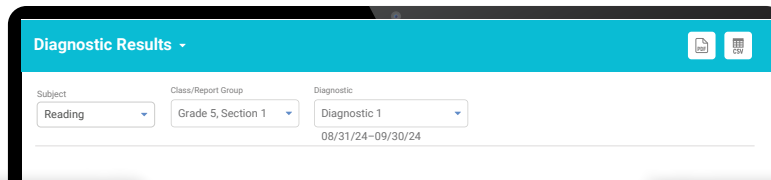
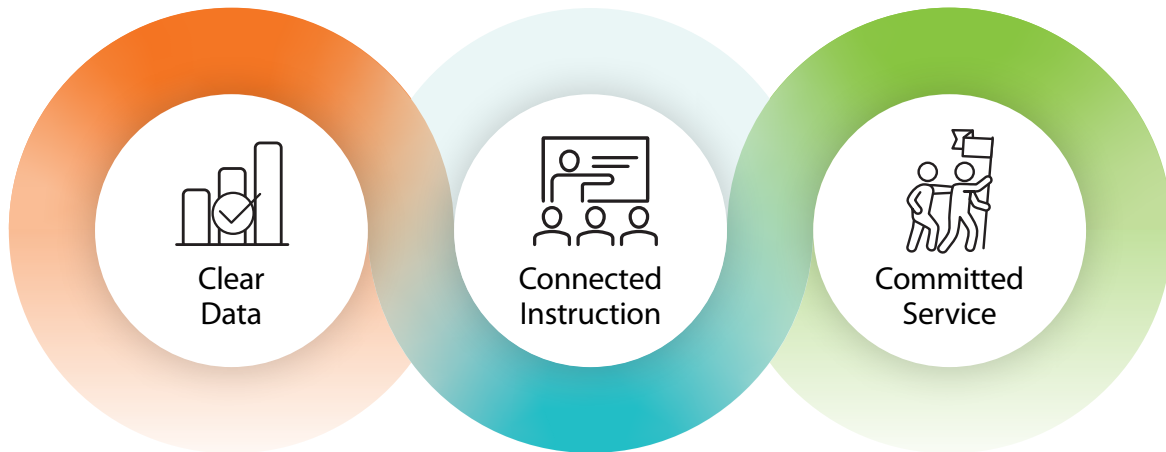
We know every student can reach higher with your guidance and the right instruction, but that instruction needs to be powered by reliable assessment data.

*i-Ready* is the only solution that seamlessly connects assessment to instruction. It's one coherent program delivering clear data that's connected to precise instruction and brought to life with committed service from teams that are wholly dedicated to your success. It's the reason our programs are trusted with more than 13 million students.

*i-Ready* is ultimately a promise to drive student growth—a promise we have been delivering on for many years.

**We hope to partner with you and watch your students grow!**

# Get to Know the Power of One Coherent Program



**i-Ready Tools for Instruction**

### Multisyllabic Words: Three and Four Syllables

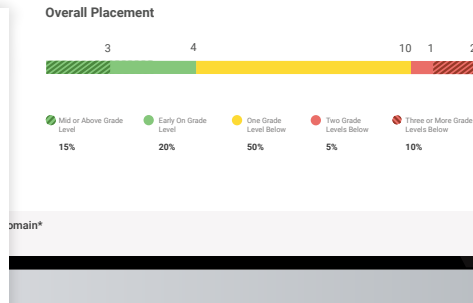
With practice identifying three- and four-syllable words, students can build their knowledge of the repeated spelling patterns that make up many multisyllabic words and learn to look for familiar chunks—syllables, endings, prefixes, and suffixes. Students can gain the confidence to approach long words systematically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word list **Multisyllabic Words: Three and Four Syllables** (page 3) that are appropriate for your students.

#### Three Ways to Teach

##### Identifying Base Words

- Display the words connected, disconnected, and connecting. Ask, What is the same base word in all three words? (connect) What should have been added to the words? (the ending -ing, the prefix dis-, the ending -ing)
- Have students read each longer word and show or tell about its meaning.
- Add connecter and connector to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
- Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
- Challenge students to write an additional word with suffixes or prefixes made with the same base word. See the examples below.

Words with Shared Base Word	Base Word	Additional Word
wrapping, wrapper, wrapup	(wrap)	(possible answer: wraparound)
placing, misplaced, placement	(place)	(possible answer: rearrangement)
caring, candies, careful	(care)	(possible answer: carefully)
corrected, incorrect, correctly	(correct)	(possible answer: correction)
equality, unequal, inequality	(equal)	(possible answer: equality)



**i-Ready Tools for Instruction**

### Know Division Facts

**Objective:** Use known multiplication facts, arrays, and fact families to solve division facts.  
**Materials:** 1-inch grid paper, counters

Students have experience with basic multiplication facts, including using equal groups and arrays to represent multiplication situations. They also understand the inverse relationship between addition and subtraction, so the structure of inverse operations should be familiar.

One way to achieve fluency and confidence in division is to emphasize steps in which students can use the facts they know to find quotients they do not yet know. In this activity, students will use arrays to connect basic multiplication facts to the related division facts. Like students will need to be able to recall division facts in order to estimate quotients and find exact quotients of larger numbers. Fluency with all basic facts provides a foundation for later computation, including those involving fractions and decimals.

#### Step by Step

**Model a 3 x 4 array.** (20–30 minutes)

- Provide the student with 1-inch grid paper. Help the student to model a 3 x 4 array. Say: There are 3 rows and 4 columns in this array.
- Have the student place one counter in each square on the grid paper to construct her own 3 x 4 array.
- Ask: Efficient multiplication fact does the array about 10, 5, 1? (10) Discuss that the ten factors can be represented by the number of rows and the number of columns in each row (which is also the number of columns), so the area is the same as the number of counters.

**Make the connection to division.**

- Have the student take the counters off the grid paper and count the total number of counters.
- Say: Recall how addition and subtraction have an inverse relationship. Multiplication and division also have an inverse relationship. In multiplication, you use the number of groups (or rows) and the number in each group for

**What is the measure of the angle?**

Angle Measure =  °

The image shows a protractor with an angle of 75 degrees marked. The angle is formed by two rays meeting at a vertex, with one ray pointing to the 0-degree mark and the other pointing to the 75-degree mark on the protractor's scale.

**Tip #1: Spit on It**

Have you ever seen your dog or cat lick its wounds? It probably feels good, but it's good medicine too. Licking cleans a wound, and saliva contains chemicals that kill germs. For many animals in the wild, spit is great medicine for cuts and scrapes. Even a human being will suck on a cut finger.

Which clue helps you understand what "saliva" is? Drag the clue into the chart.

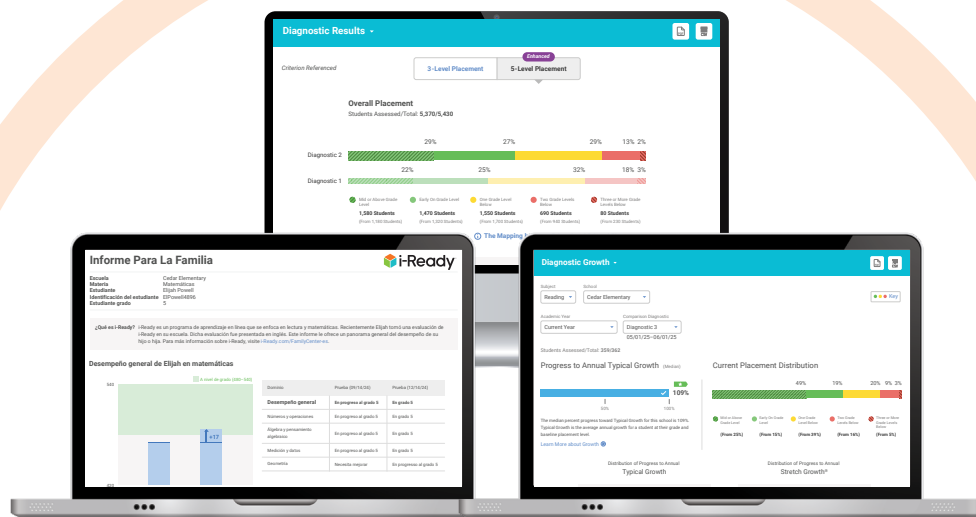
Word	Context Clue
saliva	?





# Clear Data

*Easily Understand Precisely What Students Can Do with a Full Suite of Assessments*



## Pinpoint What Students Know and Where They Need Support

*i-Ready Diagnostic\** for Reading and  
for Mathematics: available for Grades K–12

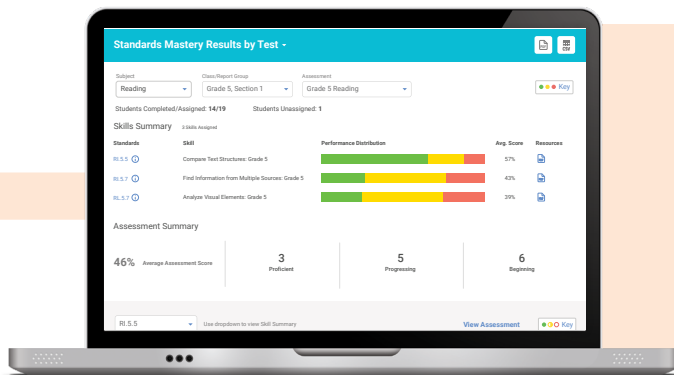
*i-Ready Diagnostic* for Mathematics in Spanish:  
available for Grades K–12

*i-Ready Growth Monitoring* for Reading and  
for Mathematics: available for Grades K–8

[Learn more on page 6.](#)

\*The *i-Ready Diagnostic* will be renamed to more clearly convey the scope and purpose of the assessment beginning in school year 2026–2027.

