i-Ready®

Tutoring Kit

for Tutoring Coordinators

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Five Things for Tutoring Coordinators

That Will Help You Plan, Create, and Run Your Tutoring Program

1 Set Tutors Up for Success

- Meet with tutors prior to launching the tutoring program to ensure you have shared vision, goals, and expectations.
- Review *i-Ready* resources, specific student data, engagement techniques, and communication templates so tutors understand how to incorporate these into their work with students.

2 Equip Tutors to Maximize Instructional Time

- Create a schedule and aim for the same tutors to meet with students at least two times a week for a minimum of 30 minutes. (This will allow for tutors to build rapport and maintain coherence and consistency between sessions.)
- Create tutoring groups of one to six students with similar learning needs, using data from the *i-Ready Diagnostic*.
- Provide *i-Ready* instructional resources that you want tutors to use for three to four weeks that are aligned to instructional priorities, based on formative and summative student data.
- Be explicit about your expectations. Provide planning support, and document your plans to ensure alignment.

3 Observe and Provide Feedback

- Consistently observe and provide feedback to tutors. The feedback focus may include:
  - Routines and procedures
  - Planning and preparation
  - Tutor facilitation
  - Student engagement and relationship building
  - Checks for understanding

4 Partner with Tutors

- Facilitate professional development sessions and individual check-ins with tutors based on observation trends and student data.
- Provide time for tutors to share ideas and brainstorm best practices with each other.

5 Gather Input and Adjust Plans

- Meet with classroom teachers to discuss student progress and data every three to four weeks.
- Adjust plans and supports based on teacher and tutor feedback and student data.
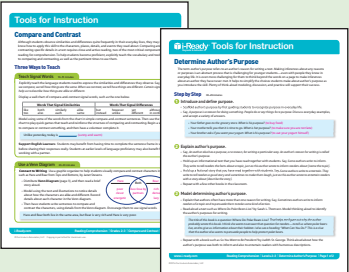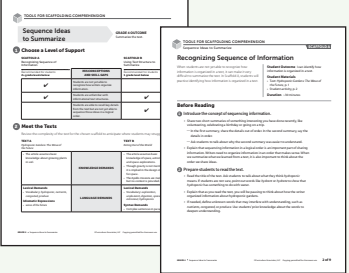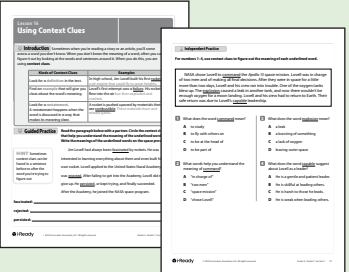
Checklist for Onboarding Tutors

☐ **Schedule time to meet with tutors** before the tutoring program begins, and send them an invite. We recommend meeting with your tutoring team at least two weeks prior to the start of the program.

☐ **Assign tutors** to tutoring groups prior to meeting with them. This will allow more time for tutors to understand their students and their data and make plans during their onboarding sessions.

☐ **Create agenda(s) for tutoring onboarding meeting(s).** Onboarding tutors may span more than one session. Consider including the following in your agenda(s):

- Share **tutoring groups** and **relevant student data**.
- Share the **tutoring schedule(s)** and options for how time can be spent.
- Show tutors the **space** they will be using.
- Share best practices for **building relationships** and **engaging students**.
- Provide time for tutors to **plan routines and agendas** to ensure instructional time is maximized. Give feedback on routines and pacing plan.
- Share *i-Ready* **instructional resources**, how to access them, and how to use them.
- Explain **ongoing support plan**.
- **Ensure tutors and support staff have the right information and resources** to provide accommodations for those students who need it.

☐ **Establish a plan** to follow up with tutors after onboarding to support their planning and progress.

ELA Tutoring Support Pack Overview

The English Language Arts (ELA) Tutoring Support Pack contains selected materials for Grades K–8 that can be used by student-facing staff of all experience levels. See below for guidance on how to use and navigate these files.

The ELA Tutoring Support Pack is available to users of Teacher Toolbox. To download these materials, log in to *i-Ready Connect™*, navigate to Teacher Toolbox, and click the Support for Tutoring Programs button.
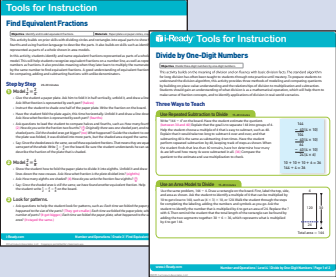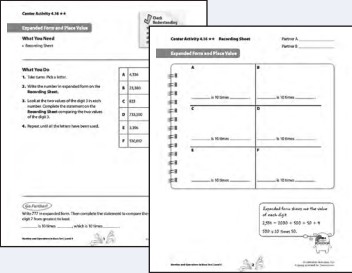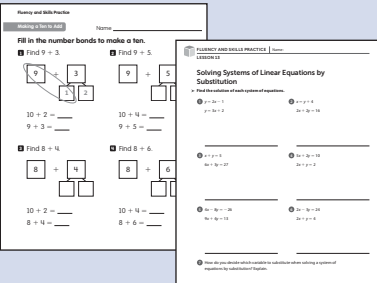
Resources Available

Tool	What They Are	Use To
Tools for Instruction (Grades K–8) *Available in English (Grades K–8) and Spanish (Grades K–6)*	Short, targeted, skills-based mini-lesson plans for teacher- or tutor-led instruction that can be used to address unfinished learning	• Provide differentiated, small group instruction, targeting identified needs.
Tools for Scaffolding Comprehension (Grades 3–8)	Tools to help teachers and tutors scaffold comprehension and support students in accessing grade-level texts	• Provide lesson plans for each priority skill to prepare students for upcoming grade-level instruction. • Assign developmentally appropriate texts for students reading One Grade Level Below or Two or More Grade Levels Below to support differentiated instruction and address unfinished learning.
Reading Activities (Grades K–8) *(English Grades K–8, English with Instructions in Spanish for Tutor Grades 7–8)*	Worksheets students can complete independently to practice prerequisite and grade-level ELA skills	• Support students with practicing skills in Personalized Instruction lessons they did not pass. • Give students additional opportunities at comprehending texts by using text evidence to support their inferences.

