



# Using *i-Ready's* Tools for Instruction to Support Intervention and Monitor Student Progress

Curriculum Associates Intervention Brief | July 2025

*i-Ready* Tools for Instruction (TFIs) are short, skill-specific lessons designed to target students' needs. TFIs are downloadable and printable PDFs for Grades K–8 that address a variety of Reading and Mathematics domains. In Reading, domains include Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension. Mathematics domains include Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

TFIs give educators explicit instruction and quick, on-the-spot data to informally monitor a student's pathway to proficiency and reinforce intervention learning as part of a Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) implementation. This document offers step-by-step guidance for educators when considering this approach.

## Step 1: Determine Overall Intervention Focus



During the initial planning process, educators can determine an intervention focus aligned to core instruction (using multiple data points).

## Step 2: Identify TFIs Aligned to Overall Intervention Focus



Once an intervention focus has been determined, educators can identify specific TFIs to be used for intervention planning.

## Step 3: Build a Weekly Intervention Calendar



Once selected, educators can determine how much time should be spent on each TFI and build an intervention calendar.

[Appendix A](#) illustrates how TFIs can be embedded into a weekly intervention plan.

## Step 4: Monitor Progress Using Checks for Understanding



As TFIs are addressed during intervention, Checks for Understanding within each TFI can be used to gauge student progress of intervention learning.

[Appendix A](#) illustrates how Checks for Understanding can be embedded into a weekly intervention plan.

# Supporting Intervention with TFIs



The short, skill-specific lesson design of TFIs makes them ideal to support weekly intervention instruction. When used, educators can target specific Reading and/or Mathematics domain skills quickly and explicitly using the skills overview and teacher-facing instructions. The Check for Understanding, included at the end of each TFI, enables educators to gauge students' progress once the TFI has been implemented.

To maximize TFIs within intervention, educators can consider the following guidance detailed below.

## 1. Accessing TFIs

TFIs can be found in a variety of places within the *i-Ready* platform. Most commonly, they are accessed in the following locations:

### ✓ *i-Ready Connect*™

- All TFIs are in the *i-Ready* platform under **Assess & Teach** from the top navigation.
- Select Resources for the category, then **Reading** or **Math** under **Tools for Instruction**. TFIs can also be filtered by grade and domain.

### ✓ Instructional Groupings Report

- This report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources, including TFIs, to support differentiated instruction. Primary use is for planning instructional groupings and instruction.

### ✓ Grade-Level Planning (Scaffolding) Report

- This report is based on students' results on the Diagnostic, helps teachers provide students in Grades 3–8 access to grade-level texts, and includes TFIs when applicable. The primary use of this report is for understanding students' learning needs around grade-level skills and identifying resources to prepare them for grade-level reading comprehension instruction.

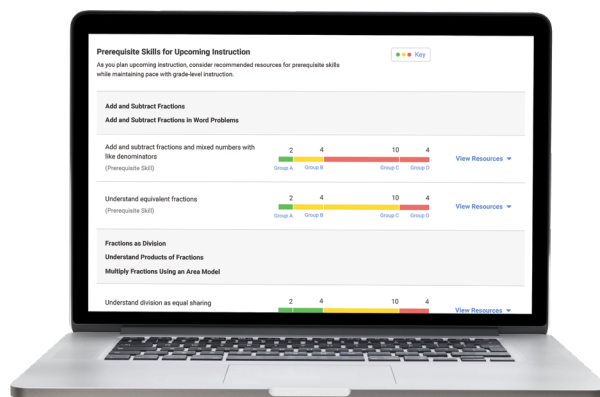
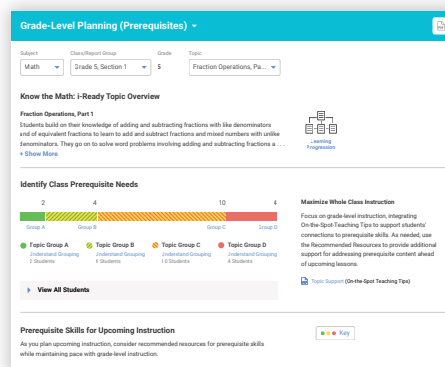
### ✓ Grade-Level Planning (Prerequisites) Report

- This report is based on students' results on the Diagnostic and helps you use the data to make instructional decisions about upcoming grade-level mathematics content. The primary use of this report is for understanding students' learning needs in relation to upcoming grade-level mathematics content by informing unit/lesson planning when identifying prerequisite skills to prioritize. The report provides supports for whole class instruction, potential student groupings, and recommended resources, including TFIs, to be used during classroom instruction.

### ✓ Diagnostic Results (Student) Report

- This report provides a comprehensive picture of student instructional priorities based on data from each Diagnostic, with specific recommendations and resources for differentiating instruction, including TFIs. The primary use of this report is for planning instruction specific to a student's learning needs.

For educators with access, TFIs can also be found on the **Teacher Toolbox** for Reading and/or Mathematics.



## 2. Planning Intervention with TFIs



TFIs can be leveraged as part of a systematic intervention program and can easily be embedded into a weekly intervention calendar. The explicit teacher-facing instructions make these resources ideal for use by all educators, including teachers' aides, intervention specialists, and before- or after-school support program instructors. There are two types of TFIs: "Step by Step" and "Multiple Ways to Teach."

- ✓ Step by Step: These TFIs are focused on a recommended scope and sequence of instruction and provide in-depth details about each step in the TFI.
- ✓ Ways to Teach: These TFIs address skills that could be taught using more than one approach. Multiple ways of teaching provide flexible approaches or repeated exposure to a skill.