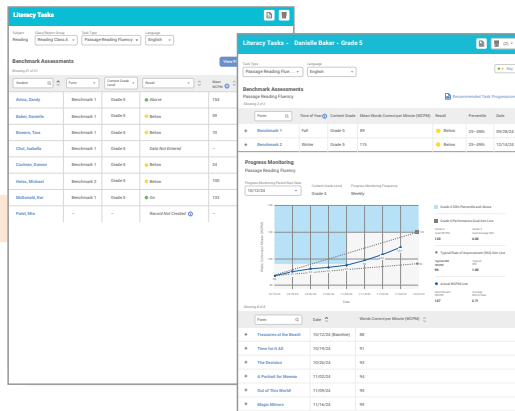




## Evaluate Student Performance on Grade-Level Standards

*i-Ready Standards Mastery* for Reading and for Mathematics: available for Grades 2–8

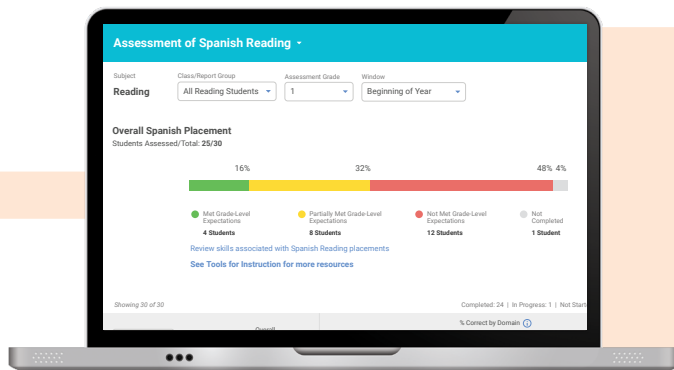
[Learn more on page 8.](#)



## Ensure Students Are on Track for Reading Success

*i-Ready Literacy Tasks* in English and Spanish: available for Grades K–6

[Learn more on page 9.](#)



## Understand Spanish-Speaking Students' Reading Performance

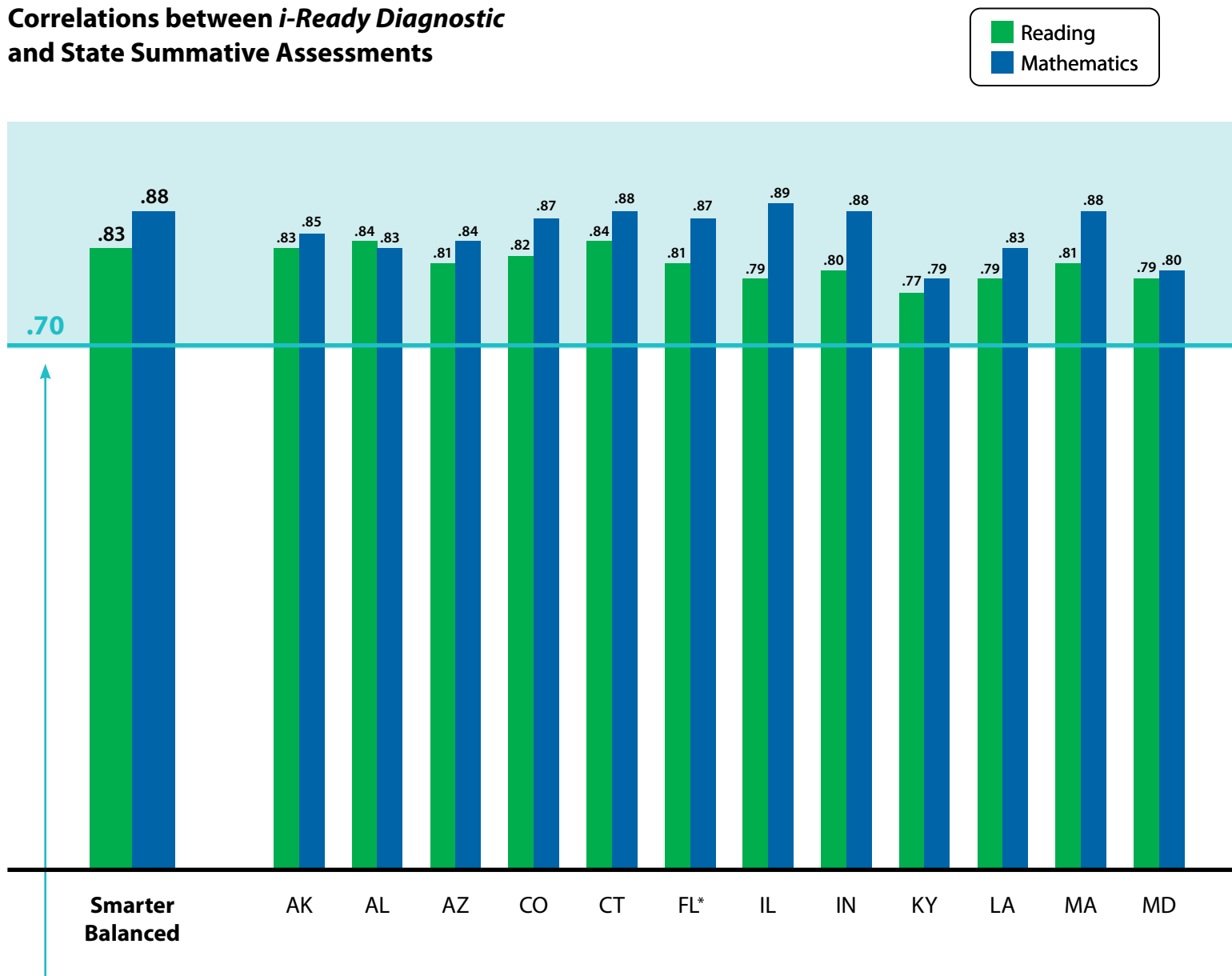
*i-Ready Assessment of Spanish Reading*: available for Grades K–8

[Learn more on page 9.](#)

## Trusted by Educators, Validated by Research

*i-Ready* is highly rated by the National Center on Intensive Intervention (NCII), strongly correlated with state assessments, and trusted by educators—with 13 million students using these accurate and actionable assessments.

### Correlations between *i-Ready Diagnostic* and State Summative Assessments



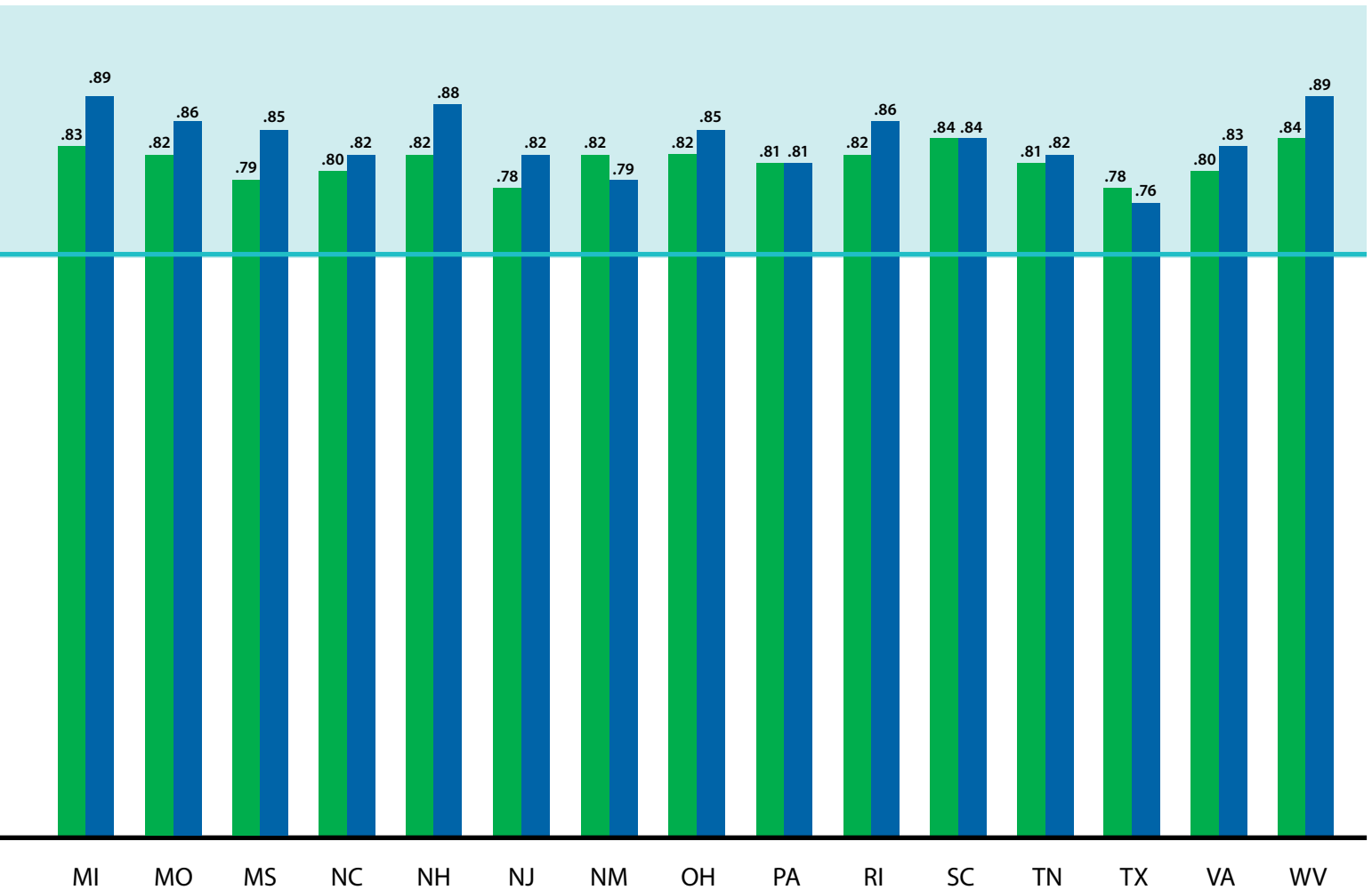
\*Florida correlations for Grades 3–5



### ***i-Ready* Receives High Ratings from NCII**

*i-Ready* received high ratings in reading and mathematics from the NCII in all three categories NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

Access a summary of the report at [CurriculumAssociates.com/NCII](https://CurriculumAssociates.com/NCII).

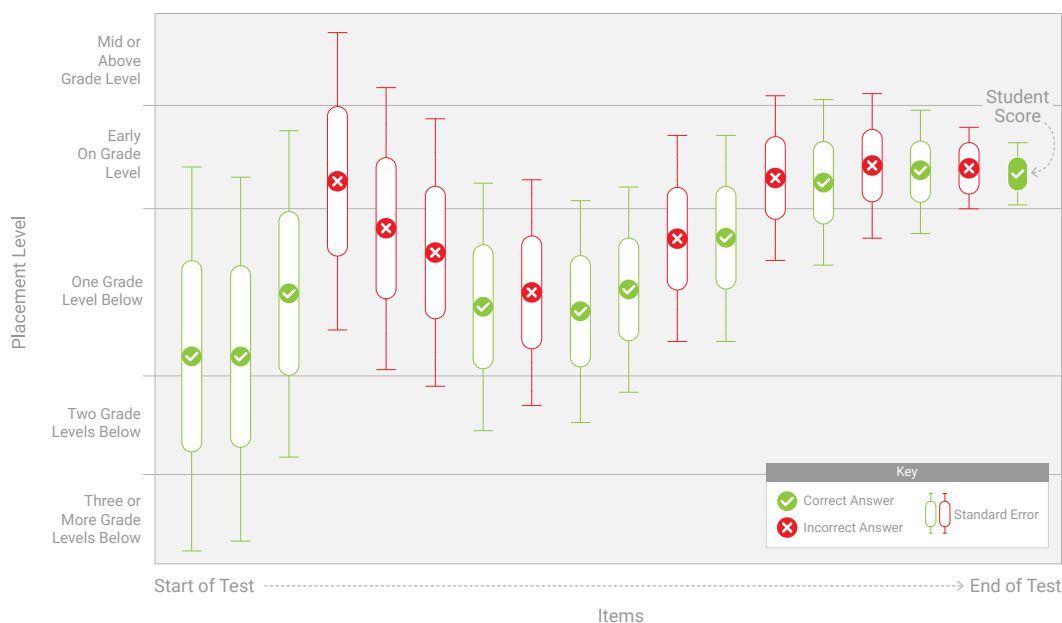


“The *i-Ready* K-12 Diagnostic and K-8 instruction [are] well designed and executed. The heart of the program—the pool of test items—is superb.”