Mathematics Tutoring Support Pack Overview

The Mathematics Tutoring Support Pack contains selected materials for Grades K–8 that can be used by student-facing staff of all experience levels. See below for guidance on how to use and navigate these files.

The Mathematics Tutoring Support Pack is available to users of Teacher Toolbox. To download these materials, log in to *i-Ready Connect*, navigate to Teacher Toolbox, and click the Support for Tutoring Programs button.

Resources Available

Tool	What They Are	Use To
Tools for Instruction (Grades K–8) *Available in English and Spanish*	Short, targeted, skills-based math mini-lesson plans for teacher- or tutor-led instruction that can be used to remediate unfinished learning	• Provide differentiated, small group instruction, targeting needs identified in the Diagnostic Results (Student) report's and the Prerequisites report's Recommended Resources. • Provide individualized instruction aligned with Next Steps for Instruction on individual Diagnostic results.
Math Center Activities (Grades K–8)	Student-led games and collaborative activities for each math standard in three different forms for use with groups that are working on, below, or above grade level	• Engage students in practicing a specific math skill based on their Personalized Instruction data or other data points. • Support students in working collaboratively at their current skill level. • Facilitate student agency and leadership through a student-led activity while you provide teacher- or tutor-led instruction to other students.
Fluency and Skills Practice (Grades K–8)	Independent practice for students to increase computational and fact fluency	• Give students an opportunity to practice core functions in order to access more complex concepts and procedures. • Time students on their speed and accuracy.

Creating Tutoring Groups

One of the most important tasks to set your tutoring program up for success is strategically creating tutoring groups. As you do, you will want to answer:

- How can I group students so tutors can focus on meeting similar learning needs?
- What are the instructional priorities for each group?
- What instructional resources will help tutors meet these priorities?

Providing this information to tutors, similar to the example show here, will set them up for success. You can use this worksheet to help.

Example:

Date: June 16, 2021

School, Grade Level, and/or Class: Ms. Sanchez

[X] Mathematics [ ] Reading

Group Number or Name:	**Group Selection Criteria:** *(e.g., students who have the lowest score in a domain)*
Tutoring Group A	Grade 4 students who have the lowest score in Numbers and Operations

Student Name	Observations and Instructional Priorities	Instructional Resources
Leena Avila Anna Matthews Cam McCormick	Need in-depth review of the following prerequisite skills related to Number and Operations: 1. Essential Skill: Know multiplication facts and multiply one-digit numbers by 10. 2. Understand and apply place value concepts to addition. 3. Solve word problems using multiplication.	Tools for Instruction: -Model Three-Digit Numbers -Add Three-Digit Numbers -Multiplication Concepts and Equations Fluency and Skills Practice: -Grade 2: Adding and Regrouping Ones; Adding and Regrouping Tens -Grade 3: Using a Multiplication Table; Using Place-Value Strategies to Add Math Center Activities: -Grade 2: Add Three-Digit Numbers -Grade 3: Multiplication Race 1

The data and resources on *i-Ready* will be instrumental in creating tutoring groups and defining instructional priroities. Depending on the type of tutoring program you support, there are three approaches you can use that leverage different reports within *i-Ready*.

Ⓐ Both Reading- and Math-Focused Tutoring Groups

If you want to use one report to create all your reading and math tutoring groups, use the **Diagnostic Results (Class) report**. 8

Ⓑ Math-Focused Tutoring Groups

If you want to be provided with both groupings and resources to use with your math groups, use the **Prerequisites report**. 9

Ⓒ One-on-One Tutoring

If you want clear next steps and suggested resources for each individual student, use the **Diagnostic Results (Student) report**. 10

Both Reading- and Math-Focused Tutoring Groups

Ⓐ How do I create tutoring groups using the Diagnostic Results (Class) report?

After each Diagnostic, you can use your Diagnostic Results (Class) report to prioritize students for tutoring group instruction and create small groups by domain needs. Utilize the following guidelines to create tutoring groups using the Diagnostic Results (Class) report.

1. **Create small groups based on Placement by Domain.** Use the *carats* to sort by a domain, organizing students with the same or similar grade-level placement (e.g., Grade 4, Mid 3, Late 3) in a domain together.

   1A. For students who are One or More Grade Levels Below, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class. When creating tutoring groups, consider the number of students who will be in the tutoring group and the amount of variability in domain placements.

   1B. Keep in mind that you may need to create more than one group for a particular domain placement and deliver similar targeted instruction to each group.

2. **For each tutoring group, click on one student's name to go to the Diagnostic Results (Student) report.**[*] Select the tab for the domain being used to create the group, and record observations and Next Steps for Instruction. This will give you some shared next steps and resources to begin shaping instruction for this group.

3. **Share initial tutoring group rosters with school administration and/or teachers.** They can provide additional information about dynamics and other factors that may affect student groupings. Modify groupings based on suggestions from school staff to ensure that students and tutors will be set up for success.

Diagnostic Results

Subject	Class/Report Group	Diagnostic
Math	Grade 5, Section 1	Diagnostic 1
		08/31/21–09/30/21

Showing 20 of 20

Choose Your Column: National Norms

Student	Scale Score	Overall Placement	NO	ALG	MS	GEO	Percentile Rank	Date
Tan, Melanie	517	Mid 5	Late 5	Early 5	Late 5	Mid 5	96th	09/14/21
Sanchez, Abby	516	Mid 5	Late 5	Mid 5	Mid 5	Early 5	96th	09/14/21
Stanton, Geena	512	Mid 5	Mid 5	Mid 5	Late 5	Mid 5	94th	09/14/21
Warren, Santino	491	Early 5	Mid 5	Grade 4	Mid 5	Mid 5	80th	09/14/21
McDonald, Kal	489	Early 5	Early 5	Early 5	Early 5	Mid 5	77th	09/14/21
Vo, Isaiah	484	Early 5	Grade 4	Early 5	Mid 5	Early 5	71st	09/14/21
Wade, Kiara	483	Early 5	Early 5	Early 5	Mid 5	Grade 4	69th	09/14/21
Patel, Mia	473	Grade 4	Early 5	Early 5	Early 5	Grade 4	56th	09/14/21
Bowers, Tara	472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4	54th	09/14/21
Jones, Anna	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4	54th	09/14/21
Powell, Elijah	470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	51st	09/14/21
Lowe, Noah	470	Grade 4	Grade 4	Grade 4	Early 5	Grade 4	51st	09/14/21
Singh, Brian	463	Grade 4	Grade 4	Grade 4	Early 5	Grade 4	42nd	09/14/21
Baker, Danielle	459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	37th	09/14/21
Choi, Isabelle	459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	37th	09/14/21
Ruiz, Justin	450	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3	25th	09/14/21
Malone, Carla	440	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	17th	09/14/21
Simmons, Tristan	429	Grade 2	Grade 2	Grade 2	Grade 4	Grade 2	11th	09/14/21
Cochran, Damon	429	Grade 2	Grade 3	Grade 3	Grade 3	Grade 3	11th	09/14/21
Hess, Michael	401	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	3rd	09/14/21

