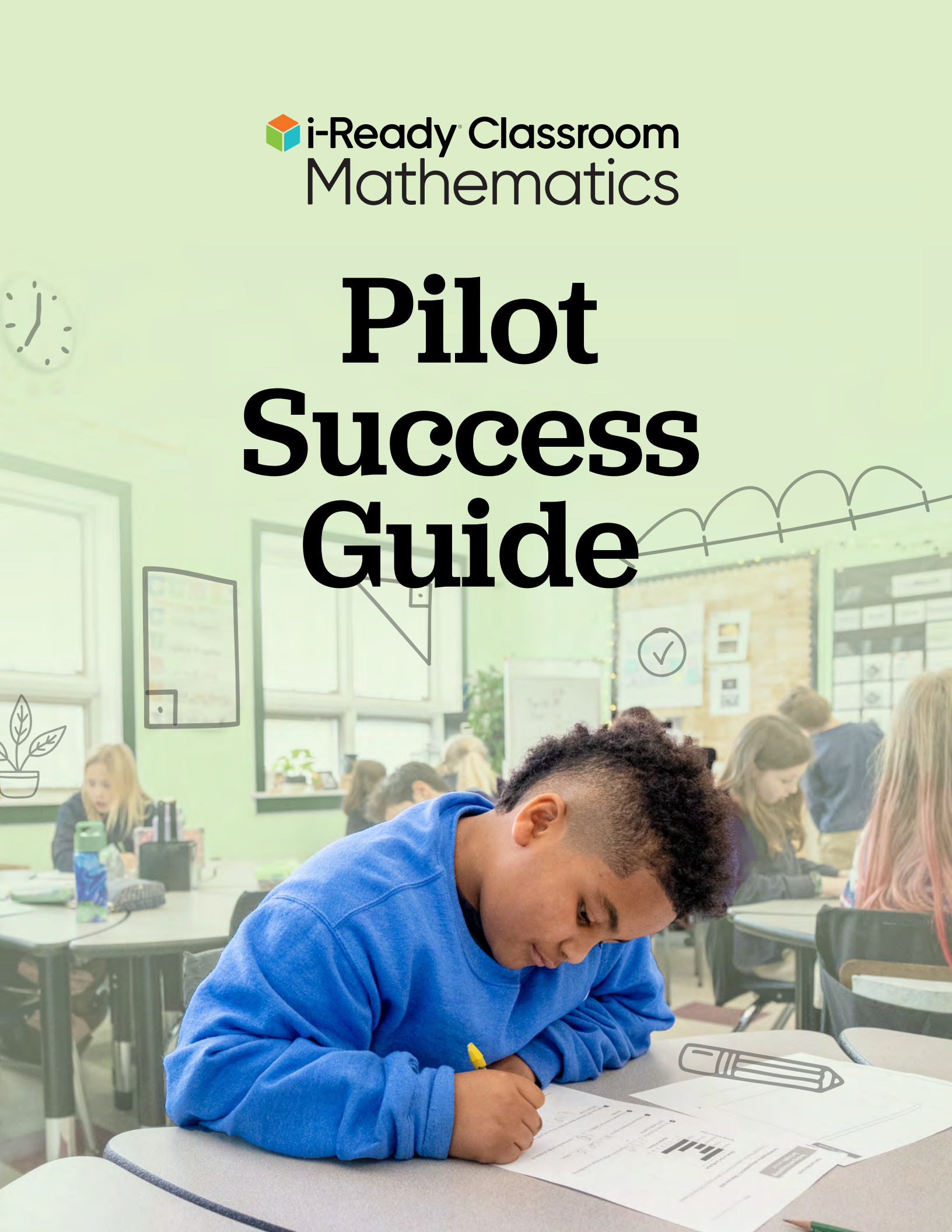
 i-Ready® Classroom
Mathematics

Pilot Success Guide



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Additional Support

Go to [Central.i-Ready.com](https://www.central.i-ready.com) to access digital resources that include classroom videos, links to help assign digital practice and assessments, efficacy research, and more!