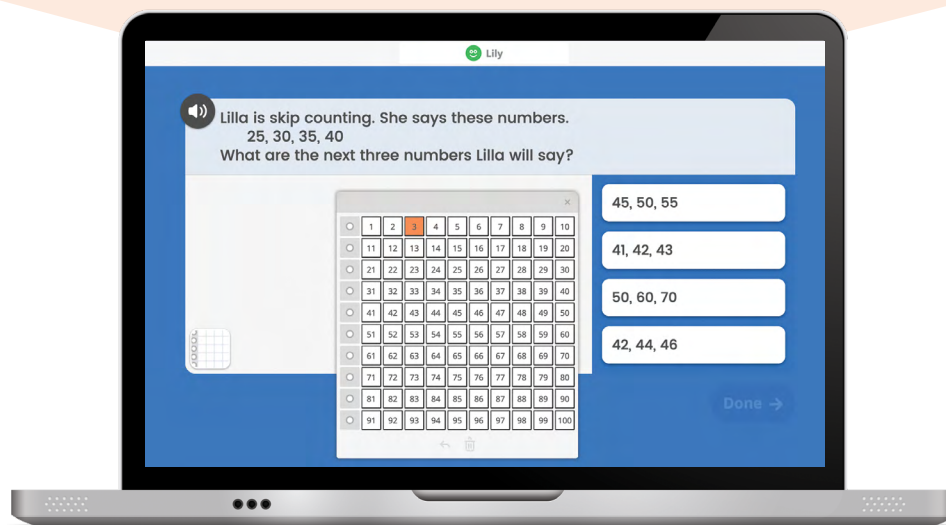


# Know Students Deeply with a Powerful Adaptive Assessment

At the heart of the *i-Ready Assessment* suite is the adaptive *i-Ready Diagnostic* for Reading and for Mathematics in Grades K–12 that shows what students know, how much growth is needed to reach grade-level expectations, and which instruction is needed to get them there.



The assessment adapts based on student responses to find the precise performance level of each student in the quickest, most efficient way possible.



“The Diagnostic provides precise information on student strengths and weaknesses. I know where I should work with each student.”

—Mary Rivers, Grade 3 Teacher, Krystal School of Science, Math, and Technology

## 93 Percent

of students who met Stretch Growth® in two consecutive years across Reading and Mathematics finished on grade level their second year.<sup>1</sup>



Key

## Diagnostic Results ▾ Elijah Powell ▾ Grade 5

Subject  
Math

Diagnostic  
Diagnostic 1

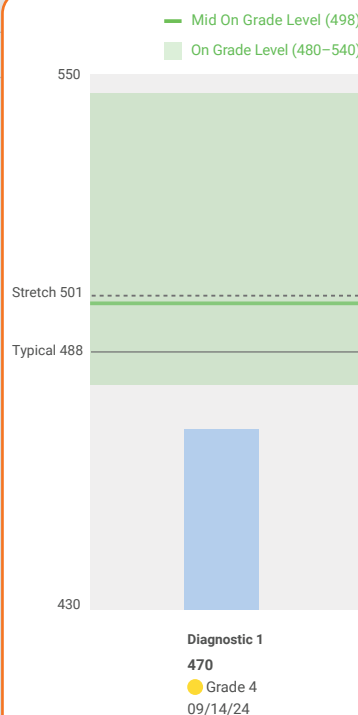
### Diagnostic 1

#### Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

#### Stretch Growth®

An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ



### Overall

Grade 4 (470)  
Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

Motivate students to reach ambitious yet attainable goals, including a Stretch Growth goal to give them a path to proficiency.

### Can Do ⓘ

#### Base Ten

Read and write whole numbers through thousands in expanded form and standard form, and identify the value of the digits.

#### Standards

Read and write whole numbers through hundred millions in expanded form and standard form, and identify the value of the digits.

#### Standards

Compare and order numbers through hundred millions.

#### Standards

Add multi-digit numbers.

#### Standards

Understand what students can do and need next with instructional resources to meet the unique needs of each learner.

### Next Steps & Resources for Instruction ⓘ

#### Base Ten

#### – Subtract multi-digit numbers.

Subtract multi-digit numbers.

### Tools for Instruction

Subtract Multi-Digit Numbers   
Restar números enteros de varios dígitos

#### Additional Resources

Ready® Math Instruction  
Or  
Digital Access to Ready through Teacher Tools

### Tools for Instruction

#### Subtract Multi-Digit Numbers

**Objective:** Use place value concepts and the standard algorithm to subtract multi-digit numbers.  
This activity builds on a conceptual understanding of place value and using the algorithm to subtract numbers through 1,000. Students work with large numbers, first estimating and then finding the difference by using knowledge of place value and the standard algorithm. The activity includes a variety of problems that require students to use place value and the standard algorithm to subtract multi-digit numbers. This activity is designed to be used as a warm-up or as a main activity.

#### Step by Step

##### 1 Provide a multi-digit subtraction problem.

• Write "4,000 - 1,200" on the board.

• Ask the student to estimate the difference.

• Support English Learners: The word "subtract" is a key word in this problem.

##### 2 Use place-value concepts.

• Have the student write the word "subtract" on the board.

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### Recursos de instrucción

#### Restar números enteros de varios dígitos

**Objetivo:** Usar conceptos de valor posicional y el algoritmo estándar para restar números enteros de varios dígitos.  
Esta actividad desarrolla la comprensión conceptual del valor posicional y el uso del algoritmo para restar números hasta 1,000. Los estudiantes trabajan con números grandes. Usan sus conocimientos del valor posicional y del algoritmo convencional para estimar y luego hallar las diferencias. Se les da un conjunto de valor posicional (forma desarrollada) para restar números ayuda a los estudiantes a desarrollar una comprensión conceptual de la resta. Cuando pasan al algoritmo convencional, tengan en cuenta la ventaja de la que trabajan con números en forma desarrollada. Esta actividad apunta especialmente a estudiantes con los que trabajan regularmente porque es común que los estudiantes les resulte difícil este tipo de problema. Los estudiantes deben dominar el algoritmo convencional de la resta con enteros de cualquier tamaño para poder comprender cómo aplicar el proceso para restar decimales.

#### Paso a paso

##### 1 Proporcionar un problema de resta de varios dígitos.

• Escriba "4,000 - 1,200" en la pizarra en formato vertical.

• Pida al estudiante que estime la diferencia al restar más cercano. Que el estudiante que que realice una resta.

• Pida al estudiante que escriba la forma desarrollada de 4,000. Recuérdale que cada parte de la forma desarrollada representa el valor de un dígito en el número original: 4,000 = 4,000 + 0 + 0 + 0.

• Demuestre cómo restar 1,200 de 4,000, un valor posicional a la vez. Señale que se comienza con el dígito de mayor valor. Escriba el problema en la pizarra. Muestre completo cada paso dígito.

4,000 menos 1,200 es 2,800.

4,000

3,800

3,800 menos 200 es 3,600. Pueden pensar: "30 centenas menos 2 centenas es 27 centenas."

3,600

3,600 menos 20 es 3,580.

3,580

3,580 menos 20 es 3,560.

3,560

3,560 menos 2 es 3,558.

3,558

3,558 menos 2 es 3,556.

3,556

3,556 menos 2 es 3,554.

3,554

3,554 menos 2 es 3,552.

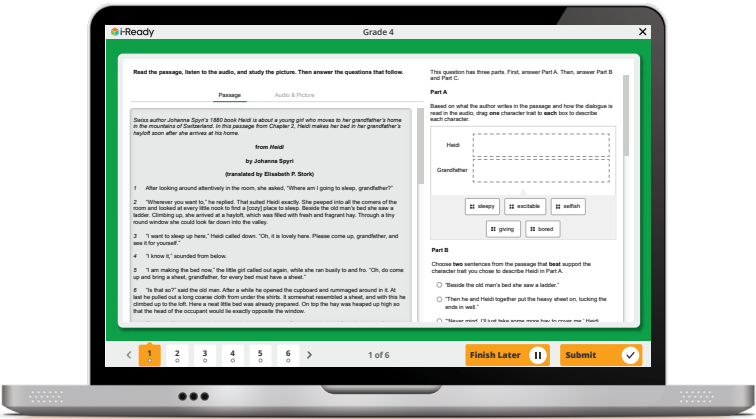
3,552

<sup>1</sup>Rome, L., & Daisher, T. (2023). *i-Ready Stretch Growth in the pandemic context*. Curriculum Associates.

# Gain a Comprehensive Picture of Student Learning

The *i-Ready Assessment* suite includes additional tools that can be administered to complement *i-Ready Diagnostic* data and give educators insights they need to drive key instructional decisions and accelerate learning.

Evaluate performance on grade-level standards and identify performance trends with Standards Mastery assessments.



### Standards Mastery Results by Test

Subject  
Reading

Class/Report Group  
Grade 5, Section 1

Assessment  
Grade 5 Reading

Students Completed/Assigned: 14/19    Students Unassigned: 1

#### Skills Summary

Standards	Skill	Performance Distribution	Avg. Score
RI.5.5	Compare Text Structures: Grade 5	<div><div></div></div>	57%
RI.5.7	Find Information from Multiple Sources: Grade 5	<div><div></div></div>	43%
RI.5.7	Analyze Visual Elements: Grade 5	<div><div></div></div>	39%

Resources

#### Assessment Summary

46% Average Assessment Score

3 Proficient

5 Progressing

6 Beginning

### i-Ready Standards Mastery: Differentiated Instructional Support

#### Find Information from Multiple Sources

**Standard**  
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question rapidly or to solve a problem efficiently.

**Prerequisite Standard**  
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flow charts, tables, illustrations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Overview of Tested Skills**  
On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand the most useful at least two passages with differing but complementary information about a topic.

