

Program Overview



K-A1

It's why you became a teacher.

You can tell when the light bulb goes on for your students.

It could be in their eyes or a glowing smile, a subtle change in posture, or a shift in the tone of their voice.

When they know they've got it, they couldn't be prouder—and neither could you.

***These magical moments
stay with you forever.***



i-Ready Classroom Mathematics is a comprehensive math curriculum for Grades K–Algebra 1, designed to help you create those “aha!” moments every day for every student.

Here’s how ...

- **Make the Best Use of Instructional Time**..... 4
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It’s Proven to Work

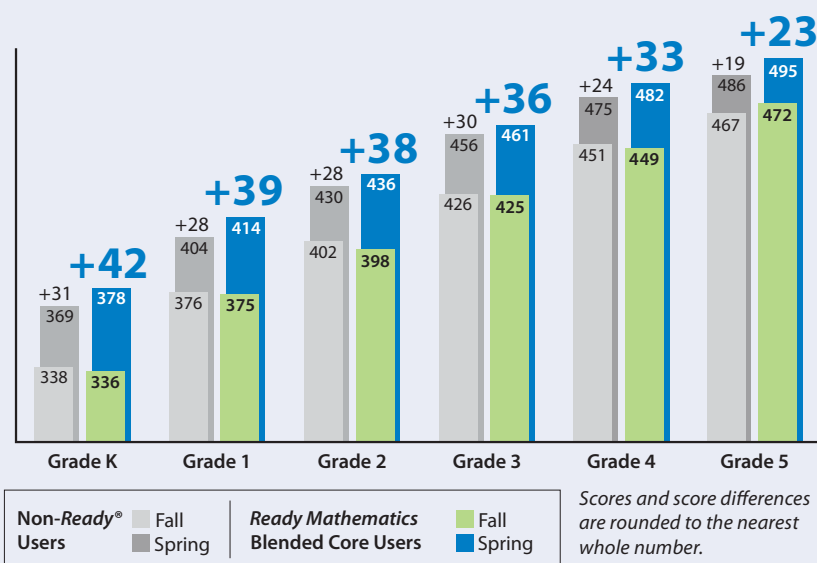
Third-party research conducted in three states with 32 schools and 21,000 students provides evidence of success using the program’s instructional design.

Read the full report:

CurriculumAssociates.com/ReadyMathBlendedESSA

Growth in Student Performance

Based on *i-Ready Diagnostic* Scale Scores



Make the Best Use of Instructional Time

Math class goes by quickly, so you need a thoughtful approach to meet every student’s needs. *i-Ready Classroom Mathematics* helps you understand every student’s needs and follows a unique lesson design that allows you to meet them where they are and get them where they need to be.

Multiple-Day Lessons Allow for Proficiency and Flexibility

Within a lesson, each session (i.e., “day”) plays a different role in supporting student understanding. The amount of time for each session can be adjusted to fit the amount of time in your math block.

- ✓ Built-in time to bridge prerequisite skills
- ✓ Standards-based lesson instruction grounded in the National Council of Teachers of Mathematics (NCTM)’s Effective Mathematics Teaching Practices
- ✓ Dedicated class time for differentiation and practice

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	Develop* Sessions			Refine Session
Built-in time for accelerating learning and connecting key prerequisites with this lesson’s content	Built-in differentiation options during instruction and practice			Built-in time for practice and differentiation

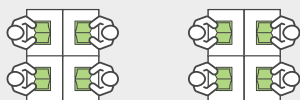
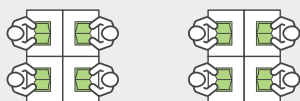
*Each lesson has one to four Develop sessions.

See a lesson in action at CurriculumAssociates.com/TDC.

Practice and Differentiation Built into Instruction Time

Each session includes time for student-centered, discourse-driven instruction and options for differentiation and practice.

Student-Centered, Discourse-Driven Instruction



Options for Practice and Differentiation



Teacher-Led

Current or Prerequisite Lessons:

- Teacher's Guide Activities
- Tools for Instruction
- Center Activities
- Interactive Tutorials (Grades K–8)

Partner



- Center Activities (*current or Prerequisite Lessons*)
- Centers Library (*Grades K–1*)
- Enrichment Activities
- Unit Games (*Grades K–8 on grade level to review, prerequisite to meet needs*)
- Grade Level Games (*Grades K–2*)

Independent



- Practice Student Worktext
- Fluency and Skills Practice
- Interactive Practice (*Grades K–8*)
- Fluency Flight (*Grades 2–5*)
- Learning Games
- *i-Ready Personalized Instruction** (*Grades K–8*)
- Digital Practice System (*Algebra 1*)

*i-Ready Personalized Instruction is an optional add-on.