Accessing Resources on the Teacher Dashboard

Assess & Teach

Go to Assess & Teach to:

- Access the Teacher Toolbox
- Assign Interactive Practice
- Assign Comprehension Checks

[Learn more on page 2](#)

Reports

Go to Reports to access:

- The Grade-Level Planning (Prerequisites) report
- Student performance on Interactive Practice and Comprehension Checks
- Diagnostic data

[Learn more on page 3](#)

Help

Go to Help to access:

- Online Educator Learning courses
- Success Central to find support resources

The screenshot shows the i-Ready Management interface for Regina Moore. The top navigation bar includes the i-Ready logo, 'Management', and three dropdown menus: 'Assess & Teach', 'Reports', and 'Help'. Below the navigation bar is a 'Math' subject selector and five main dashboard tiles: 'Diagnostic Status', 'Diagnostic Results', 'Instruction', 'Comprehension Check', and 'Diagnostic Growth'. The 'Diagnostic Results' tile is highlighted with a speech bubble. Below these tiles is a large 'Overall Placement' section. This section features a horizontal bar chart showing student counts for different placement levels: 3 students are 'Mid or Above Grade Level', 4 are 'Early On Grade Level', 9 are 'One Grade Level Below', 1 is 'Two Grade Levels Below', 3 are 'Three or More Grade Levels Below', and 0 are 'Not Completed'. A legend below the chart defines these categories with corresponding colored circles. To the right of the bar chart are four resource links: 'Grade-Level Planning' (Reports to address unfinished learning), 'Teacher Toolbox' (Instructional material and resources), 'Online Educator Learning' (Online courses that complement teacher PL), and 'Success Central' (Tips, tools, and guidance to support use). At the bottom of the dashboard, there are two report links: 'Diagnostic Results Report' and 'Grade-Level Planning (Prerequisites) Report'.

Assess & Teach

1. Click on **Assess & Teach** at the top of your home page.

2. **Go to Resources to:**

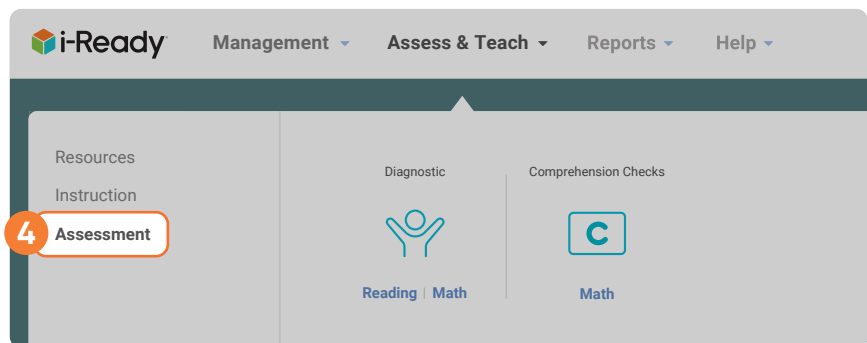
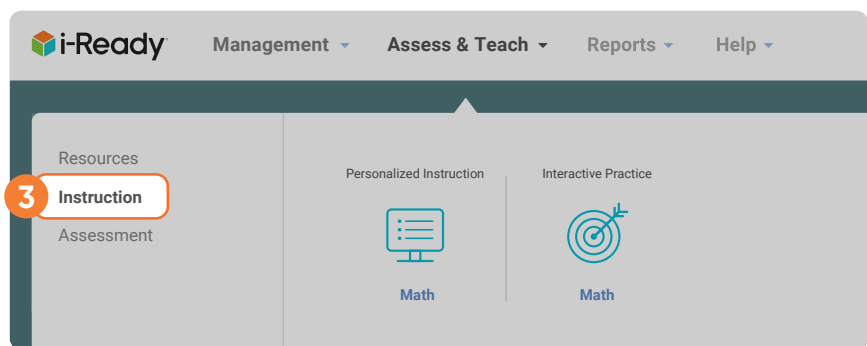
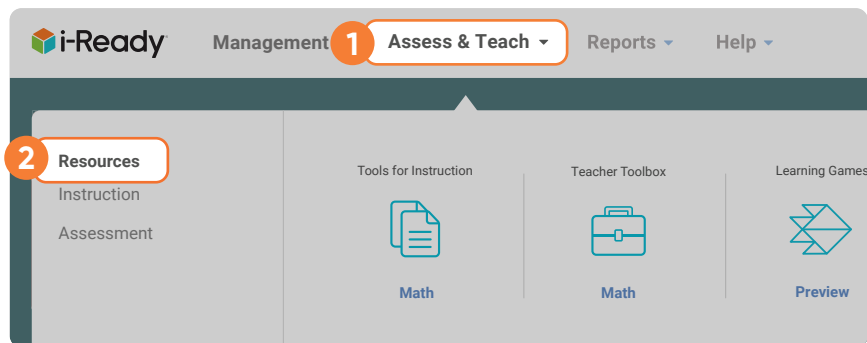
- Access the **Teacher Toolbox** to get the lesson slides, Teacher's Guide, practice and differentiation resources, print assessment resources, and more
- See the digital fluency **Learning Games** that appear on the student dashboard