**Common Misconceptions and Errors**  
Errors may result from misunderstandings or if students:  
- do not know how to draw on information from multiple sources to answer questions or solve problems.  
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, flow lines, and footnotes.  
- do not understand how to navigate between passages in the user interface.  
- do not understand academic language, including information, description, topic, or quotation.  
- are unfamiliar with the various informational text structures.

#### Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have focused on or above level in *Comprehension Informational Text*. See additional recommendations on page 3 for students performing below grade level.

**Beginning**  
**Focus: Developing Underlying Concepts**  
Help students understand how to draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Discuss how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and reasons why such texts have them.

**Teacher Aid Small Group**  
**Teacher: Ready Instruction**  
Grade 5, Lesson 18  
- Finding Information from Multiple Sources

**Progressing**  
**Focus: Practicing and Building Confidence**  
Provide a strategy for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information such features typically provide. Discuss circumstances in which finding information from more than one text is important.

**Teacher Aid Small Group**  
**Teacher: Ready Instruction**  
Grade 5, Lesson 18  
- Finding Information from Multiple Sources

**Proficient**  
**Focus: Deepening Understanding**  
Using your classroom, school library, or a digital resource, have students choose two short informational texts that cover different aspects of the same topic and compare text features that can help them find information quickly. As students read, have them make a list of how they can use such features to obtain information quickly.

**i-Ready Instruction**  
- Close Reading: Finding Information from Multiple Sources

Find resources to support student proficiency.

RI.5.5

Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5	
Class Summary		46%	60%	60%	85%	76%	64%	43%	35%
Ramirez, Gabriella	90%	100%							
Tan, Melanie	85%	79%							
Sanchez, Abby	84%	79%							
Singh, Brian	64%	51%							
Baker, Danielle	56%	51%							
Powell, Elijah	51%	51%							
Wade, Kiara	42%	62%							
Stanton, Geena	34%	30%							
Ruiz, Justin	31%	30%							
McDonald, Kal	30%	30%							

### Standards Mastery Results

School  
Student  
Student ID  
Student Grade  
Assessment  
Score  
Completion Date

Order Elementary  
Reading  
Baker, Danielle  
012142  
5  
Grade 5 Reading RI.5.5 Compare Text Structures  
55%  
11/10/24

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

#### Read the passages. Then answer the questions that follow.

**Saving the Bald Eagle**

**A Bird in Need**

1 The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.

2 One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!

3 Another problem was that people were using a pesticide<sup>1</sup> called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.

**Working Together**

4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald

6.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.

Special groups raised baby bald eagles and released them.

1 Passage 1

A poison that almost destroyed the bald eagle is gone.

2 Passage 2

A law was passed to prevent killing or hurting bald eagles.

3 Both Passages

The bald eagle's trees are no longer chopped down.

4 Passage 1

Page 1

Page 2

Both Passages

Correct answers:



**Introducción:** Vas a leer un pasaje sobre algo que sucede cuando un niño llamado Jaime y su hermano encuentran algo interesante en el parque.

### El nido

Jaime y su hermano mayor Sergio caminaban por el parque cuando, de repente, Jaime se detuvo sorprendido y señaló algo que estaba en el suelo. Cuando Jaime y Sergio se acercaron, vieron en el suelo tres pequeños huevos azules.

—El nido debe haberse caído preocupado. Entonces, sacó una cuerda y organizó una red de rescate.

Pronto llegaron dos expertos en aves. Traían una cuerda, una cesta y una escalera.

—Nos alegra que nos hayan encontrado. Ahora vamos a colocar el nido en una rama alta para que el pájaro pueda regresar.

Mientras Dana colocaba la cesta, explicó que la cesta fortaleció el árbol. Después de atar una cuerda, Mina subió con ella poco a poco a una rama fuerte.

**Introduction:** You will read a passage about what happens when a boy named Jamil and his brother find something interesting in the park.

### The Nest

Jamil and his older brother Cyrus were walking through the park when, suddenly, Jamil stopped in surprise and pointed to something on the ground. As both Jamil and Cyrus stepped a little closer, they saw a nest on the ground, with three small blue eggs in it.

"The nest must have fallen from the tree," Cyrus said, looking worried as he took out his phone and called the local bird rescue.

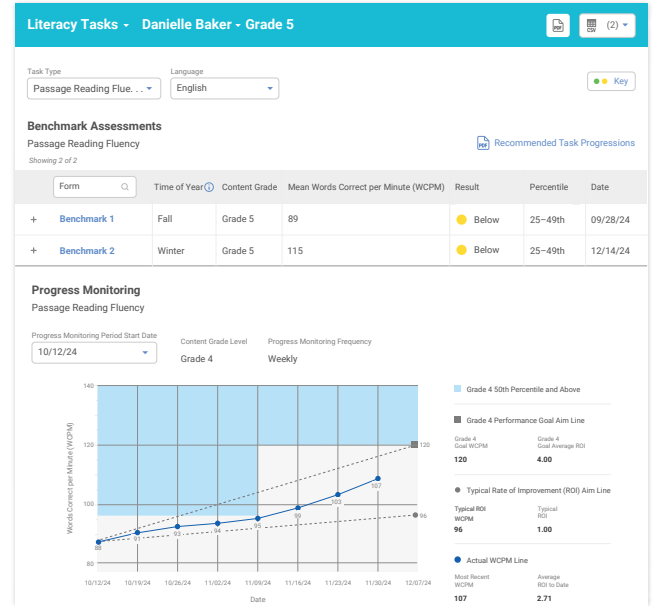
Soon, two bird experts named Dana and Millie arrived, carrying some rope, a small basket, and a ladder.

"We're glad you called us," said Dana, "since the nest needs to be put back up on a branch of this tree so the mother bird will come back to it."

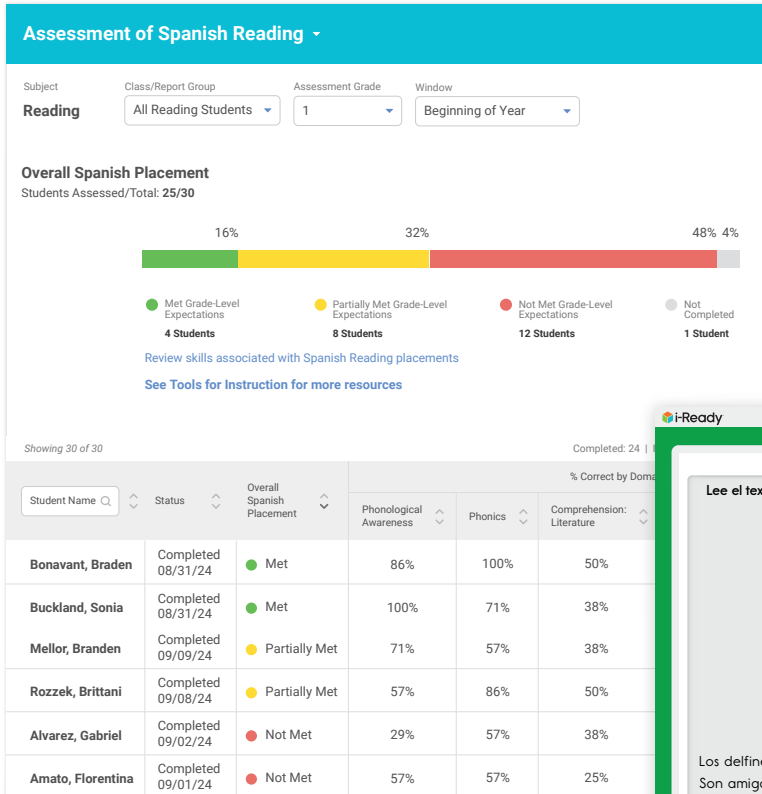
As Dana carefully put the nest into the basket, she explained that the basket would make the nest stronger and help it to stay up in the tree. Then, after tying some rope around the basket, Millie slowly climbed up the ladder with it until she reached a strong branch.

*Assess more efficiently  
by digitally marking  
Literacy Tasks in real time.*

**Ensure students are on track for reading success with educator-administered *i-Ready Literacy Tasks* assessments.**



*Understand student- and class-level  
performance with intuitive reporting  
in i-Ready Connect™.*



**Get insights into the grade-level reading performance of students receiving instruction in Spanish with the Assessment of Spanish Reading.**

**i-Ready Grade 1**

Lee el texto. Luego responde las preguntas.

**Un color muy especial**

Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

¿Por qué hay que cuidar los delfines del texto?

Están tristes.

Han cambiado.

Hay pocos.

Mi progreso: 1 de 35 completo

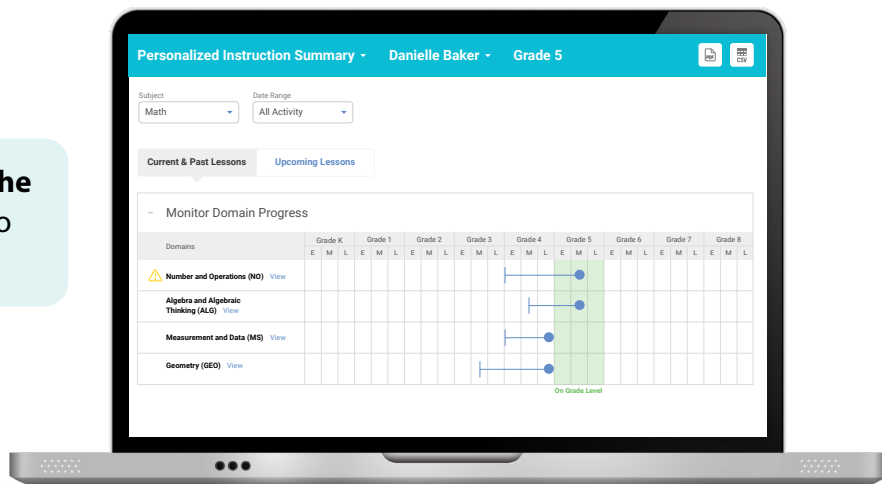
**Acabé**



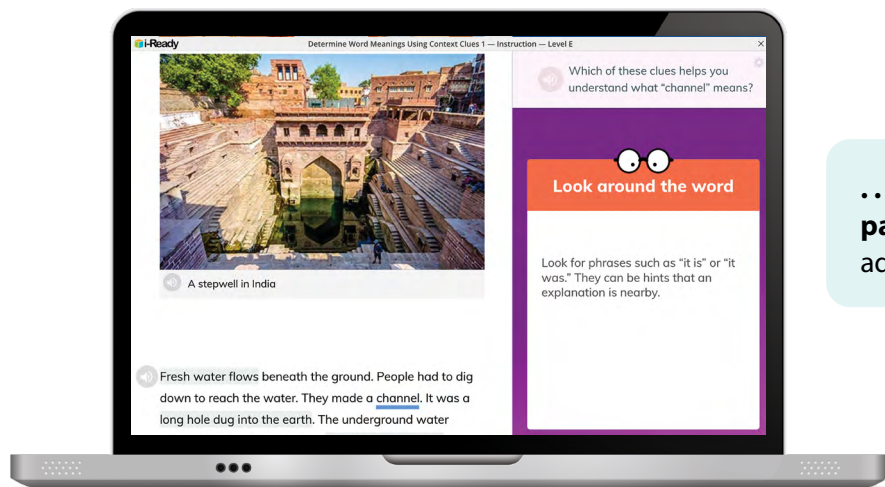
# Connected Instruction

*Multiple Instructional Opportunities  
Tailored to Students' Needs*

**i-Ready Personalized Instruction builds the exact skills** needed to progress students to grade level and beyond . . .



**... while engaging them as active participants in their learning** with intentional adaptivity and scaffolded instruction . . .