To plan intervention using TFIs, educators can consider the following sequence:

1. Determine the focus of small group/individualized intervention support.
2. Identify TFIs that align to the intervention's focus.
3. Review each TFI and determine how much time is needed for implementation during designated intervention time.
4. Build an intervention plan/calendar.
5. Implement TFIs and respond to student progress.

Instructional coherence is key to ensuring students are on a pathway to grade-level proficiency. TFIs enable educators to create intervention plans/calendars that are connected to the skills/concepts needed for students to be successful in core instruction.

Educators can use [10 Steps: Using i-Ready for Intervention](#) when using TFIs for planning intervention. [Appendix A](#) of this document illustrates how TFIs can be embedded in a weekly intervention plan.

## 3. Monitoring Student Progress with TFIs

Once intervention has been planned, TFIs also allow informal, observational measures of student proficiency of a given skill or concept in a Check for Understanding. Checks for Understanding, included at the end of all TFIs, are intended to provide educators with an explicit response to learning in the form of "If you observe ABC, then try XYZ." This format equips educators with a deeper understanding of possible misconceptions or mistakes to look for (i.e., ongoing skills monitoring) and recommendations for instructional support when responding to those misconceptions. When planning an intervention calendar using TFIs, educators should incorporate Checks for Understanding once each TFI is completed to ensure students are having a positive response to intervention instruction. [Appendix A](#) illustrates how Checks for Understanding can be included in a weekly intervention calendar when using TFIs for intervention instruction.

### i-Ready Tools for Instruction

#### Words with Two Vowels Sounded Separately

Most vowel pairs correspond to a single vowel sound, as in *boat* and *team*. In some words with vowel pairs, each vowel is sounded, as in the word *rain* (r-ai-e-n). The VV (Vowel/Vowel) syllable pattern is more common in multisyllabic words, such as *rainbow*, *raincoat*, and *rainy*. Students can build their skill in identifying syllables by attending to VV patterns in longer words.

#### Step By Step

1. Introduce the VV (Vowel/Vowel) syllable pattern.
  - Display the word card and have students read it. Point out that the two vowels are spelled one sound, (ai).
  - Display the word card and have students read it. Add a dash to show the syllable: *rain*. Have students clap as they say both syllables.
  - Say, "The letters *ai* are in the *ai* sound. Discuss the meaning of *rain* by asking students what this sentence means."
  - Review that the number of syllables in a word matches the number of vowel sounds. Point out that sometimes one syllable ends with a vowel and the next one begins with a vowel. Display VV under the *ai* and *ai* to show the pattern.

#### Model decoding a word with VV syllables.

2. Display the word *rain*.
  - Point out the known chunks, such as the VC (Vowel/Consonant) and the VCVC (Vowel/Consonant/Vowel/Consonant) syllables as you say the word syllable by syllable.
  - Discuss the meaning of the word.

3. Have students read the word *rain*. When you are finished, you have read and said you had other sounds in the word.

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Support English Learners The long *ai* is a vowel sound that is not in the English alphabet. Encourage English learners to use the word *rain* to help them remember the sound of the *ai* vowel sound.

### i-Ready Tools for Instruction

#### Provide spelling practice with VV syllables.

- Prepare word cards using words with VV syllables.
  - Distribute the word cards to partners or small groups for a team challenge.
  - Give each team to read each word, decide on the two vowel sounds, and print the letters of the word, leaving blanks for the vowel spellings. Ask them to proofread to make sure that their word cards are correctly spelled. See the examples below.
- | Word | ai | oi | oi | oi |
|------|----|----|----|----|
| rain | ai | oi | oi | oi |
| rain | ai | oi | oi | oi |
| rain | ai | oi | oi | oi |
| rain | ai | oi | oi | oi |

- Have teams exchange their word lists and write the missing vowel letters for each word. Teams gain a point for each correctly completed word.

- End the activity by displaying all the word cards for students to read aloud and use in oral context sentences.

#### Check for Understanding

If you observe...	Then try...
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difficulty identifying two vowel sounds	providing words in which both vowels are clearly sounded. Instead of using words such as <i>rain</i> or <i>team</i> , use words such as <i>rainbow</i> or <i>raincoat</i> .
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difficulty decoding words of three or more syllables	guiding students to identify the chunks, such as a prefix, suffix, or a syllable type.
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#### Identifying VV syllables.

In words with vowel pairs and two-syllable words with VV syllables, use the *ai* and *oi* (Vowel/Vowel) syllable pattern (page 2) to select words that are appropriate for your lesson.

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# Appendix A: Using TFIs to Support Intervention



TFIs give educators explicit instruction and quick, on-the-spot data to informally monitor a student’s pathway to proficiency and reinforce intervention learning as part of an RTI or MTSS implementation. TFIs can be embedded into a weekly intervention calendar, and Checks for Understanding, at the end of each TFI, can be used to monitor student progress of intervention learning. An example is illustrated below:

	Day 1	Day 2	Day 3	Day 4	Day 5
Example Daily Instructional Plan	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group
	<b>Teacher-Led Intervention Using TFIs</b>  Teacher-led intervention activities using TFIs are implemented throughout the week. Consider using <a href="#">10 Steps: Using i-Ready for Intervention</a> when planning weekly intervention activities using <i>i-Ready</i> instructional resources.				
	Selected TFI Step by Step (One Day)	Selected TFI Step by Step (Two Days)		Selected TFI Multiple Ways to Teach (Two Days)	
	Check for Understanding		Check for Understanding		Check for Understanding



Want to learn more about all the ways *i-Ready Assessment* can support RTI/MTSS implementations? Click [here](#) to explore our intervention review site.