3. **Go to Instruction to:**

- Assign digital **Interactive Practice**
- View and possibly assign digital **Personalized Instruction** lessons

4. **Go to Assessment to:**

- Assign digital **Comprehension Checks** or Unit Assessments
- Screen for prerequisite needs by assigning the **Diagnostic** (if using or piloting this resource)



Reports

1. Click on **Reports** at the top of your home page.
2. **Go to Diagnostic*** to:
 - See the **Grade-Level Planning (Prerequisites) report** to access data and resources to address unfinished learning connected to classroom instruction
 - See the **Diagnostic Status** and **Diagnostic Results reports**
3. **Go to Instruction** to see student performance on:
 - **Personalized Instruction lessons**
 - **Interactive Practice**
 - Skills Progress and Factors of Learning reports for the digital **Learning Games**
4. **Go to Comprehension Checks** to:
 - See student performance on digital **Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments**

The screenshot shows the i-Ready Reports interface. The 'Reports' menu is highlighted with a blue circle containing the number '1'. Below the menu, there are three tabs: 'Class', 'Student', and 'Batch'. The 'Diagnostic' report is selected and highlighted with a blue circle containing the number '2'. The 'Diagnostic' report is divided into three columns: 'Diagnostic Status' (with a progress indicator of three blue dots and one white dot), 'Diagnostic Results' (with a green checkmark icon), and 'Grade-Level Planning (Prerequisites)' (with a flowchart icon). The 'Diagnostic' report is also associated with 'Reading | Math' and 'Math' subjects.

The screenshot shows the i-Ready Reports interface. The 'Reports' menu is highlighted with a blue circle containing the number '1'. Below the menu, there are three tabs: 'Class', 'Student', and 'Batch'. The 'Instruction' report is selected and highlighted with a blue circle containing the number '3'. The 'Instruction' report is divided into three columns: 'Personalized Instruction Summary' (with a computer monitor icon), 'Personalized Instruction by Lesson' (with a computer monitor icon and a checkmark), and 'Fluency Flight' (with a bird icon). The 'Instruction' report is also associated with 'Reading | Math' and 'Math' subjects.

The screenshot shows the i-Ready Reports interface. The 'Reports' menu is highlighted with a blue circle containing the number '1'. Below the menu, there are three tabs: 'Class', 'Student', and 'Batch'. The 'Comprehension Checks' report is selected and highlighted with a blue circle containing the number '4'. The 'Comprehension Checks' report is divided into two columns: 'Comprehension Check Status' (with a 'C' icon and a progress indicator of three blue dots and one white dot) and 'Comprehension Check Results' (with a 'C' icon and a green checkmark). The 'Comprehension Checks' report is also associated with 'Math' subjects.