Placement by Domain

[*]*For some Reading domains, there may be further differentiation for students who are below or above grade level and placed at Grade K or Grade 1. There may also be further differentiation for students who placed at Grade K in some Mathematics domains. If this is the case for any students in this group, view their Next Steps for Instruction and adjust small group or individual instruction to address these differentiated next steps.*

Math-Focused Tutoring Groups

B How do I create tutoring groups using the Prerequisites report?

1. **Select a Class and Grade, and use the Topic dropdown to select the mathematics topic** coming up next in the students' grade-level instruction. Use the other dropdowns to navigate to a different Class/Report Group or Grade.

2. **Look at the list of prerequisites.** These are the skills that connect to the grade-level content in this mathematics topic. Students are separated into groups based on their results from the most recent Diagnostic. Individual student names are listed within each group.

   2A. Within each group, the data indicates which students have likely acquired the prerequisite skill (✓), may need to brush up on a skill (Additional Support), or may benefit from more significant work on a skill (In-Depth Review).

   2B. Identify students who need Additional Support or In-Depth Review with the Essential Skill. This is the key skill that students will build upon in this topic. If students are struggling with numerous prerequisite skills, you may want to prioritize student groupings and resources on the Essential Skill to optimize tutoring instructional time.

3. **For each tutoring group, click on the Recommendations to identify the resources to use with students who need Additional Support or In-Depth Review.** On the Recommendations page, look at the:

   3A. **Overview**, which indicates which prerequisite skills are directly connected for each of the upcoming topics

   3B. **Recommended Resources**, which list various resources, including Tools for Instruction and Learning Games, that address prerequisite skills

One-on-One Tutoring

C How do I use a student's Diagnostic Results to purposefully plan for one-on-one tutoring sessions?

After each Diagnostic, you can use the Diagnostic Results (Student) report to get a comprehensive picture of a student's instructional needs with specific recommendations and resources that support the individual learner.

1. **Use the Student Name dropdown to select a student** or navigate to a different student.

2. Use the **Subject** and **Diagnostic** dropdowns to choose the subject and Diagnostic for that student.

3. **Scroll down to the Placement by Domain.** This section gives you insight into what a student's overall and domain-level placements mean. It highlights the most important areas of need to help you make decisions about instruction.

4. **Click on a Domain tab.** Each tab shows a student's developmental analysis, Can Dos, and Next Steps and Resources for Instruction for that domain.

    4A. Read the **Developmental Analysis** to understand the student's current placement level in this domain and their most important areas of need.

    4B. Use the **Can Do** section to identify student strengths in this domain so you can build on what they already know and are able to do.

    4C. Use the **Next Steps and Resources for Instruction** to identify the skills the student can and should learn next and view the list of resources to help you plan direct instruction for that student, including Tools for Instruction.

Tutoring Group Planning Worksheet

After looking at data in the Diagnostic Results and/or Prerequisites report(s), use this worksheet to plan purposeful groupings. How can I group students so tutors can focus on meeting similar learning needs?

- What are the instructional priorities for each group?
- What instructional resources will help tutors meet these priorities?

Date: _____

School, Grade Level, and/or Class: _____   ☐ Mathematics   ☐ Reading

Group Number or Name:	Group Selection Criteria: *(e.g., students who have the lowest score in a domain)*	
Student Name	**Observations and Instructional Priorities**	**Instructional Resources**

Tips for
Scheduling Tutoring

Create a schedule where tutors can meet with students regularly.

- Aim to have at least two sessions per week and for each session to last at least 30 minutes.
- Account for transition time.
- Aim for consistency with student groups and tutors to establish rapport.

Specify for tutors what content area to focus on during each session.

- Tutors should focus at least 30 minutes per content area for the time to be productive.

Ask tutors to create an agenda for each session to ensure the time is used purposefully.

- Provide support and feedback using the available materials.

Revisit the schedule and get feedback on its effectiveness. Modify as needed.

Ongoing Support for Tutors

Observing and providing feedback to tutors is an important part of supporting tutor development and maintaining a strong tutoring program. Use this tool to guide your observations and target feedback to your tutoring staff.

Look Fors	Observation Notes
1 Students are engaged with tutoring, and there are minimal disruptions. Students efficiently transition to assigned seats/stations for tutoring. Students get started with tutoring promptly and remain focused on lessons without sitting idly. Students successfully progress through lessons, show work, and/or track progress. Students consistently use devices and headsets properly to complete lessons. Students properly log out and transition to their next activity.	
2 The tutor provides and/or monitors instruction. The tutor provides instruction to some students while others are engaged with Personalized Instruction. The tutor monitors student engagement by scanning the classroom regularly. The tutor provides encouragement or redirection when a student is sitting idly, off task, or clicking through a lesson without effort. The tutor reminds students of routines and procedures when needed. There is evidence that the tutor has a weekly routine of reviewing Personalized Instruction data including Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts.	
3 The tutor reviews results and engages students in Personalized Instruction. The tutor meets with students to set goals for Personalized Instruction. The tutor helps students set goals and reflect on Personalized Instruction. Students use materials to support their work in online lessons and create artifacts of learning (e.g., lesson trackers, lesson reflection tools, scratch paper).	
4 *Add your own Look Fors to reflect district/school goals.*	