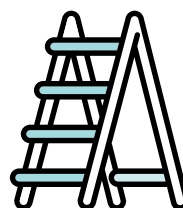
**... with supports for English Learners** grounded in three key principles:



**Promote Engagement  
and Access**



**Support Academic  
Language Development**



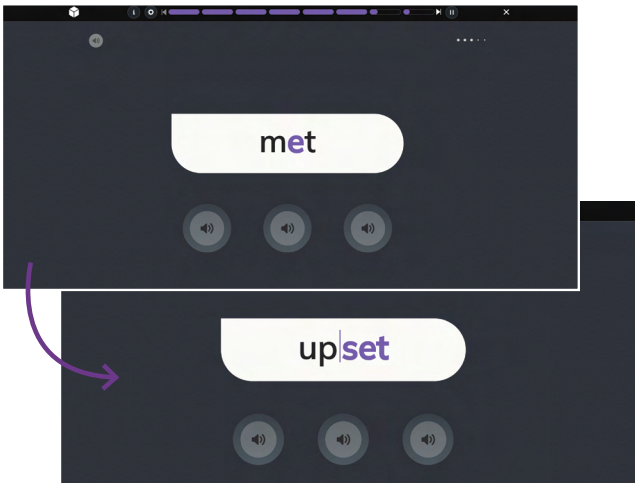
**Integrate Strategic  
Scaffolds**

# INTRODUCING



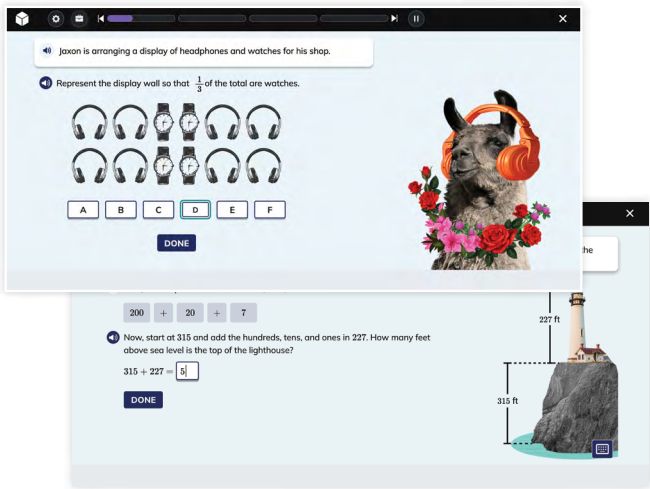
During the 2024–2025 school year, older striving learners in Grades 6+ will have early access to:

## Essential Lessons in Foundational Skills

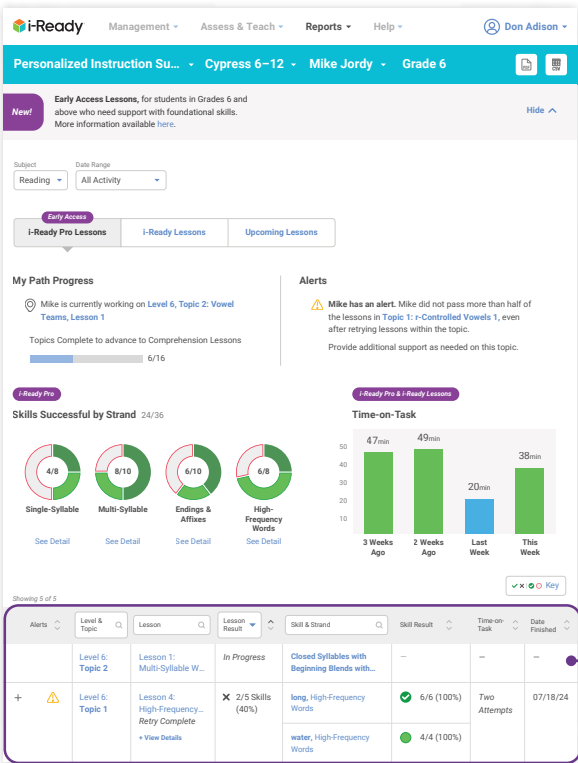


**New** Reading lessons build from single-syllable words to multisyllabic words and prepare students for words found in grade-level texts.

## Essential Lessons in Core Numeracy



**New** Mathematics lessons bridge content across different grade levels with a focus on developing critical skills.



Alerts	Level & Topic	Lesson	Lesson Result	Skill & Strand	Skill Result	Time-on-Task	Date Finished
	Level 6: Topic 2	Lesson 1: Multi-Syllable W...	In Progress	Closed Syllables with Beginning Blends with...	—	—	—
+	Level 6: Topic 1	Lesson 4: High-Frequency... Retry Complete	✗ 2/5 Skills (40%)	long, High-Frequency Words	✓ 6/6 (100%)	Two Attempts	07/18/24
				water, High-Frequency Words	● 4/4 (100%)		
				called, High-Frequency Words	○ 2/4 (50%)		
				almost, High-Frequency Words	○ 2/4 (50%)		
				thought, High-Frequency Words	○ 1/4 (25%)		
	Level 6: Topic 1	Lesson 3: Endings & Affixes Retry Available	✗ 2/4 Skills (50%)	Inflectional -ed, Morphemes	● 4/6 (67%)	12m	07/11/24
				Inflectional -ing, Morphemes	● 6/8 (75%)		
				Prefixed pre-, Morphemes	○ 3/7 (43%)		

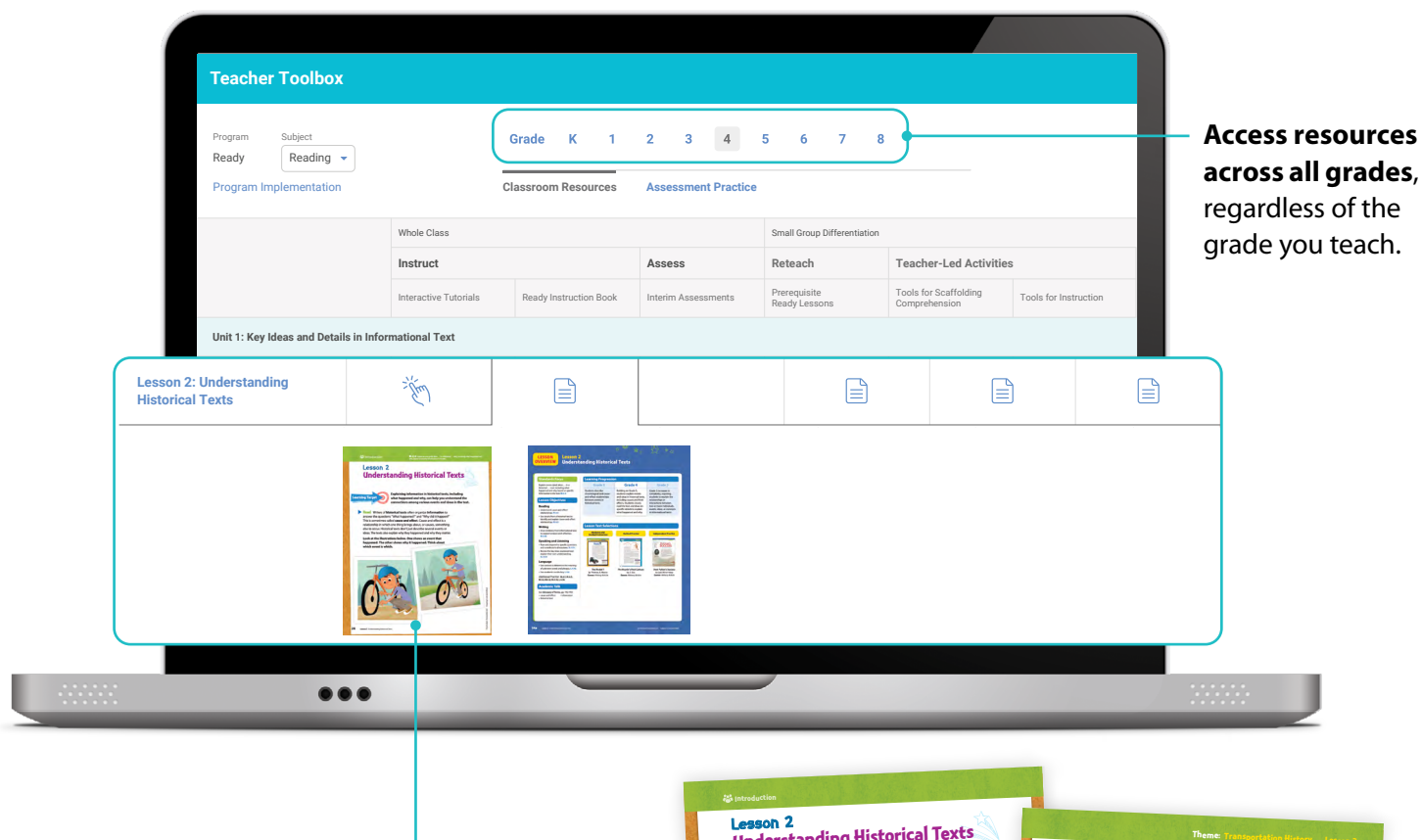
With **enhanced** skill-level reporting for educators

Learn More about the Evolution and Explore Key Resources:  
**i-Ready.com/Pro**



# Targeted, Teacher-Led Resources at Your Fingertips

*i-Ready* ties rich assessment data directly to teacher-led resources that can accelerate growth.