Spark Curiosity: Explore Session

Engage students and accelerate their learning. Each lesson starts by activating students' prior knowledge to set a foundation upon which they can place new facts, ideas, and concepts of the lesson.

Activate and Assess Prior Knowledge

Students are introduced to lesson concepts with a problem they can solve using previously learned models and strategies that are relevant to the new content of the lesson.

Build a Bridge to New Lesson Content

Look Back/Look Ahead prompts prepare students for the new content they will learn in the rest of the lesson.

LESSON 6

Explore Adding Two-Digit Numbers

SESSION 1 ● ○ ○ ○ ○

You know how to add one-digit numbers. Use what you know to try to solve the problem below.

Kelvin recycles 27 cans on Thursday. He recycles 15 cans on Friday. How many cans does Kelvin recycle in all?

TRY IT


Math Toolkit
 • base-ten blocks
 • open number lines
 • tens place-value mats

DISCUSS IT

Ask your partner:
Why did you choose that strategy?

Tell your partner:
I started by...

Learning Targets SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6, SMP 7

- Add two-digit numbers by adding tens and adding ones.
- Add two-digit numbers by making a ten.
- Explain how to add two-digit numbers.

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LESSON 6 EXPLORE

SESSION 1 ● ○ ○ ○ ○

CONNECT IT

1 LOOK BACK

How many cans does Kelvin find in all?

2 LOOK AHEAD

Here are some ways to find $27 + 15$.
Use base-ten blocks.

a.



2 tens and 7 ones



1 ten and 5 ones



..... tens and ones

Go to the next ten.

b. $27 + 3 =$

$30 + 10 =$

$40 + 2 =$

Add tens, then ones.

c. $\begin{array}{r} 20 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$

3 REFLECT

Why is adding

LESSON 6 SESSION 1

Prepare for Adding Two-Digit Numbers

1 Think about what you know about adding numbers. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

What Is It?

What I Know About It

regroup

Examples

Examples

Examples

2 Why is adding 6, 10, and 5 to a number the same as adding 21 to that number?

Vocabulary Development

To build on their vocabulary, students use a graphic organizer to review a previously learned term that plays a key role in the upcoming lesson. This helps students reflect on concepts they know and will build upon throughout the lesson.

6 | i-Ready Classroom Mathematics

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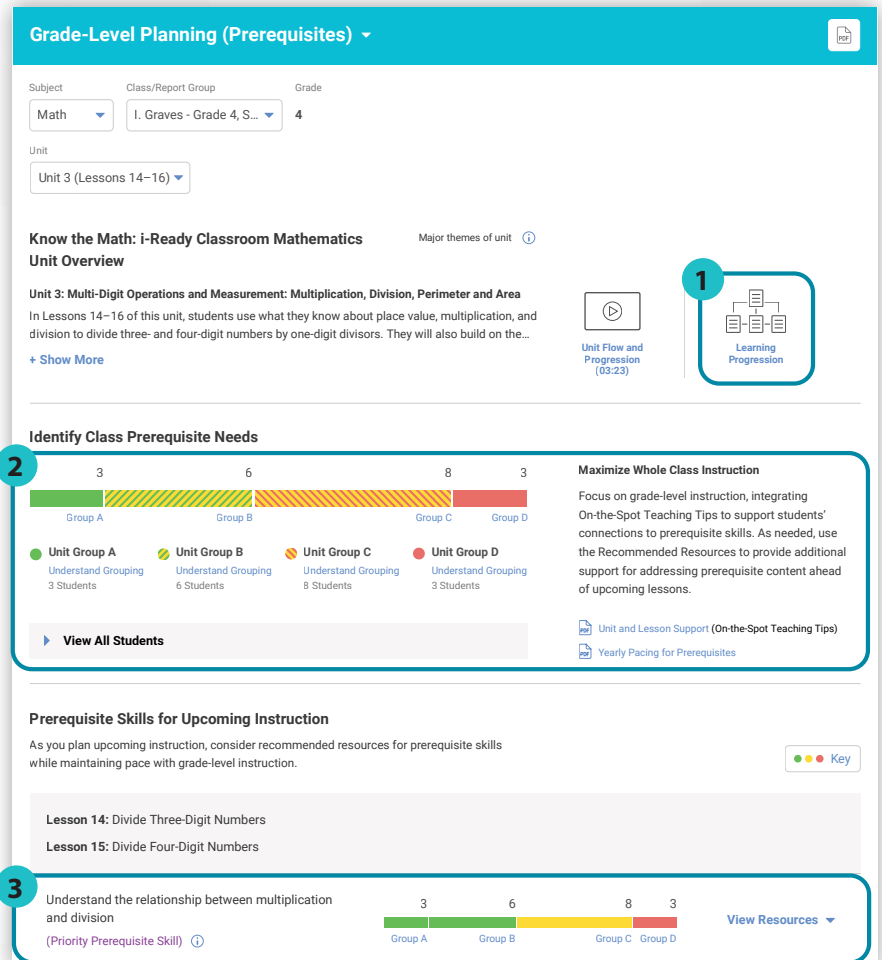
Integrating prior knowledge is a learning acceleration strategy that works!¹