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Look Fors	Observation Notes
Deliver Differentiated Instruction	
1 There is evidence that the tutor establishes clear routines and procedures to support small group instruction. Directions and assignments for small group instruction are clearly posted. Students follow noise level expectations in each rotation. Students follow a protocol for asking questions or getting help when they need it. Students understand what to do at their next rotation and how to transition. Students know where to turn in their completed work for each station. Students know what to do after work is completed at a station if they finish early.	
2 The tutor identifies resources and adequately prepares for each station. There is evidence that the tutor used data as part of the planning process. The tutor identifies resources that will help students in each group reach each station's objective. The tutor prepares appropriate Tools for Instruction, Tools for Scaffolding Instruction, Teacher Toolbox resources, or other recommended resources for use in the teacher-led station that align to the most pressing needs of the student group.	
3 Students are engaged in learning. The learning objective for each small group is verbalized or written in student-friendly language. All students have the opportunity to practice the skill in the small group. During points of collaboration, students are on task and engage in meaningful conversation.	
4 The tutor checks for understanding during the lesson and responds immediately. The tutor uses prompts from Tools for Instruction, Tools for Scaffolding Comprehension, or other means to check for students' understanding. If the tutor notices that students are not grasping the skill or are demonstrating misconceptions, the tutor provides immediate corrective feedback and reteaches or scaffolds instruction.	
5 *Add your own Look Fors to reflect district/school goals.*	

Key resources to support this Top Teacher Action are included here and can be accessed by selecting or searching:

- Top Teacher Action Kit: Deliver Differentiated Instruction
- FAQ: How do I create small groups for teacher-led instruction?
- Data Analysis Guide

i-Ready®

Tutoring Kit

for Tutors

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For Tutors

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Five Things for Tutors

to Have Successful Tutoring Sessions

1 Establish Clear Routines

- **Plan how students will enter, engage in, and exit** the tutoring session.
- **Teach the routines and have students practice** during the first two weeks of tutoring so they become predictable and consistent each session.
- **Acknowledge** when students are following the routines. As needed, provide reminders to students about how to follow the routines.

2 Be Prepared and Make the Best Use of Your Time with Students*

- **Follow scheduling guidance** you've received from your coordinator or school.
- **Familiarize yourself with the tutoring resources** you will use to best address students' learning needs. Use guidance and recommendations noted in materials. If you have not been assigned resources, identify the ones that match the content you will teach.
- **Create an agenda** for each tutoring session. Note the amount of time you will spend on each activity.
- **Use a timer** to ensure that you stick to the allotted time and get to each planned activity.

3 Get Students Excited to Learn

- **Use engagement strategies** throughout the session.
- **Set learning goals** with students, and help them monitor and track their progress.
- **Check for understanding** about the topics covered in each session so you can informally assess students' learning.

4 Partner with Teachers and Families

- **Meet with tutoring coordinators and/or students' teacher(s)** to discuss student progress and data every three to four weeks.
- **Reach out to families** to share progress of student growth.

5 Reflect and Partner with Other Tutors

- **Step back to reflect on and adjust** tutoring practices.
- **Collaborate with other tutors** to share what is working and get ideas.
- **Implement** new tutoring practices.

Tutoring groups will likely have been created for you. If not, follow these steps listed in How to Create Tutoring Groups.

Establishing Routines and Procedures

The Three Es of Tutoring Routines: Entering, Engaging, and Exiting

Creating a consistent and predictable learning environment will allow students to focus on the content from the start to the end of each tutoring session. Use these questions to help you plan and implement effective routines and procedures to maximize learning time.

1 Entering the Tutoring Session
Determine how students will enter the session. Answer the following questions:

Student	Tutor
• How will students know when it is time to walk into the tutoring space? • What path will students use to get quickly from the entrance to the tutoring area? • Where will each student sit? • Where will students put their backpack and other materials?	• How will I indicate to students it is time to enter the tutoring space? • How will I greet students? • How will I show students where to walk to get quickly from the entrance to the tutoring area? • How will I show students where to sit? • How will I show students where to put their backpack and materials?

2 Engaging during the Session
Determine how students will engage during the session. Answer the following questions:

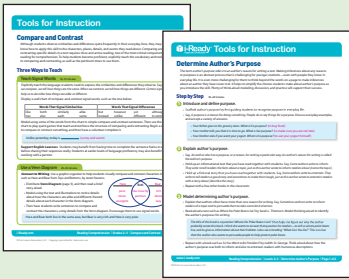| Student	Tutor
• Where will students put their tutoring materials? • How will students ask to get a material or item they need (e.g., pencil, paper, or manipulative)? • How will students quickly log in to computers or tablets? • How will students ask and answer questions? • How will students show they understand or do not understand a concept? • Where will students write their learning goals? • How will students track their progress?	• How will I keep track of time (e.g., use a timer)? • How will I distribute tutoring materials quickly and efficiently? • Where will I put the extra tutoring materials or supplies? • Where will computers or tablets be set up? • How will I teach students how to ask and answer questions (e.g., raise hand and wait to be called on)? • How will I assess students' understanding? • How will I support students in creating learning goals? • How will I monitor, track, and celebrate student progress?

3 **Exiting** the Tutoring Session
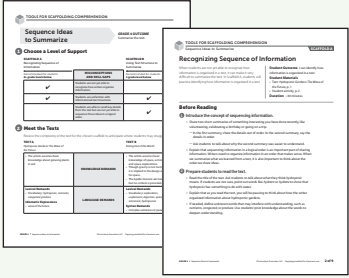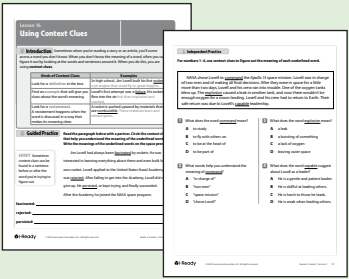
Determine how students will exit the session. Answer the following questions:

Student	Tutor
• What should students do when the session is ending? • Where will students put their completed tutoring materials? • How will students log off computers or tablets? • How will students gather their other materials (e.g., backpacks and books)? • What pathway will students use to safely and efficiently exit the tutoring space?	• How will I indicate the tutoring session is ending (e.g., timer goes off, give a direction with a countdown such as, "Eyes on me in 3, 2, 1," etc.) • Where will I put students' completed tutoring materials? • How will I provide students' feedback on their growth (e.g., "Today, you did well with _____. Next time, one thing you can improve upon is _____.")? • How will I communicate with families and teachers about each student's progress? • How will I teach students the pathway to safely and quickly exit the tutoring space?