*Only available if the Diagnostic is taken

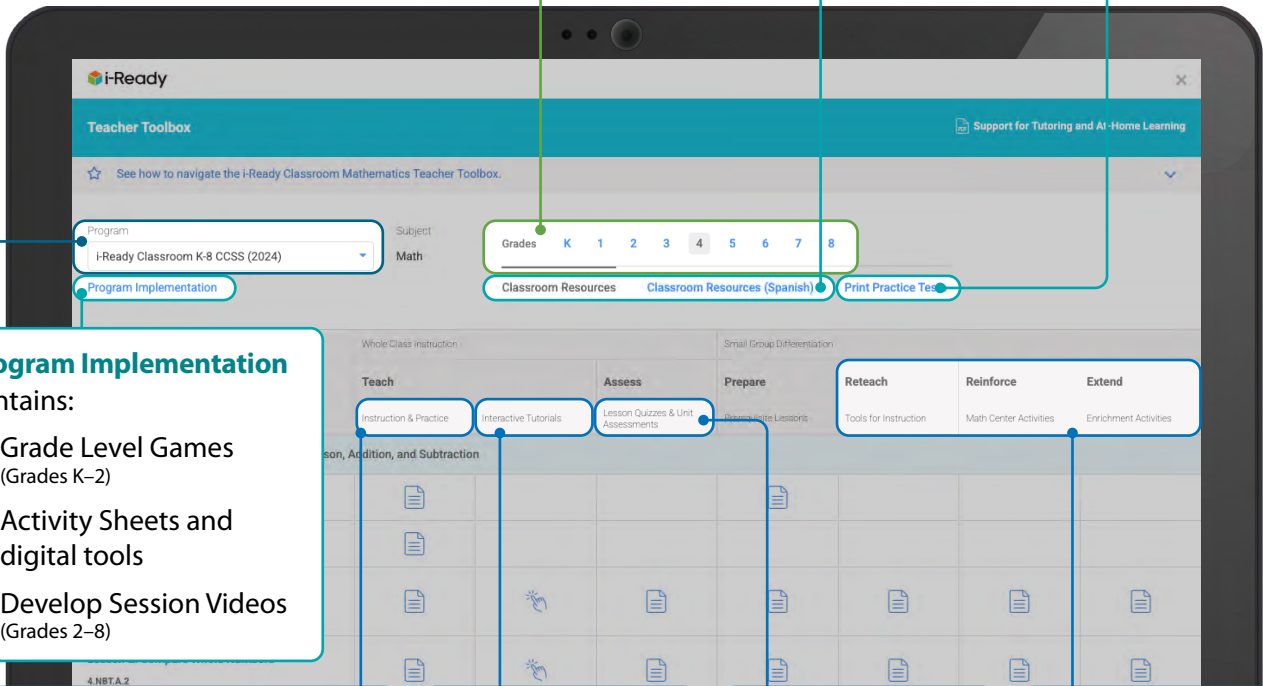
Accessing Resources on the Teacher Toolbox

For Grades K–8: Go to Grade.
For A1: Go to Program and choose *i-Ready Classroom Mathematics Algebra 1*.

Classroom Resources contains:

- Lesson slides and digital books
- Practice and differentiation resources

Assessment Practice contains the year-end state test practice



Program Implementation contains:

- Grade Level Games (Grades K–2)
- Activity Sheets and digital tools
- Develop Session Videos (Grades 2–8)

Instruction & Practice contains:

- Digital Student Worktext
- Digital Teacher's Guide
- Lesson Overview
- Family Letters (available in multiple languages)
- Lesson slides
- Fluency and Skills Practice
- Lesson-specific Activity Sheets and digital tools

Interactive Tutorials contains videos to use at the end of a lesson for review (in whole class or small group instruction)

Lesson Quizzes & Unit Assessments contains:

- Lesson Quizzes
- Mid-Unit and Unit Assessments
- Editable print-based assessments

Reteach, Reinforce, and Extend contains:

- Teacher-led Tools for Instruction
- Partner Math Center Activities
- Individual or partner Enrichment Activities

Navigating the Student Digital Experience

Your students will access all of their *i-Ready Classroom Mathematics* digital resources from the online student dashboard at [i-ReadyConnect.com](https://www.i-ready.com) or through your district's login portal, if using an SSO system.