**Teacher Toolbox**

Program: Ready Subject: Reading

Grade: K 1 2 3 4 5 6 7 8

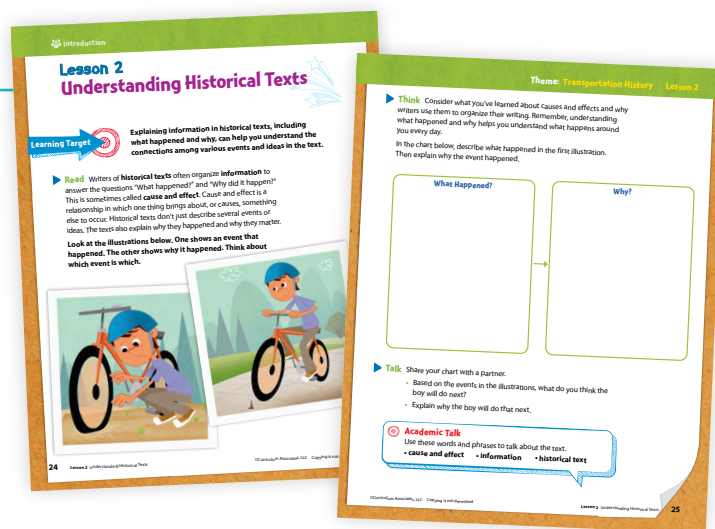
Classroom Resources Assessment Practice

Whole Class		Small Group Differentiation	
Instruct	Assess	Reteach	Teacher-Led Activities
Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons
			Tools for Scaffolding Comprehension
			Tools for Instruction

Unit 1: Key Ideas and Details in Informational Text

Lesson 2: Understanding Historical Texts

**Identify research-based resources** to support both on-level and differentiated instruction across grades with Teacher Toolbox.



“It has the whole package—adaptive assessment, prescriptive lesson path, supportive lessons for prerequisites and specific skills.”

—Kim Schoenau, Math Coordinator, Tulare City School District

**Accelerate students to grade-level learning** with targeted, teacher-led resources for whole class, small group, and one-on-one instruction in Reading and Mathematics.

*Understand student needs related to grade-level content.*

*Use pre-identified resources to address essential skills.*

## Grade-Level Planning (Scaffolding)

Subject

Class/Report Group

Grade of Content

Reading

Reading Class A

5

### When you're teaching a skill . . .

Select a skill to see readiness data, groupings, and instructional recommendations.

Summarize Literature (Lit)

7

5

5

3

1

Ready to Go

Additional Support

In-Depth Support

Needs Decoding

No Diagnostic

### When your class is reading a text . . .

Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading

Teacher Support

17 Students

3 Students

All Reading Buddies

Students Grouped/Total: 20/21 (No Diagnostic: 1)

Ready to Go 7 Students	Additional Support 5 Students	In-Depth Support 5 Students	Needs Support Decoding 3 Students
<p>Students are ready to summarize a story.</p> <p>✓ Ready to Go</p>	<p>Students may need support recalling events in a sequence.</p> <p>Tools for Scaffolding Comprehension: Summarize Literature</p> <p>Teacher - Use Scaffold B</p> <p>Student - Use Scaffold B</p>	<p>Students may need support with narrative text structures.</p> <p>Tools for Scaffolding Comprehension: Summarize Literature</p> <p>Teacher - Use Scaffold A</p> <p>Student - Use Scaffold A</p>	<p>Students need explicit instruction on decoding in addition to their comprehension instruction.</p> <p>Words with r-Controlled Vowels</p> <p>Considering using a phonics intervention program such as <i>Phonics for Reading</i></p>
<p>Choi, Isabella</p> <p>Powell, Elijah</p> <p>Ruiz, Justin</p> <p>Sanchez, Abby</p> <p>Stanton, Geena</p>	<p>Hess, Michael</p> <p>McDonald, Kal</p> <p>Singh, Brian</p> <p>Vo, Isaiah</p> <p>Warren, Santino</p>	<p>Baker, Danielle</p> <p>Bowers, Tara</p> <p>Lowe, Noah</p> <p>Patel, Mia</p> <p>Ramirez, Gabriella</p>	<p>Cochran, Damon</p> <p>Malone, Carla</p> <p>Simmons, Tristan</p>

### Grade-Level Planning (Scaffolding) Report

Grade-Level Planning (Prerequisites) ▾

Subject

Math ▾

Class/Report Group

Grade 5 Section 1 ▾

Grade

5

Topic

Fraction Operations, Pa... ▾

Know the Math: i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions a . . .

[+ Show More](#)

Learning Progression

Identify Class Prerequisite Needs

2

4

10

4

Group A

Group B

Group C

Group D

● Topic Group A

Understand Grouping

2 Students

● Topic Group B

Understand Grouping

4 Students

● Topic Group C

Understand Grouping

10 Students

● Topic Group D

Understand Grouping

4 Students

[View All Students](#)

Maximize Whole Class Instruction

Focus on grade-level instruction, integrating On-the-Spot Teaching Tips to support students' connections to prerequisite skills. As needed, use the Recommended Resources to provide additional support for understanding prerequisite content ahead of upcoming lessons.

[Topic Support \(On-the-Spot Teaching Tips\)](#)

Prerequisite Skills for Upcoming Instruction

● ● ● Key

As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Fractions as Division

Understand Products of Fractions

Multiply Fractions Using an Area Model

Understand division as equal sharing (Prerequisite Skill)

2

4

10

4

Group A

Group B

Group C

Group D

[View Resources ▾](#)

Multiply a fraction by a whole number (Priority Prerequisite Skill) ⓘ

2

4

10

4

Group A

Group B

Group C

Group D

[View Resources ▾](#)

TOOLS FOR SCAFFOLDING COMPREHENSION

## Summarize Literature

### 1 Choose a Level of Support

#### SCAFFOLD A

Identifying Story Elements

Recommended for all students	
2+ grade levels below	NO CONCEPTS AND NO TEXT CLIPS
	Students are not yet able to consistently recall events from a story in sequence.
✓	Students are able to narrate their story.
✓	Students have acquired basic fluency and skills in reading and writing.

#### GRADE 5 OUTCOME

Summarize the text.

#### SCAFFOLD B

Organizing a Summary of Literature

Recommended for students 1 grade level below

✓

#### COMPREHENSION TOOLS

Summarize Literature

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

### Shawn's Dream

- "They're giving to include a trophy on the mission case," Maria said. She sat in the cafeteria, taking long sips of pineapple.
- "Who do you think they'll give it to?" Shawn asked. She stretched out his leg and was happy to see that the moment after she'd said no prize. All that happened was that Maria had made a big difference. It was hard to believe that six months ago, when after the accident, he could hardly stand. Now he could walk all over the mountain base.
- Maria opened her mouth to speak, but Allen interrupted. "My father is the commander's captain. I know for a fact that the choice is going to be based on physical ability and intelligence." Glancing at Shawn, he added, "I guess you'll have to wait for the next contest. There's no way you can meet the requirements."
- "It's a lot tougher than you, Allen" said Maria.
- Allen just smirked and stretched out.
- "Thanks for sticking up for me," Shawn said. "We don't know how they're going to choose, so let's just study. We can train and study together. That will make it easier on progress."
- They began immediately. They met in the gym twice daily for strength and endurance exercises. They devoted time every day to research information about Mars.
- Each night, Shawn's dreams were filled with trophies and the frequent, red terraces of Mars.
- One evening, everyone on Station Alpha gathered in the dining hall for the naming of the Mars team. The hall bristled with excitement. When Captain or Commander Van took the podium.
- Shawn sat with his friends. He could see Alan leaning against the wall over to the left, looking ready to rise and speak to the commander when his name was called. Shawn didn't expect the commander to call his name, but he kind of hoped she wouldn't call Allen.

### 2 Review the Texts

Meet the complexity of the text for the choice

#### TEXT A

Shawn's Dream

- Genre: Science Fiction
- Setting: futuristic on the moon
- The story focuses on general knowledge of physical conditioning

#### Level 1 Demands

- vocabulary: vigorous, devoted, glaze

#### TEXT B

**DIRECTIONS**  
Read the story, and complete the activities on page 3.

vigorous: strong and tough

devoted: had great care or affection

GRADE 5 • Summarize Literature

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1 of 6

# Tools for Instruction

## Multiply a Whole Number and a Fraction

**Objective:** Use repeated addition and fractions trains to multiply a whole number by a fraction.

**Materials:** square inch grid paper, index cards marked with algebra tiles

Before introducing the fraction multiplication, make sure students know that a fraction  $\frac{a}{b}$  is the sum of a total of  $a$  of the unit fractions  $\frac{1}{b}$ . Have students multiply a number by a fraction using repeated addition. Building on this knowledge, this is the use of the unit fractions  $\frac{1}{b}$  to understand fraction multiplication by completing the product of a whole number activity. Have students begin to understand fraction multiplication by completing the product of a whole number activity. Have students begin to understand fraction multiplication by completing the product of a whole number activity. Have students begin to understand fraction multiplication by completing the product of a whole number activity.

### Step by Step

20–30 minutes

#### 1 Multiply using a fraction array.

- Have the student draw a grid of paper. Show how to model  $\frac{1}{2}$  by drawing a 1 inch high by 8 inch long rectangle, and shading five of eight squares in the rectangle.
- Have the student draw three models of  $\frac{1}{2}$  stacked on each other. Explain that the drawing shows three equal groups of  $\frac{1}{2}$ . Ask, what operation is modeled by combining equal groups? (multiplication)
- Ask, how many fifths are shaded? Write  $3 \times \frac{1}{2} = \frac{3}{2}$  on the board. Invite the student verbally explain the equation in terms of the model. “Three groups of  $\frac{1}{2}$  equals  $\frac{3}{2}$ .”

#### 2 Multiply by modeling repeated addition.

- Indirect the student to draw their line segment.
- Have the student find the total length of the line segment.
- Explain that students need to add to continue repeated addition.
- Have the student rewrite the equation using multiplication.
- Have the student explain the understanding using multiple representations.
- Have the student explain the understanding using multiple representations.
- Have the student explain the understanding using multiple representations.

#### 3 Multiply by repeated addition.

- Write  $3 \times \frac{1}{2}$  on the board, and ask the product must be greater than one because  $3 > 2$ .
- Ask the student to write the equation using multiplication.
- Have the student find the sum and explain why the sum is greater than one.
- Ask the student to give a verbal explanation of the result.

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## Tools for Instruction

### Understand Fraction Multiplication

**Objective:** Multiply a whole number and a fraction.

**Materials:** square inch grid paper, index cards marked with algebra tiles

This activity has four parts. Each part asks students to multiply a whole number by a fraction. Students have previously learned how to multiply fractions by using algebra tiles. Now, students will use this strategy to multiply whole numbers by fractions. Students will use algebra tiles to represent the product of a whole number and a fraction. Students will use algebra tiles to represent the product of a whole number and a fraction. Students will use algebra tiles to represent the product of a whole number and a fraction.