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Resources Available

Tool	What They Are	Use To
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Tools for Scaffolding Comprehension (Grades 3–8)	Tools to help teachers and tutors scaffold comprehension and support students in accessing grade-level texts	• Provide lesson plans for each priority skill to prepare students for upcoming grade-level instruction. • Assign developmentally appropriate texts for students reading One Grade Level Below or Two or More Grade Levels Below to support differentiated instruction and address unfinished learning.
Reading Activities (Grades K–8) *(English Grades K–8, English with Instructions in Spanish for Tutor Grades 7–8)*	Worksheets students can complete independently to practice prerequisite and grade-level ELA skills	• Support students with practicing skills in Personalized Instruction lessons they did not pass. • Give students additional opportunities at comprehending texts by using text evidence to support their inferences.

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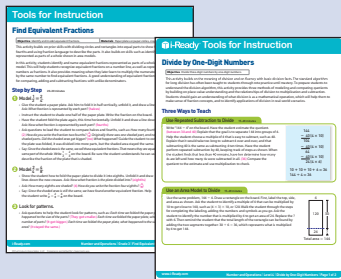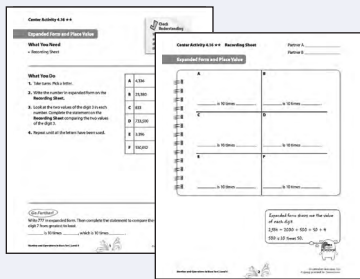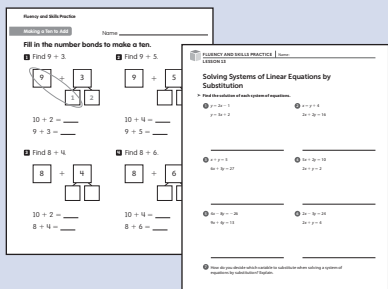
Resources Available

Tool	What They Are	Use To
Tools for Instruction (Grades K–8) *Available in English and Spanish*	Short, targeted, skills-based math mini-lesson plans for teacher- or tutor-led instruction that can be used to remediate unfinished learning	• Provide small group or individualized instruction targeting student learning needs.
Math Center Activities (Grades K–8)	Student-led games and collaborative activities for each math standard in three different forms for use with groups that are working on, below, or above grade level	• Engage students in practicing a specific math skill based on their Personalized Instruction data or other data points. • Support students in working collaboratively at their current skill level. • Facilitate student agency and leadership through a student-led activity while you provide tutor-led instruction to other students.
Fluency and Skills Practice (Grades K–8)	Independent practice for students to increase computational and fact fluency	• Give students an opportunity to practice computational and fact fluency • Time students on their speed and accuracy.

Tutoring Group Learning Plan

Once you have been assigned the students you will tutor, it is helpful to understand their learning needs, familiarize yourself with the resources available, and plan how you will use the resources. This plan will guide your work with students for several months, and you can refer back to it when planning your daily tutoring session agendas.

To use this planning tool:

1. Identify learning needs for each student based on data. Note common learning needs that you can address as a group.

2. Choose resources to use.

3. Determine how you will use the resources:

    A. Will the resources be:
    - Tutor-led?
    - Student-led?
    - Independent work?

    B. How long do you anticipate it taking?

    C. Which question(s) will you select from the resources to check for students' understanding at the end of the activity?

Tutoring Group Learning Plan

Use this planning tool, along with student Diagnostic data, to understand your students' learning needs, familiarize yourself with the resources available, and plan how you will use the resources to support your students.

Tutor Name: _____

Students	① Learning Goals to Address in Tutoring	② Resources to Use	③ Plan for Using Resources

Click here to download this resource individually.

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Tutoring Group Learning Plan Example

Students	Learning Goals to Address in Tutoring	Resources to Use	Plan for Using Resources
Cam McCormick	• Identify the value of the digits in three-digit numbers • Compare and order three-digit numbers • Add and subtract two-digit numbers with regrouping	TFI: (Compare and Order Three-Digit Numbers) TFI: (Two-Digit Addition with Regrouping) TFI: (Two-Digit Subtraction with Regrouping) F&SP: Ways to Compare Three-Digit Numbers F&SP: Strategies to Find a Missing Addend MCA: Understand Three-Digit Numbers (Below) MCA: Compare Three-Digit Number Vocabulary (Below)	Tutor-led, 15 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 13 from F&SP Independent work, 10 min. (split over two sessions); CFU: Questions 17 & 18 from F&SP Student-led, 15 min.; CFU: from MCA Student-led, 15 min.; CFU: from MCA
Zane Garcia	• Identify the value of the digits in three-digit numbers • Add and subtract two-digit numbers with regrouping using models • Count and group by 5s, 10s, and 100s	TFI: (Counting by 5s) TFI: (Two-Digit Addition with Regrouping) TFI: (Two-Digit Subtraction with Regrouping) F&SP: Adding by Counting On and Making a Ten F&SP: Counting On and Making a Ten to Subtract MCA: Understand Three-Digit Numbers (Below) MCA: Add and Subtract within 100 (Below)	Tutor-led, 20 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 17 from F&SP Independent work, 5 min.; CFU: Question 9 from F&SP Student-led, 15 min.; CFU: from MCA Student-led, 15 min.; CFU: from MCA
Anna Matthews	• Compare and order three-digit numbers • Subtract a one-digit number from a two-digit number • Add and subtract two-digit numbers with regrouping	TFI: (Compare and Order Three-Digit Numbers) TFI: (Two-Digit Addition with Regrouping) TFI: (Two-Digit Subtraction with Regrouping) F&SP: Ways to Compare Three-Digit Numbers F&SP: Strategies to Find a Missing Addend F&SP: Counting On and Making a Ten to Subtract MCA: Understand Three-Digit Numbers (Below)	Tutor-led, 15 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Tutor-led, 20 min.; CFU: from TFI Independent work, 5 min.; CFU: Question 13 from F&SP Independent work, 10 min. (split over two sessions); CFU: Questions 17 & 18 from F&SP Independent work, 5 min.; CFU: Question 9 from F&SP Student-led, 15 min.; CFU: from MCA

Key

TFI: Tool for Instruction   **CFU:** Check for Understanding

F&SP: Fluency and Skills Practice   **MCA:** Math Center Activity

Tutoring Group Learning Plan

Use this planning tool, along with student Diagnostic data, to understand your students' learning needs, familiarize yourself with the resources available, and plan how you will use the resources to support your students.