Effect Size = .93

Accelerate Learning with a Custom Plan

Use the **Grade-Level Planning (Prerequisites)** report to accelerate learning with time-saving resources like:

- 1 Learning Progression:** Understand the progression of standards going back two-plus years.
- 2 Gain Better Insight into Class-Level Prerequisite Needs:** Access tips on how to maximize whole class, grade-level instruction in *i-Ready Classroom Mathematics*.
- 3 Small Group Resources:** Understand students' needs for prerequisite skills for *i-Ready Classroom Mathematics* lessons, and access embedded teacher-led, small group, and independent resources for individual skills at point of use.



Example of Grade 4 Report



The **Diagnostic assessment**, which auto-generates the Grade-Level Planning (Prerequisites) report, is used by more than 13 million students because it's:

- Adaptive:** Pinpoint students' strengths and needs.
- Criterion- and Norm-Referenced:** Compare students' performance against the standards and other students.
- State and Nationally Recognized:** Third parties have deemed the Diagnostic as valid and reliable.

¹Almarode, J., Hattie, J., Fisher, D., & Frey, N. (2021). *Reinvesting and rebounding: Where the evidence points for accelerating learning*. Corwin.

Build Understanding: *Develop Sessions*

Help students make sense of math by making connections across multiple representations. Each lesson includes one to four sessions devoted to helping students integrate new concepts into their existing understanding of related mathematical ideas, patterns, and procedures.

Student-Centered Instructional Framework

The **Try–Discuss–Connect instructional framework** seamlessly incorporates multiple routines and best practices into instruction to increase student engagement and class participation.

LESSON 6

SESSION 2 • • • • •

Develop Different Ways to Show Addition

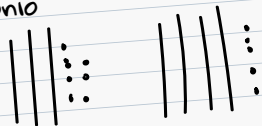
Read and try to solve the problem below.

Maria reads for 38 minutes. Then she reads for 45 minutes. How many total minutes does Maria read?



TRY IT

Antonio



$$\begin{aligned} 38 + 2 &= 40 \\ 40 + 43 &= 83 \\ 83 \text{ minutes} \end{aligned}$$



Math Toolkit

- base-ten blocks
- open number lines

Kayla

$$3 \text{ tens} + 4 \text{ tens} = 7 \text{ tens}$$

$$8 \text{ ones} + 5 \text{ ones} = 13 \text{ ones}$$

$$7 \text{ tens} + 13 \text{ ones} = 8 \text{ tens and } 3 \text{ ones}$$

Maria reads for 83 minutes

DISCUSS IT

Ask your partner:
How did you get started?

Tell your partner:
The strategy I used to find the answer was...

TRY IT

Students make sense of the problem and persevere in solving and supporting their thinking.

By having time to think through the problem as a class and then try it on their own first, students learn to tap into their existing knowledge and develop perseverance.

DISCUSS IT

Students share their thinking with a partner and compare their strategies.

By engaging in peer-to-peer discourse, students build confidence and learn from one another.

CONNECT IT

Now you will use the **Try It** to help you understand how to add tens and ones.