If a teacher assigns digital lessons, practice, or Comprehension Checks, they appear under **Teacher Assigned**.

If the students take the Diagnostic, their Personalized Instruction lessons appear under **My Path**.

Families can access information about the program in the **Family Center**.



The dashboard opens to the **To Do** list, shown above.

Students can personalize their dashboard in **My Stuff**.

In **Tools**, students have access to common digital manipulatives.

Students can see how they've done on assignments in **My Progress**.

By clicking on **Bookshelf**, students have access to their digital **Student Worktext** and worktext lessons in **My Videos**. Parents have access to math-specific **Family Resources**.

Students work on digital fluency and number sense with **Learning Games** and **Fluency Flight** (Grades 2–5).
See more about [Learning Games](#) on page 71.

Program Organization

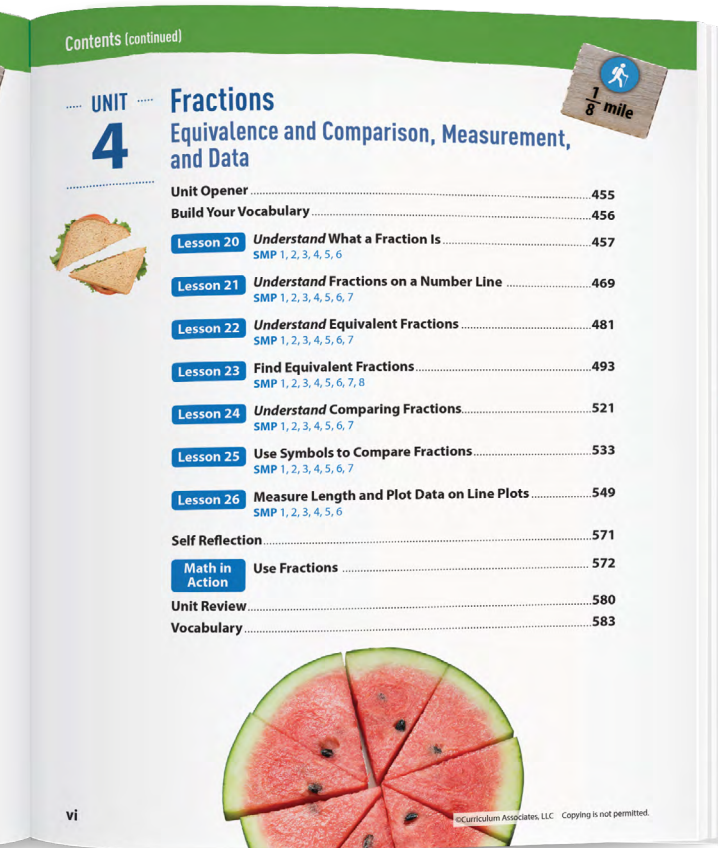
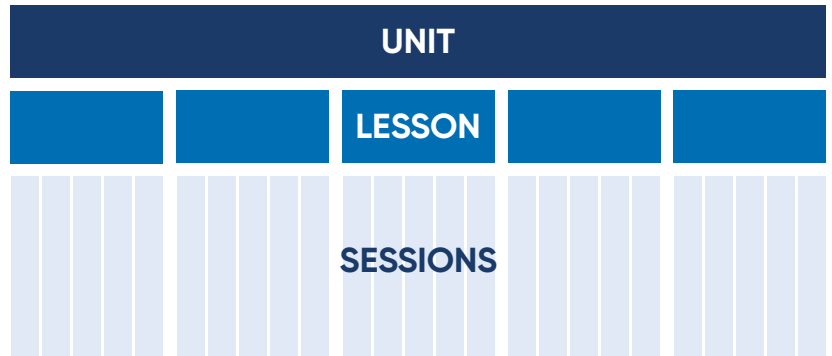
Make the best use of instructional time. The lessons in *i-Ready Classroom Mathematics* span multiple days and integrate several standards to help students make connections and develop a deep understanding.