### Step by Step

10–20 minutes

#### 1 Multiply whole numbers by unit fractions.

- Draw the student a grid of paper. Have the student draw a 1 inch high by 8 inch long rectangle, and shade five of eight squares in the rectangle.
- Ask the student to write the equation using multiplication.
- Have the student explain the understanding using multiple representations.
- Have the student explain the understanding using multiple representations.

#### 2 Multiply whole numbers by non-unit fractions.

- Have the student find and label three groups of  $\frac{1}{2}$  on the grid. Use one or two whole  $\frac{1}{2}$  each group.
- Ask the student to write and solve an equation that describes the model.
- Repeat by having the student model  $3 \times \frac{1}{3} = 1$  and  $3 \times \frac{1}{4} = \frac{3}{4}$ .

#### 3 Model fraction multiplication.

- Ask the student to write and solve an equation that describes the model.
- Ask the student to write and solve an equation that describes the model.
- Ask the student to write and solve an equation that describes the model.

#### Support English Learners

The student may have difficulty describing the product of the equation. Provide visual aids for the vocabulary words: whole number, fraction, product, multiplier, and denominator.

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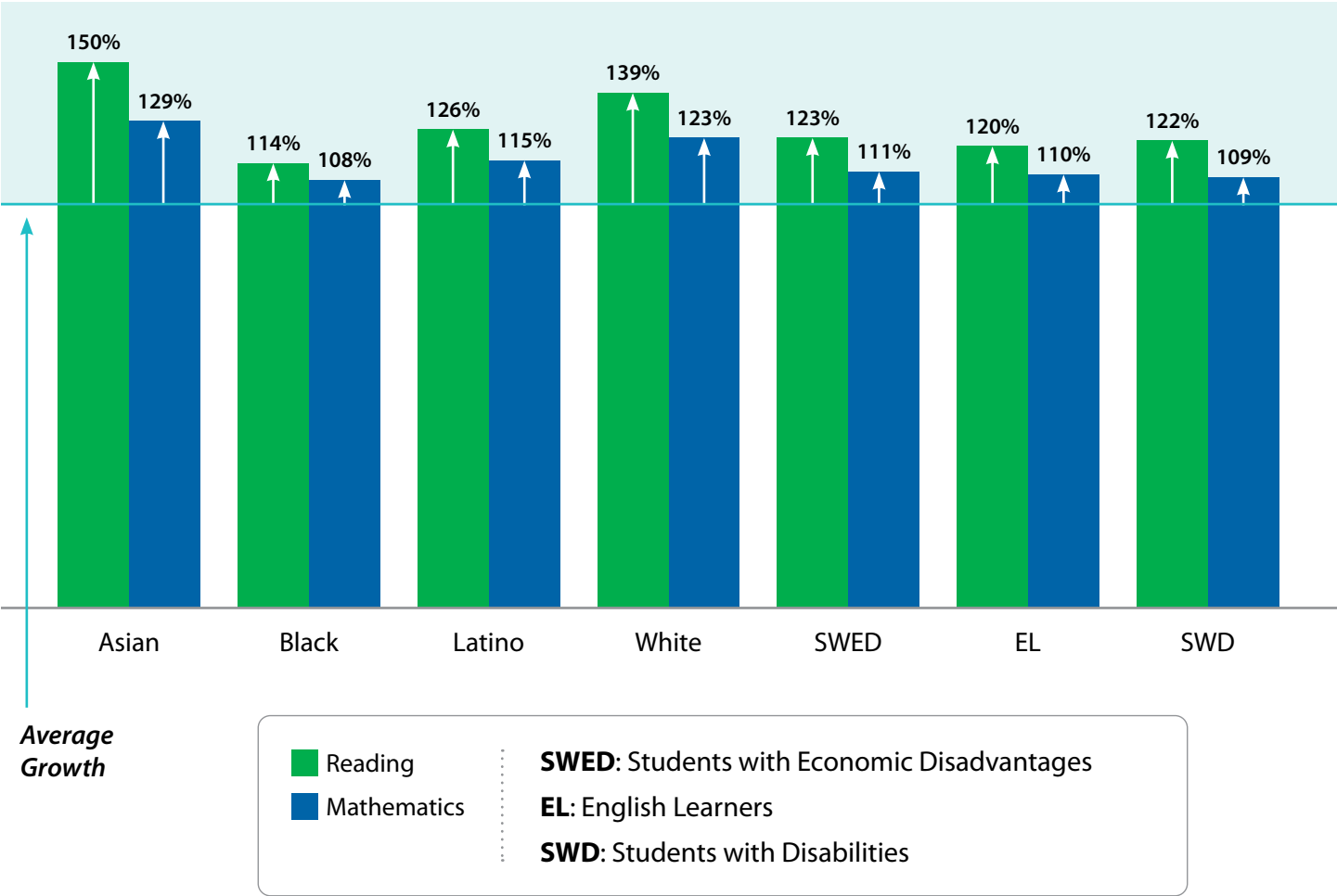
Understand Fraction Multiplication | Page 1 of 2

### Grade-Level Planning (Prerequisites) Report

# Research-Backed, Expert-Guided, Proven Effective

*i-Ready Personalized Instruction* leverages research and academic partnerships to positively impact student outcomes, as demonstrated by Every Student Succeeds Act (ESSA) efficacy research.

Students in Diverse Demographic Groups Exceed Typical Growth Targets



A study meeting ESSA Tier 3 evidence of students in Grades K–5 who used *i-Ready* for Reading (more than 570,000) and *i-Ready* for Mathematics (more than 700,000) found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets and achieved higher Typical Growth than comparison group students.<sup>2</sup>

<sup>2</sup>Curriculum Associates. (2022) *The impact of i-Ready Personalized Instruction during the 2020–2021 school year: Evidence to support historically marginalized student groups*. Author.



## Students Learn More with *i-Ready Personalized Instruction*

A 2022 study of students in Grades K–8 who used *i-Ready* for Reading (more than 740,000) and *i-Ready* for Mathematics (more than 900,000) provides evidence that students in Grades K–8 who use *i-Ready* as recommended make greater learning gains than students who do not use *i-Ready* as recommended.

**Students who used *i-Ready Personalized Instruction* with fidelity . . .**  
(i.e., 30–49 minutes on average per week with a lesson pass rate of 70 percent)



Had **greater**  
**fall-to-spring gains**



Achieved a  
**higher grade-level placement**  
by spring



**Exceeded** their Typical  
Growth targets



Achieved a **higher percentage**  
**of their Stretch Growth targets**  
across all grade levels<sup>3</sup>

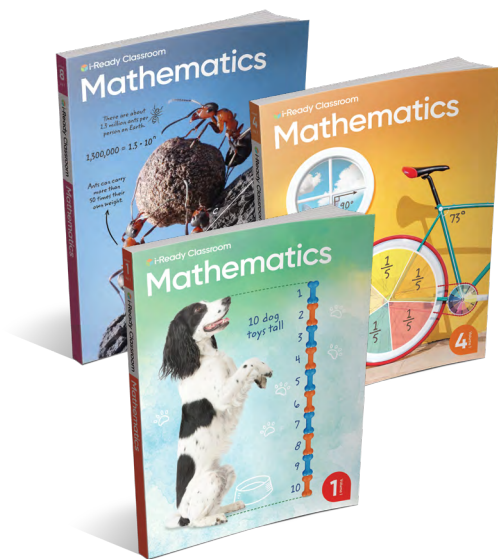


To read more about the extensive research behind *i-Ready*—including studies meeting ESSA evidence criteria—please visit our Research Library at [CurriculumAssociates.com/Research](https://CurriculumAssociates.com/Research).

<sup>3</sup>Curriculum Associates. (2022). *Using i-Ready Personalized Instruction with fidelity: Results from the 2018–2019 school year*. Author.

## Enhance Your *i-Ready* Implementation

Get to know our proven supplemental and core instructional programs that complement *i-Ready* to help students at all levels, from all backgrounds, achieve their greatest potential.



### i-Ready Classroom Mathematics

#### Core Mathematics Instruction

*i-Ready Classroom Mathematics* is a comprehensive core mathematics program for Grades K–8 that uses mathematical discourse and rigorous practice opportunities to help students take ownership of their learning.

*Also available in Spanish!*



### Ready®

#### Mathematics, Reading, and Writing Instruction

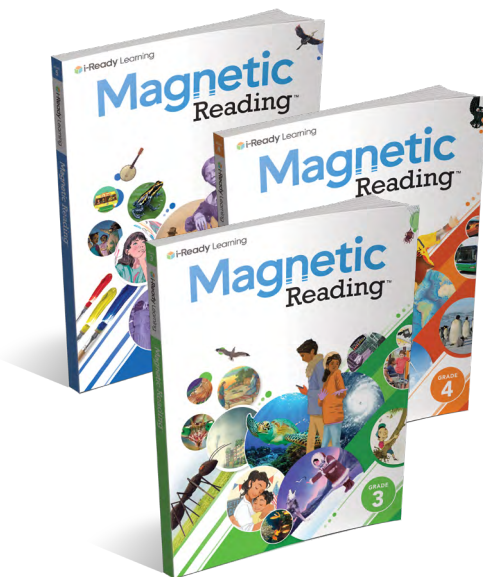
*Ready* programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow.



## Magnetic Reading™ Foundations

### Foundational Reading Instruction

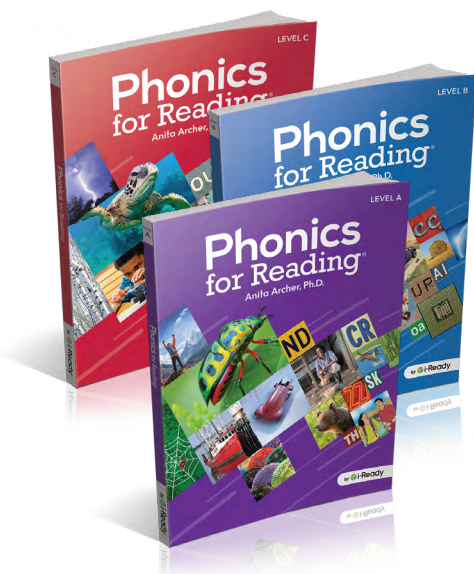
*Magnetic Reading Foundations* is a comprehensive foundational skills program for Grades K–2 that includes everything educators need to deliver systematic foundational skills instruction for students to become confident and skilled readers.



## Magnetic Reading™

### Reading Comprehension Instruction

*Magnetic Reading* is a reading comprehension program for Grades 3–5 that builds knowledge, scaffolds instruction for all learners, and uses actionable data to help teachers support student learning. Built in partnership with the Johns Hopkins Institute for Education Policy.