- Look at **Picture It**. What is the total number of tens and ones?
..... tens + ones
- How many tens and ones are in 13?
 $13 = \dots$ ten and ones, or + 3.
- Add both tens. Then add the ones.
 $70 + 10 + 3 = \dots + \dots$
 $= \dots$
- Explain how you would find $38 + 45$.

5 REFLECT

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model Its**. Which models or strategies do you like best for showing addition? Explain.

.....

.....

.....

APPLY IT

Use what you just learned to solve these problems.

- Enrico reads books in braille. He reads 17 books in May. He reads 37 books in June. How many total books does Enrico read? Show your work.

**Solution**

- Explain how to go to the next ten to add $36 + 18$. Show your work.

- What is the

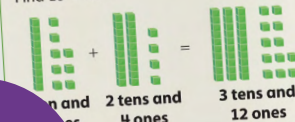
- A 76
B 79
C 86
D 89

Practice Different Ways to Show Addition

Study the Example showing how to use base-ten blocks to add two-digit numbers. Then solve problems 1–7.

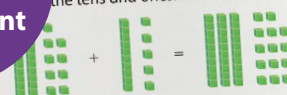
EXAMPLE

Find $18 + 24$.



$$\begin{aligned} 3 \text{ tens } 12 \text{ ones} &= 30 + 10 + 2 \\ &= 40 + 2 \\ &= 42 \end{aligned}$$

Enrico bakes 29 pita breads. Then he bakes 15 more. How many pita breads does he have in all? Show your work.



$$\dots \text{ tens } \dots \text{ ones} + \dots \text{ ten } \dots \text{ ones} = \dots \text{ tens } \dots \text{ ones}$$

- How many tens and ones are in 14?

$$14 = \dots \text{ ten and } \dots \text{ ones, or } 10 + \dots$$

- Add the tens. Then add the ones.

$$30 + 10 + 4 = \dots + \dots \text{ or } \dots$$

CONNECT IT

Students make connections between strategies, reflect on what they have learned, and apply that learning to new problems.

This helps students deepen their understanding, build flexibility in their thinking, and better retain what they have learned.

Available
digitally
and in print

Daily Practice

Available digitally or in print, students solidify their conceptual understanding and build procedural fluency from that understanding.

Lessons in *i-Ready Classroom Mathematics* Make It All Possible

- ✓ **Address the standards** with student-centered discourse and practice.
- ✓ **Develop mathematical practices** authentically through problem solving and discussion.
- ✓ **Incorporate NCTM's Effective Mathematics Teaching Practices** naturally into instruction.
- ✓ **Engage all learners** by encouraging all students' voices, perspectives, and experiences.
- ✓ **Encourage positive learning habits** that promote and maintain healthy learning environments.
- ✓ **Implement the Universal Design for Learning** for the benefit of all students.
- ✓ **Assess understanding** formally, informally, and holistically.
- ✓ **Differentiate with ease** using a wide range of resources.

Make Learning Stick: *Refine Session*

Give students time to cement their learning from the lesson. Each lesson ends with dedicated class time to work on deeper applications and options for one-on-one or small group differentiation activities.

Class Time for Application and Differentiation



Use student responses to the first set of problems to identify three groups for differentiation.

Approaching Proficiency:

Provide additional support with the Reteach—Hands-On Activity.

RETEACH



Hands-On Activity

Use a hundred chart to add two-digit numbers.

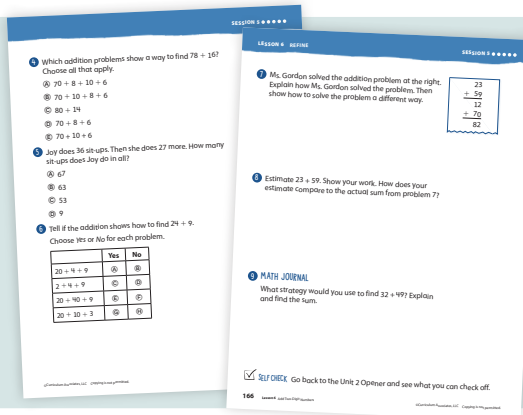
Students approaching proficiency with adding two-digit numbers will benefit from additional work using a number model to add two-digit numbers.