Tutor Name: _____

Students	Learning Goals to Address in Tutoring	Resources to Use	Plan for Using Resources

Tutoring Kit—for Tutors

Click here to download this resource individually.

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Examples of Tutoring Session Agenda

Use these examples as guidance to create agendas for each tutoring session.

Initial Tutoring Session Agenda: 30 Minutes

When you launch tutoring, start with a "getting to know you" approach. If you have a longer tutoring block, consider spending additional time to set learning goals with students.

Objective	Time	Resource/Suggested Language
Establish rapport with students.	15 min.	*How are you feeling today?* *What do you do for fun?* *What would be your super power?* *What are you most proud of yourself for doing this past week/month/year?*
Students complete questionnaire.	10 min.	How Are You Doing? Questionnaire *We care about how you are doing and want to make sure we create a space for us to be able to reflect on how we are feeling. We also know that everyone may be feeling differently. By checking in on ourselves and our friends, we are able to show compassion to ourselves and empathy for others in the tutoring community.* *Is there anything you want to share that is on your mind after completing the questionnaire?*
Students set learning goals.	5 min.	*What are one to two things you want to learn this semester/year in tutoring?* *How can you accomplish your goal(s)?* *How can I help you accomplish your goal(s)?*

Quarterly Check-In Agenda: 30 Minutes

Every two to three months, use one tutoring session to check in with students about their progress. Look at tutoring data and revisit learning goals to discuss their growth and next steps. If you have a longer tutoring block, consider spending additional time establishing rapport with students and reviewing learning goals and progress.

Objective	Time	Resource/Suggested Language
Establish rapport with students.	3 min.	Pencils and tutoring journals *Do Now: What are you most proud of learning this year?*
Review students' *i-Ready* dashboard.	5 min.	*i-Ready* student dashboard *What is your Lesson Streak? How can you beat it?*
Review students' learning goals and students' reflect on progress (i.e., one to two strengths and one to two areas of growth).	10 min.	Learning reflection worksheet *What are one to two things you accomplished?* *What are one to two things you want to learn?*
Students set new learning goals.	12 min.	Learning goal trackers *What is your Time-on-Task goal for each week? What is your Lesson Streak goal?* *What are one to two things you want to accomplish this semester/year?*

Ongoing Tutoring Session: 45 Minutes

Objective	Time	Resource/Suggested Language
Welcome students and build rapport.	3 min.	Markers and whiteboards *Do Now: What was your favorite part of the day?*
Teach the skill using a TSC, and check for understanding.	30 min.	TSC: Describe What Happened and Why CFU from TSC: Complete the What Happens and Why graphic organizer.
Facilitate interactive tutorial.	10 min.	*i-Ready Personalized Instruction*
Monitor and track progress.	2 min.	*i-Ready* student dashboard

Ongoing Tutoring Session: 30 Minutes

Objective	Time	Resource/Suggested Language
Welcome students and build rapport.	3 min.	Markers and whiteboards *Do Now: What are you looking forward to most this weekend?*
Teach the skill using a TFI, and check for understanding.	10 min.	TFI: INST_NO_L2_004.pdf CFU from TFI: Solve 52–39, using base-ten blocks as necessary to help with regrouping. Have the students explain aloud the steps they took.
Facilitate an Interactive Tutorial.	10 min.	*i-Ready Personalized Instruction*
Engage students in timed fluency practice.	5 min.	F&SP: Counting On and Making a Ten to Subtract
Monitor and track progress.	2 min.	*i-Ready* student dashboard

Tutoring Session Agenda Worksheet

Use this worksheet to map out the time spent per activity.

Time	Objective(s)	Resource(s)

Click **here** to download this resource individually.

Tips & Tools for
Tutoring with *i-Ready* Lessons

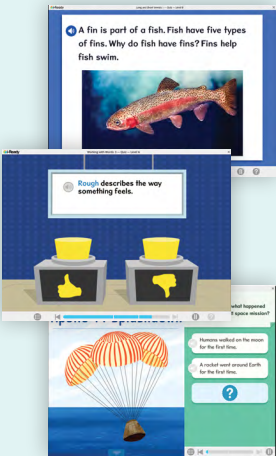| Prepare Them	
Make sure they have what they need.	• **Review the Reference Sheet: Student Dashboard** to familiarize yourself with what students will see. • Ensure each student has a **computer or tablet with headphones**. • Give each student a **paper, pencil, and manipulative(s)** to show their thinking.
Help them focus.	• **Plan together** for how they will spend their time and when they will work on their learning activities. • **Direct students to the To Do section** for upcoming lessons. Consult with your tutoring coordinator to determine if students should work on My Path or Teacher-Assigned Lessons. • **Encourage them** to take their time, ask questions, and write things down.
Support Them	
Keep them motivated.	• **Be a personal coach!** The lessons are interactive. Consider pausing the lesson two to three times and asking students questions about the content to check their understanding. • Explain that **working on *i-Ready* will help them** continue their learning and make sure they are reading for in-class instruction. Learn more about *i-Ready Personalized Instruction* here. • Encourage them **to take each lesson and quiz seriously**. • Remind students that **mistakes are part of learning**, and they are okay. • If they don't pass a lesson, remind students **they can take it again**.
Help them track progress.	• **Monitor students' understanding** by observing their habits for notetaking, approach to problem-solving, and/or strategies and materials they use to answer questions. • **Get them talking about lessons** and what they're learning. • **Check in at the end of their lessons.** Ask them to tell you or write down what they learned and if they have questions. • Regularly review progress using the My Progress page on the student dashboard. Have students track their progress on their data trackers.
Celebrate Them!	
Celebrate their progress.	• **Celebrate milestones such as passing a lesson or reaching a goal** (e.g., putting marbles in a jar after passing lessons). • **Reward hard work and focus.** • **Share progress** with teachers and families (e.g., use teacher and family communication templates).