## Phonics for Reading®

**New  
Edition!**

### Phonics Intervention for Striving Readers

Authored by reading expert Dr. Anita Archer, *Phonics for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers.



# Committed Service

*Powered by People and an Educator-Friendly Platform to Reach a Shared Goal*

Both  
Reading and  
Mathematics

All reporting  
in a single  
location

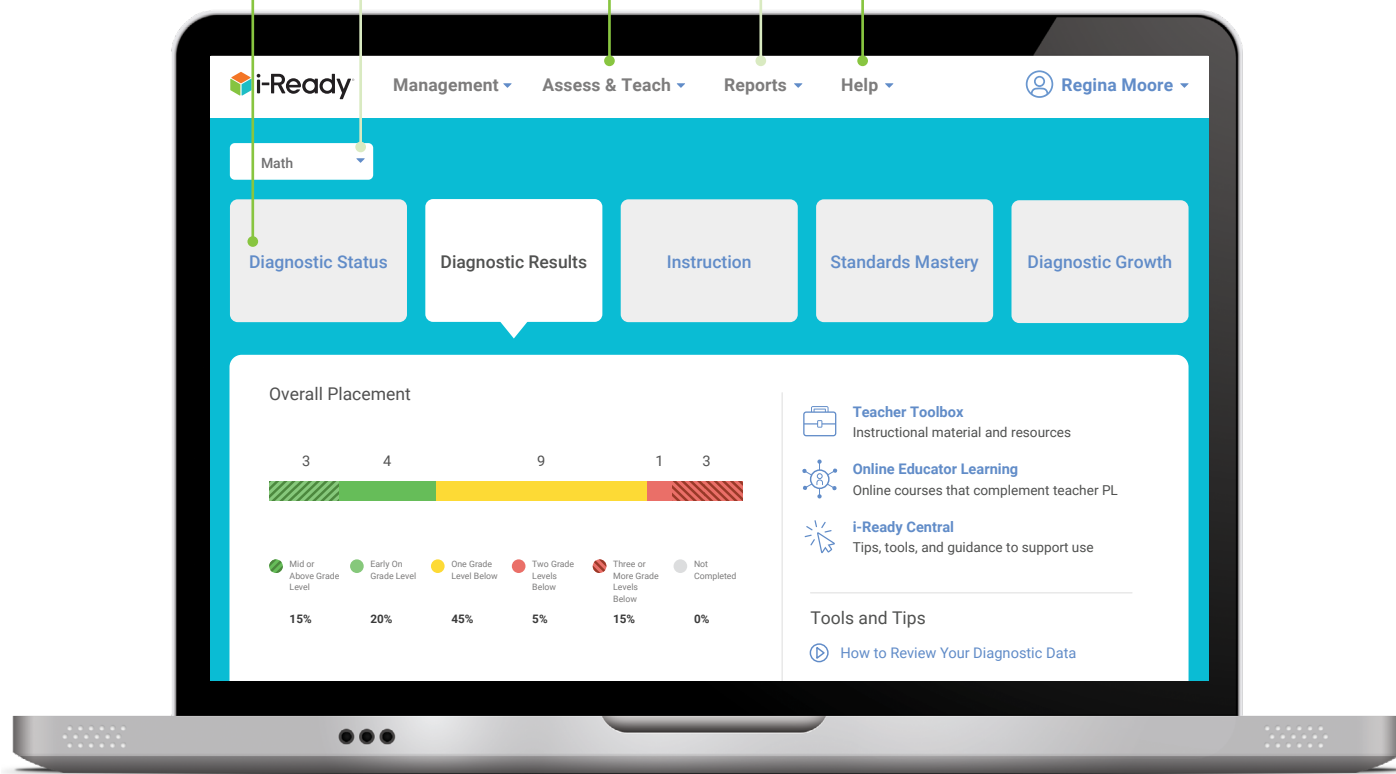
Differentiated  
instructional  
resources

Self-guided  
professional  
learning and  
implementation  
resources

Dashboards  
that update  
based on  
time of year

## One Integrated and Intuitive Platform

The *i-Ready* platform makes actionable next steps easy with assessment data, instructional content, and support resources located in the same place.



# Your Impact Is Our Purpose

Unparalleled service and educator support make up the *i-Ready* difference in empowering educator confidence and student growth. We align program, technical, and professional learning with strategic expertise to your goals, so you get the most out of *i-Ready*.



## Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* data into classroom instruction and address your district goals



## Professional Learning

Experienced educators focused on best-practice teaching to drive student growth



## Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



## Educational Sales Consultants

Program design and pedagogy experts providing strategic guidance



## Technical Support

Responsive technical support and proactive issue identification






## More Than 40%

Your success matters to us—which is why more than 40 percent of the Curriculum Associates team is devoted to roles directly serving educators.



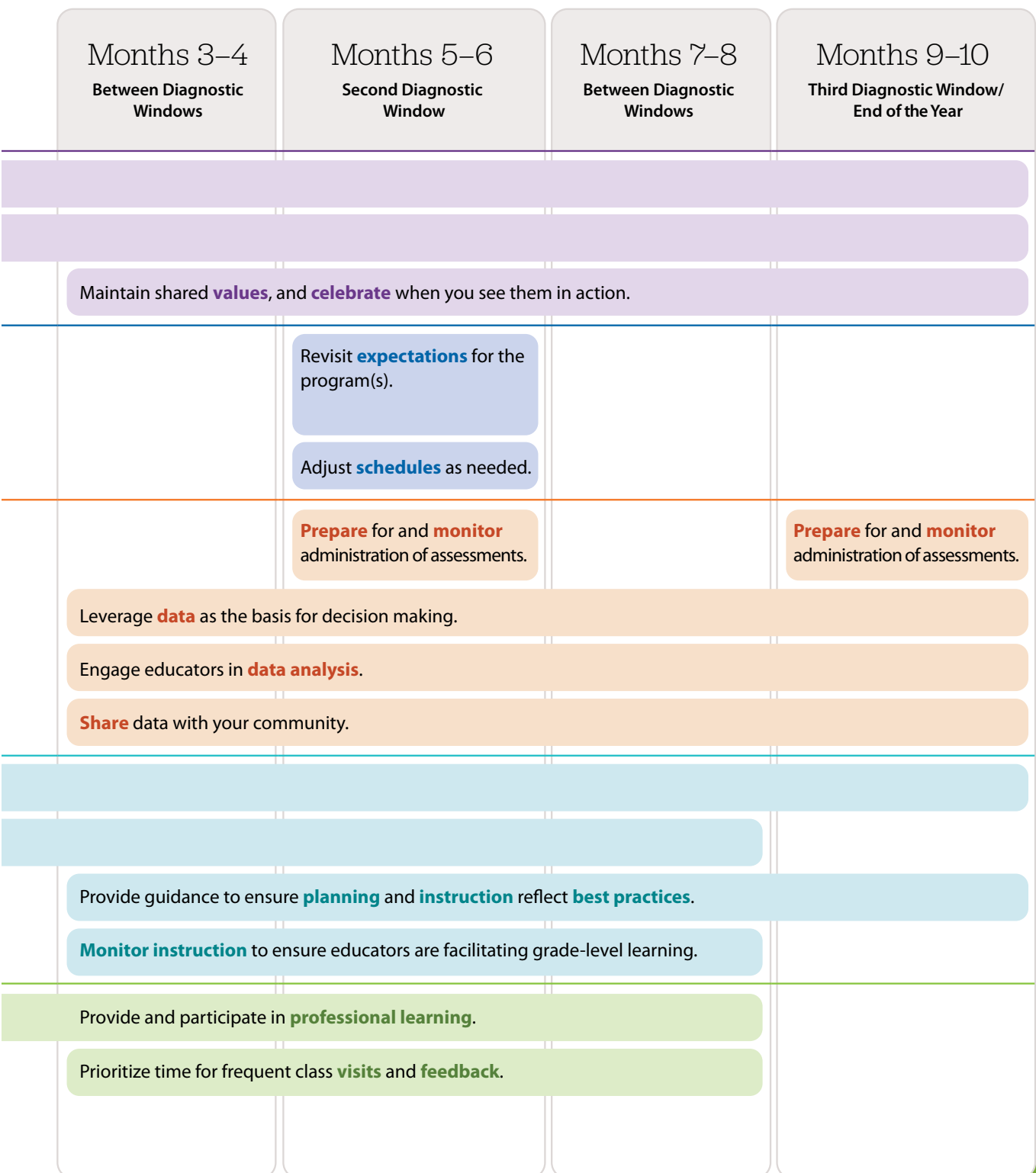
# Drive Student Growth and Proficiency

Leaders play a critical role in the success of any program or initiative. School administrators, instructional leaders, and coaches who focus on these Top Leader Actions can unlock the potential of *i-Ready* to drive student growth and proficiency for all students.

	Before the Year Begins Before the First Diagnostic	Months 1–2 First Diagnostic Window
 <b>BUILD COMMUNITY &amp; CULTURE</b>	Generate <b>excitement</b> for the program(s). Get to know the program(s) and establish a <b>vision</b> . Establish shared <b>values</b> that reflect <b>equity and inclusivity</b> .	Maintain <b>excitement</b> for the program(s). Set <b>goals</b> and <b>celebrate</b> progress.
 <b>CREATE STRUCTURES &amp; SCHEDULES</b>	Communicate <b>expectations</b> for the program(s). Develop an effective <b>schedule</b> . Allocate <b>resources</b> appropriately.	Empower program <b>champions</b> .
 <b>USE ASSESSMENT &amp; DATA</b>		<b>Prepare</b> for and <b>monitor</b> administration of assessments.
 <b>SUPPORT TEACHING &amp; LEARNING</b>	Enable educators to <b>use the program(s)</b> . Reserve time for educators to <b>plan</b> and <b>collaborate</b> .	
 <b>PROMOTE PROFESSIONAL GROWTH</b>	Schedule targeted <b>professional learning</b> .	Cultivate a climate of professional <b>growth</b> . Help educators pursue <b>growth opportunities</b> .

“We’ve had multiple assessments that we’ve used through the years. This is the first time we felt like a company really partnered with us. The relationship part is important. We have a common goal, and Curriculum Associates helps us grow our students.”

—Chere Fetter, Director of Instructional Services, Haleyville City Schools



# Discover the Power of One Coherent Program at [i-Ready.com/TryIt](https://i-Ready.com/TryIt)

**“A strong data culture exposes information to everyone,  
giving them notice and putting them on alert.**

They are more aware of everything that is going on with  
our students and how they can take action.”

—Gisela Feild, Administrative Director for Assessment,  
Research, and Data Analysis, Miami-Dade County Public Schools

.....

**Follow us to see how other educators are using  
*i-Ready* to personalize learning and accelerate growth.**



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