Materials For each student: 1 counter, Activity Sheet *Hundred Chart*

- Write the addition problem $36 + 27$ on the board.
- Tell students to find 36 on the chart and place the counter on it.
- Prompt students to see that in the hundred chart, moving down vertically adds 10. They can add 20 by moving the counter vertically down the chart from 36 to 46 and from 46 to 56 and then count on the additional 7 by moving the counter horizontally 7 spaces.
- Write other problems such as $45 + 38$, $57 + 36$, and $68 + 26$ on the board for students to model using the hundreds chart and counters.

Meeting Proficiency:

Reinforce learning with an additional practice problem.



Extending Proficiency:

Deepen students' understanding with the Extend—Challenge Activity.

EXTEND



Challenge Activity

Add three two-digit numbers.

Students extending beyond proficiency will benefit from deepening understanding of adding two-digit numbers.

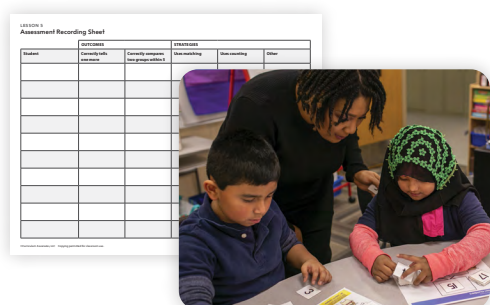
- Write $23 + 34 + 16$ on the board. Challenge students to solve the problem using any strategy they want.
- Have students share their strategies.
- Ask: *How did knowing strategies for adding 2 two-digit numbers help you add 3 two-digit numbers?*
- Write other problems on the board for students to solve, such as $41 + 24 + 17$, $35 + 25 + 14$, and $15 + 32 + 47$.

Track and Support Students' Growth

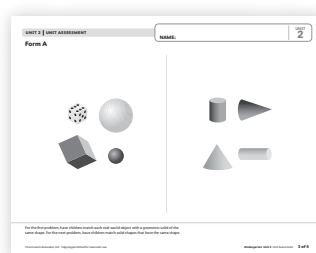
Truly understand what your students know. *i-Ready Classroom Mathematics* includes print and digital assessments and a wealth of resources to meet all students' learning needs.

Assess Students' Understanding and Monitor Progress

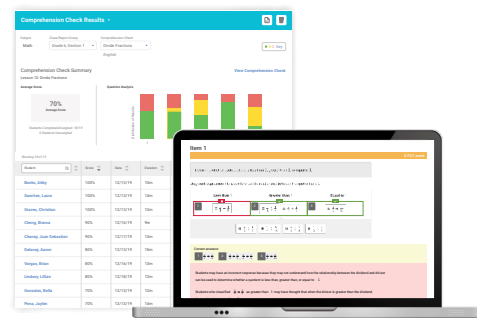
Choose how you want to evaluate students' strengths and dig deeper into their individual needs.



Activity-Based Assessments (Grade K)



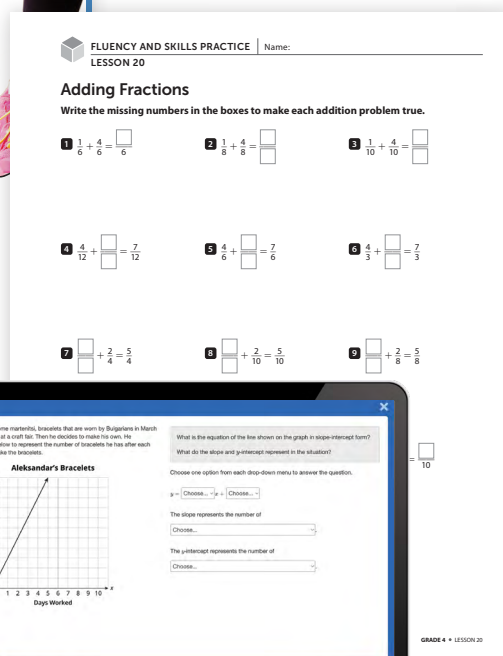
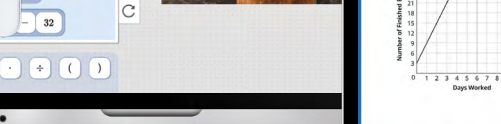
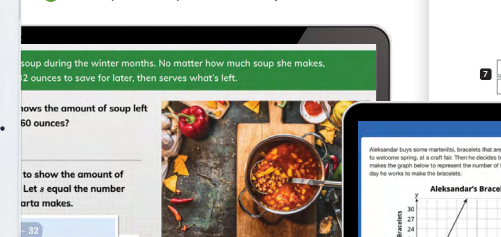
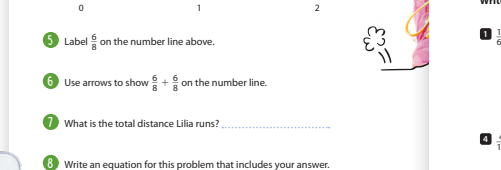
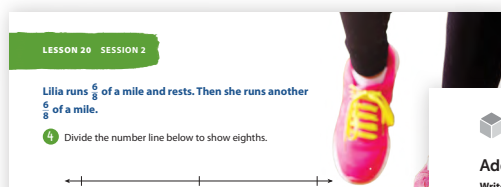
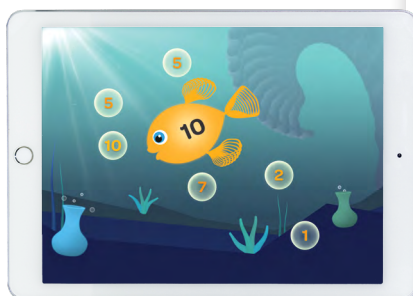
Paper/Pencil Assessments