What Is *i-Ready* Personalized Instruction?

i-Ready Personalized Instruction has online lessons in both Mathematics and Reading that include instruction and practice. Each lesson concludes with a short, scored quiz to help you and your students know how they did.

| Subject	Domains	Grades	Types of Lessons
Mathematics			
	Number and Operations	K–8	**Instruction Lessons:** • Introduce new content to students • May include instructional animations, exploratory activities, and embedded practice problems **Practice Lessons:** • Designed to immediately follow an instructional lesson and help students strengthen their understanding of the topic
	Algebra and Algebraic Thinking		
	Measurement and Data		
	Geometry		
Reading			
	Phonological Awareness	K–1	**Instruction Lessons:** • Introduce new content to students • May include instructional animations and exploratory activities **Close Reading Lessons:** • Scaffold students' ability to read longer, more challenging texts independently
	Phonics	K–3	
	High-Frequency Words	K–2	
	Vocabulary	K–8	
	Comprehension	K–8	
	Comprehension: Close Reading	2–5	

How Are Online Lessons Structured?

Use the details below to determine which elements of Personalized Instruction to use to support your tutoring instructional goals and how you'll incorporate online instruction into your tutoring agendas. Please keep in mind and plan for the priorities for Personalized Instruction that your tutoring coordinator may have set.

I want students to:

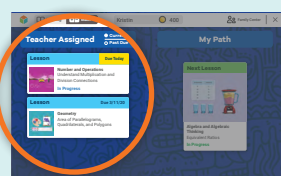## Engage with online lessons that will support their specific needs.

My Path Lessons*
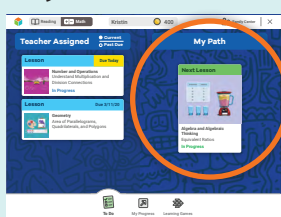
Based on each student's Diagnostic data, these lessons meet students where they are to provide appropriate instruction in given domains.

- At the end of each lesson, students will complete a quiz. 67 percent is the pass rate.

Teacher-Assigned Lessons*

Teachers may assign these lessons to students for targeted instruction.

- Students may be assigned online lessons, Interactive Practice, or Comprehension Checks.
- **Note: If students have been assigned Comprehension Checks, do not have them complete during tutoring.**

Build math fluency and numeracy through engaging practice.

Learning Games**
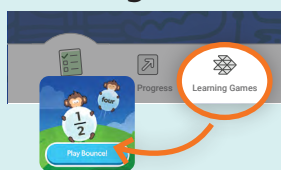
Fun and interactive games strengthen understanding and provide practice of mathematical concepts.

- Can be used for additional practice of specific mathematics concepts/skills
- Should be played for roughly 20 minutes per week or more
- Should supplement—not replace—existing math instruction

Gain exposure to longer, more challenging texts.

Close Reading Lessons *(Grades 2–5)**
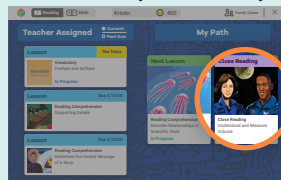
Longer, more challenging reading lessons scaffold student ability to read and comprehend more complex texts independently.

- Close Reading lessons are automatically assigned in the students' My Path lessons, but teacher may also assign additional Close Reading lessons through Teacher-Assigned Lessons.
- Provide specific guidance for how long students should work on Close Reading lessons during tutoring, as these are typically longer lessons.

*Students' weekly usage time of Personalized Instruction should reflect both My Path and Teacher-Assigned Lessons.

**Time spent playing Learning Games is outside the weekly Lesson Time-on-Task spent in online lessons.

For more information about lessons and the domains and objectives they cover, search lesson lists on *i-Ready Central®*.

Tips & Tools for
Engaging Students in Tutoring

It is important to keep students engaged and invested in their learning, especially when they are in tutoring. The skills they are working on during tutoring sessions will help address unfinished learning and support them in accessing grade-level content. Tutors have found creative ways to keep students engaged using *i-Ready* resources. Consider these practices they found helpful when planning your own activities and strategies.

Tips	Tools
• **Check in with students** to see how they are doing and build rapport.	🔍 Student Check-In Worksheet
• **Track students' progress** to note what each student worked on, their strengths, and areas of growth.	🔍 Tutoring Session Weekly Tracker
• **Have students set goals and track their progress** with *i-Ready* online lessons by maintaining data trackers and learning reflections.	🔍 Tutoring Session Reflections
	🔍 Goal-Setting Guidance
• **Set goals for the tutoring group**, and track the Percent of Lessons Passed or progress toward meeting group goals.	🔍 Tutoring Group Goal Tracker
• **Share with the tutoring group and students' families** weekly how they are progressing in Personalized Instruction.	🔍 Keeping All Students Engaged
• **Send postcards, notes, and certificates home** to celebrate student progress.	🔍 Recognition Postcards
	🔍 Certificates
• **Modify how you celebrate** based on age group.	🔍 Family and Teacher Communication Prompts

Student Check-In Worksheet

It is important to check in with students to see how they are doing. Students learn more from people with whom they have built relationships and trust. Use this worksheet to get updates from students, determine the kind of support they may need, and modify your plans.

Name: _____ Date: _____

How Are You Doing?

Respond to the following statements by marking a column.
There are no right or wrong answers, and you won't get in trouble for anything you share.
I just want to check in and see how you're doing.

Learning Space	Agree	Disagree	Don't Know	Prefer Not to Say
1. I feel comfortable in the tutoring space.	◯	◯	◯	◯
2. I can stay organized during tutoring.	◯	◯	◯	◯
Support				
3. I understand what I need to work on during tutoring.	◯	◯	◯	◯
4. I know how I'm doing on my tutoring work.	◯	◯	◯	◯
5. I have one-on-one conversations with my tutor as often as I need.	◯	◯	◯	◯
6. I have the support I need to learn and grow during tutoring.	◯	◯	◯	◯
Activities				
7. I like the type of activities I'm being asked to do (e.g., online lessons, independent work, etc.).	◯	◯	◯	◯
Motivation				
8. I feel motivated to do my work.	◯	◯	◯	◯
9. I'm getting the recognition I need to feel motivated.	◯	◯	◯	◯
10. I know I am working hard and doing the best I can.	◯	◯	◯	◯

What else would you like to share, related to class or not, that you want me to know about? Write or draw your response below.