Digital Assessments

Abundant Practice and Differentiation Resources for Every Session

Once you identify students' needs, choose the resource that will help students grow and succeed.

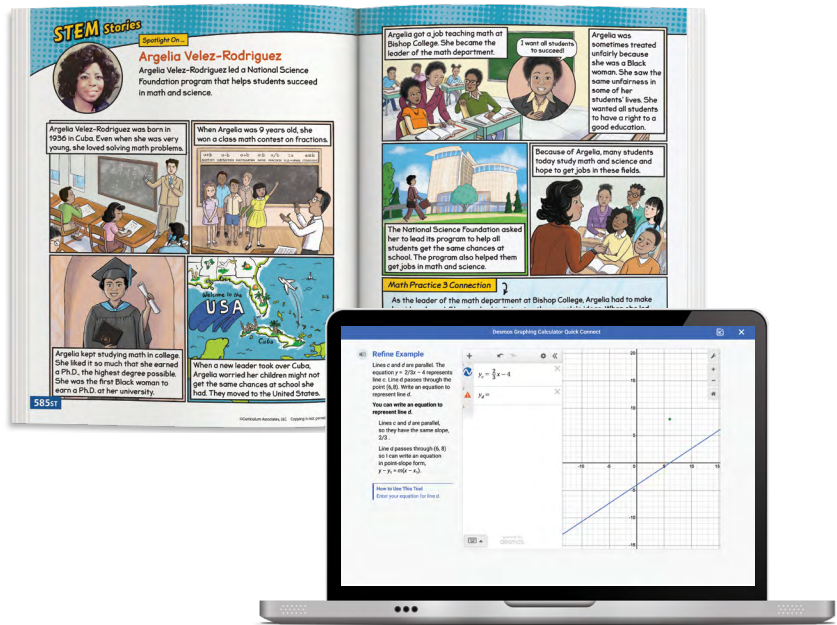


Put Students at the Heart of Learning

Foster the joy of learning with a classroom environment that’s focused on students’ creativity, critical thinking, communication, and collaboration.

Increase Student Engagement

Make math relevant and engaging for students with developmentally appropriate lessons that include hands-on activities and diverse tasks to help students develop their mathematical identities.



Protocols for Engagement	Where in Lesson	Validates
Shout Out Students shout out one-word (or very short) answers at the same time.	Session 1 Discuss It: Facilitate Whole Class Discussion	conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus
Teacher Read Teacher reads aloud while students follow along.	Session 2 Try It: Make Sense of the Problem	oral, storytelling traditions
Quick Write/Quick Draw Students individually make notes or sketches before beginning a partner or whole-class discussion.	Session 4 Discuss It: Support Partner Discussion	individualism

Supports for Language Development: Try–Discuss–Connect incorporates language routines to increase class participation and support students as they learn content, apply mathematical practices, and develop language.