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Tutoring Session Weekly Tracker

Tutor Name: _____ **Week(s) Of:** _____

General Feedback					
Student	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**
Name:					
Worked On:					
Strength:					
Area of Growth:					
Name:					
Worked On:					
Strength:					
Area of Growth:					
Name:					
Worked On:					
Strength:					
Area of Growth:					

Tutoring Session Reflection, Grade K

Name: _____

My tutoring learning goal is: _____

Date:

What did you learn today?

Draw a picture of what you learned!

Tutoring Session Reflection, Grades 1–2

Name: _____

My tutoring learning goal is: _____

I will meet my learning goal by: _____

_____

What did you learn today?	What questions do you have?
Date:	
Date:	
Date:	
Date:	
Date:	

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Tutoring Session Reflection, Grades 3–5

Name: _____

My tutoring learning goal is: _____

I will meet my learning goal by: _____

Meeting this learning goal will help me: _____

Date:
Today I learned:
I am proud of:
A question I have is . . .; I want to learn more about . . .

Date:
Today I learned:
I am proud of:
A question I have is . . .; I want to learn more about . . .

Date:
Today I learned:
I am proud of:
A question I have is . . .; I want to learn more about . . .

Tutoring Session Reflection, Grades 6–12

Name: _____

My tutoring learning goal is: _____

I will meet my learning goal by: _____

Date:

Today I worked on:

I am proud of:

Next time, my goals are:

Date:

Today I worked on:

I am proud of:

Next time, my goals are:

Date:

Today I worked on:

I am proud of:

Next time, my goals are:

Date:

Today I worked on:

I am proud of:

Next time, my goals are:

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Tutoring Group Goal Tracker

Use this tracker to note progress students make toward meeting your tutoring group's goals. Use the following questions to determine the goal(s) you will note at the top of the chart. Hang this chart in your tutoring space, and fill in the thermometer as students meet benchmarks toward the tutoring group's goal!

What are one to two things we want to learn as a tutoring community?

What is our Time-on-Task goal for each week?

What is our Lesson Streak goal?

What are one to two things we want to accomplish this semester?

GOAL!

i-Ready

Click here to download this resource individually.

Tips & Tools for
Keeping All Students Engaged—by Age Group

Engaging students in their learning is essential to their success. Teachers who have successfully engaged students with *i-Ready* have proven these strategies work at any grade level if you make adjustments to ensure activities are age appropriate.

Prepare Students and Set Expectations	Have Students Track Their Progress	Regularly Share Updates and Celebrate	Hold Tutoring Group Competitions and Celebrations	Talk to Students about Their Data
Younger Students — **Focus on the fun**, and celebrate their progress individually and as a class as often as possible.				
• Make sure students know how to use their technology. • Ensure students can log in and take their lessons. • Get students excited to take online lessons.	• Teach students how to read the dashboard and check their progress. • Have families help students track the information that appears on their dashboard.	• Send certificates and notes home and call families. • Acknowledge students in front of the class. • Leverage materials that showcase the *i-Ready* characters.	• Keep a tutoring group competition tracker that's easy to display. • Reward tutoring group achievements (e.g., virtual field trips, a teacher video, or silly pictures).	• Give students feedback at the end of each session, noting one thing they did well and one area of growth (e.g., "Today you did well with _____. Next time, we will focus on _____"). • Send communication to families and teachers outlining what the student worked on, their progress, and their area(s) of growth.
Older Students — **Focus on the "why,"** ensuring they understand the benefits of Personalized Instruction and helping them take ownership.				
• Help students understand the benefits of Personalized Instruction and how it helps. • Have conversations with students about why lessons are assigned to them (e.g., "These lessons address areas where you need support").	• Have students keep track of their lesson progress and reflect on their learning.	• Ask students how they want to be celebrated, and create a system to match. • Send positive notes or text messages, or call families.	• Have a student leader maintain a class competition tracker. • Reward tutoring group achievements (e.g., free time, homework passes, permission to eat snacks during class).	• Have students reflect on one strength and one area of growth from the tutoring session. • Have students document their progress to communicate with their families and teachers, outlining what they worked on, their progress, and their area(s) of growth.
Tools				
🔍 Digital Readiness Activities 🔍 Getting Students Ready Presentation	🔍 Data Trackers, Pledge Sheets, and Learning Reflections	🔍 Certificates 🔍 Recognition Postcards	🔍 Class Data Trackers	🔍 Data Chats 🔍 Data Chat Worksheets

Family and Teacher Communication Prompts

As a tutor, you are a part of your students' educational journeys. It is helpful to frequently communicate with other people who play a large role in your students' learning experiences, including their family members and teacher(s). Here are some prompts you can use to guide your communication with them.

- What is the student's learning goal(s)?

- What did the student work on this week?

- In what area(s) did the student exhibit strengths?

- In what area(s) does the student need additional support?

- What instructional supports have you provided the student?

- How can the teacher/family member support the student with their area(s) of growth?

- What other information do you want to acquire from the family member or teacher?

To get all of the resources in this kit, visit:

i-Ready.com/TutoringSupport

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To get additional guidance and resources to support your use of *i-Ready*, visit:

i-ReadyCentral.com

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To see how other educators are maximizing their *i-Ready* experience, follow us on social media!

f Curriculum Associates   **🐦** @CurriculumAssoc   **📷** @MyiReady   **📌** iReady

· ·

For additional support:

Technical Support	**Customer Service**
i-ReadySupport@cainc.com	(800) 225-0248
i-Ready.com/Support	*(Mon.–Thurs. 8:30 a.m.–6 p.m.;*
(Mon.–Fri. 7 a.m.–9 p.m. ET)	*Fri. 8:30 a.m.–5 p.m. ET)*

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