 Try It	 Discuss It	 Connect It
Language Routines • Three Reads • Co-craft Questions • Notice and Wonder • Say It Another Way Teacher Moves • Turn and Talk • Individual Think Time	Language Routines • Compare and Connect • Collect and Display Teacher Moves • Turn and Talk • Individual Think Time • Four Rs Conversation Tips	Language Routines • Collect and Display • Compare and Connect Teacher Moves • Turn and Talk • Individual Think Time • Four Rs

Designed with English Learners in Mind
Support English Learners with research-based best practices from the Council of the Great City Schools, the English Learners Success Forum, and others.

Additional Language and Discourse Support

Resources like Discourse Cards, Multilingual Glossaries, and Differentiation for English Learners help students learn and use academic language.

DIFFERENTIATION | ENGLISH LEARNERS

Use with **Session 1 Model It**

Levels 1–3: Reading/Speaking

Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase *to the power of*. Model an example. Write a few powers of 10 on the board and read them chorally as a class using the sentence frame:

- *Ten to the power of ____.*

Then have students take turns accurately reading the exponents in Model It problems 3 and 4 as they discuss and compare their answers. Provide the sentence frame:

- *Three times ____ to the power of ____.*

Circulate and listen for precise reading of exponents. Reword student responses as needed.

Levels 2–4: Reading/Speaking

Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase *to the power of*. Model an example. Invite partners to take turns practicing writing and saying powers of 10. Have one partner say a power of ten and then the other partner writes it down. Switch roles and repeat a few more times. Next, invite students to discuss their answers to Model It problems 3 and 4, reading exponents accurately and using other precise math vocabulary, such as *exponent* and *base*. Circulate and listen for precise reading of exponents. Reword student responses as needed.

Levels 3–5: Reading/Speaking

Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase *to the power of*. Make a sketch of a square and a cube. Explain that 10^2 and 10^3 can also be read as *ten squared* and *ten cubed*, respectively. Ask partners to discuss why that way of reading the exponents makes sense. Then have partners take turns writing and saying powers of 10. One partner can say a power of ten and the other partner can write it. Switch roles and repeat a few more times. As students discuss their answers to Model It problems 3 and 4, circulate and support precise reading of exponents and math vocabulary as needed.

UNIT 2

Build Your Vocabulary

Math Vocabulary

Complete the blank boxes with the corresponding vocabulary word.

4.	5.	6.	5.	8.

Write the number above in expanded form.

Write the word form of the number.

Academic Vocabulary

Place a check next to the academic words you know. Then use words to complete the sentences.

☐ approximate ☐ partially completed ☐ preview

- 1 When you don't need an exact answer, an _____.
- 2 Sometimes it is important to finish what you start, rather than _____.
- 3 In STEM classes, you can examine the _____ of science, technology, engineering, and math.
- 4 In a _____ grade, you learned how to add whole numbers.

Academic Vocabulary Routine

Use with *Build Your Vocabulary*.

1 Assess prior knowledge.

- Assess prior knowledge by asking students to place a check mark next to any vocabulary words they know or are familiar with.
- Have students work in pairs to briefly discuss how and when they have used the words. Listen to assess if perceived knowledge is correct.
- If you have Spanish speakers or speakers of other Latin-based languages, use the *Cognate Support* routine.

2 Pronounce the words.

- Review the *Academic Vocabulary*.
- Say each of the words aloud and then have students repeat to ensure correct pronunciation.

3 Define the words.

- Call on volunteer pairs to provide meanings of the words they know.
- Note which word(s) need more direct instruction and modeling.
- Model the usage of the word(s) in context, using topics that connect with students in a meaningful way.
- Provide the meaning of the word(s). See *Academic Vocabulary Glossary* on the *Teacher Toolbox*.

4 Use the words.

- Have students write the word(s), their own descriptions or examples, and a picture, symbol, or graphic representation in their math journal.
- Review the activity as a whole class and remediate where needed.

Teach Academic Language

Engage students in rigorous mathematics, and encourage effective communication with activities, routines, and prompts.

DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they respectfully disagree with an idea during discussion.

HOW? Discuss with students how to disagree with an idea respectfully during discourse. Ask them to disagree with the idea, not the person. Model for students how understanding and working through disagreements is a way to learn. Suggest these sentence frames:

- *____ said _____. I disagree because ____.*
- *I thought about this differently ____.*

Program Components

Assessment *Diagnose, Screen, and Monitor*

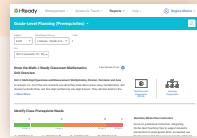
Diagnostic ^{E/S}

This adaptive assessment provides teachers with actionable insight into student needs and charts a personalized learning path for each student.



Grade-Level Planning (Prerequisites) Report

Accelerate learning during small group or whole class instruction, depending on the needs of the class.



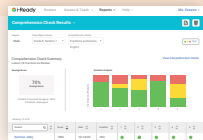
Comprehension Checks ^{E/S}

Save time with auto-graded assessments with audio support; comparable to the Lesson Quizzes and Mid-Unit (Grades 2–5) and Unit Assessments.*



Comprehension Check Reports

In-depth analysis of student understanding, including the rationale for typical incorrect responses, helps identify student misconceptions.*



Whole Class Instruction and Practice

Student Components ^{E/S}

Students take ownership of their learning with these engaging print and digital resources.



Student Worktexts, Fluency and Skills Practice Pages***, Assessment Practice Pages*** (Grades 2–8), Student Digital Experience digital practice, virtual manipulatives, Digital Math Tools powered by Desmos (Grades 6–Algebra 1), Desmos Graphing Calculator Quick Connects (Algebra 1), and Manipulative Kits**

*Available in Spanish for the 2026–2027 school year

**Available for additional purchase

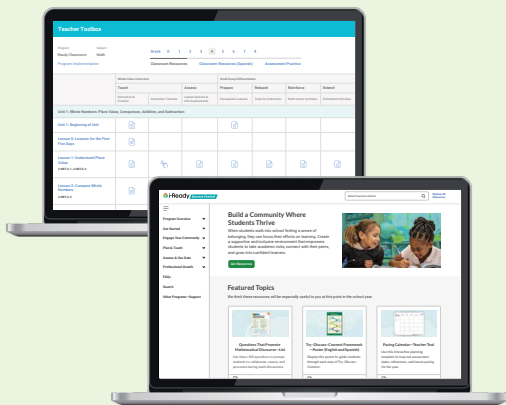
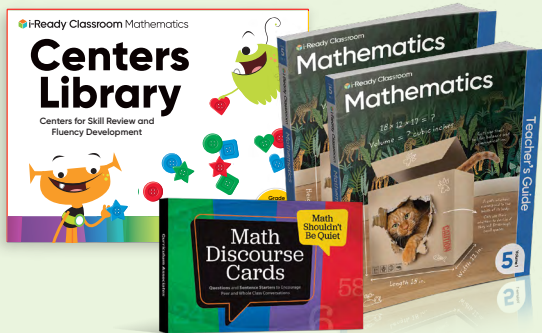
***Print book available for additional purchase

^{E/S} Available in English and Spanish

Whole Class Instruction and Practice

Teacher Components E/S

Make math accessible and build students' confidence with these high-quality instructional materials.



Teacher's Guides, Discourse Cards, Centers Library (Grades K–1), *i-Ready Success Central*, and Teacher Digital Experience (including reports, Teacher Toolbox, assignable practice, and program implementation resources and support)

Small Group Differentiation

Prerequisite Lesson E/S

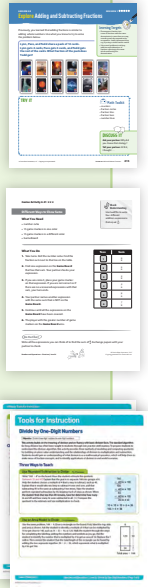
In-depth instruction that reviews prerequisite concepts

Math Center Activities and Enrichment Activities E/S

Provide scaffolds to help students access lesson content

Tools for Instruction PDFs E/S

Teacher-led activities for small group instruction addressing prerequisite or on-grade level skills

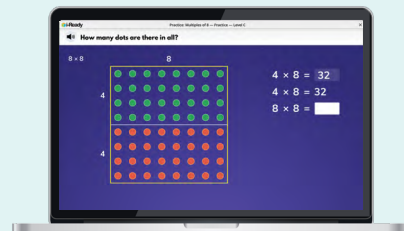


Add On

Personalized Learning and Intervention

i-Ready Personalized Instruction E/S

Driven by results from the *i-Ready Diagnostic*, these interactive lessons for Grades K–8 provide instruction tailored to each student's needs.



Learn More at
i-ReadyClassroomMathematics.com/24

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



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