Unit Structure

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

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

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



Lesson Types

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

Understand Lessons (Grades 2–8)

Occur at Key Points in the Instructional Sequence

Lessons that begin with the word *Understand* focus primarily on conceptual understanding and occur at key points in the instructional sequence.

Strategy Lessons (Grades K–8)

Majority of Lessons in the Program

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

Math in Action Lessons (Grades K–8)

End of Each Unit

These lessons review and apply unit content and teach students how to develop complete responses to a performance task.

Modeling in Action Lessons (Algebra I)

End of Each Unit

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

Structure of a Lesson

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

1 SESSION	1–3 SESSIONS	1–2 SESSIONS
Explore Session	Develop Session	Refine Session
FOCUS OF EACH SESSION		
<ul style="list-style-type: none"> • Connect prior knowledge. • Introduce new lesson content. 	<ul style="list-style-type: none"> • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations. • Practice new skills and apply new learning. 	<ul style="list-style-type: none"> • Strengthen skills and understanding with in-class practice time. • Reteach, reinforce, and extend learning.

A Powerful Instructional Framework: Try–Discuss–Connect

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

Try	Make sense of the problem.	Student Processing and Problem-Solving Time prepares students to participate in the classroom conversation.
	Solve and support your thinking.	
Discuss	Share your thinking with a partner.	Teacher-Facilitated Student Discourse engages students in doing most of the thinking and talking to better retain what they learn.
	Compare strategies.	
Connect	Make connections and reflect on what you have learned.	Practice reinforces understanding.
	Apply your thinking to new problems.	

Supporting All Learners with Problem Solving

Why Is It Important to Teach Through Problem Solving?

Problem solving helps students visualize and contextualize mathematical situations, making concepts like 16×28 more accessible by framing them in familiar scenarios, such as arranging chairs in rows, like the problem shown. Recognizing that all students bring unique assets and variability to their learning, *I-Ready Classroom Mathematics* integrates the UDL Process and Principles. The program provides built-in support and multiple means of engagement, representation, and action and expression, ensuring that all students, regardless of their starting point, can become effective problem solvers.

Chairs are set up in a school auditorium for a play. There are 16 rows of chairs.



Each row has 28 chairs. How many chairs are set up for the play?

TIPS FOR

Supporting All Learners

- Prioritize student strengths and unique variability.
- Validate students' current understanding of concepts.
- Share mathematical authority and cognitive lift with students.
- Creating linguistically supportive and sustaining environments.
- Deepen relationships and respect between students, teachers, and the community.

TIPS TO

Help Students Persevere in Solving Problems



Try It Problem-Solving Support

- Help students become adept at all four of the Make Sense language routines so they can use them if they seem more appropriate for their group or the specific problem.
- Frame the Solve and Support Your Thinking as time to think about the problem on their own so they can better understand the classroom conversation. Have students think about this as their **initial thinking**. They will be more likely to participate if they know they can revise their thinking or that they aren't expected to be perfect all the time.
- **If students are stuck, ask questions that allow students to consider another modality (e.g., visual, hands-on),** such as "Can you draw a picture to represent the situation?" or "How could you show the numbers?" to prompt their thinking—then walk away. You can also remind students what they can do if they are stuck and **celebrate students' efforts**.

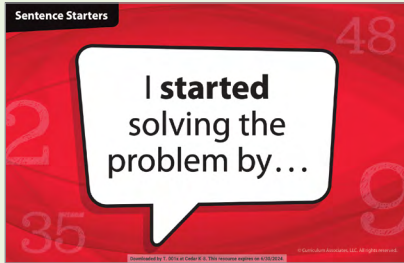
I'm Stuck . . .

- Have I drawn a picture?
- Have I tried a tool?
- Have I asked someone how they got started?
- Have I seen a problem like this before?
- What if I changed the numbers? Would that help me?



Discuss It Problem-Solving Support

- In Share Your Thinking with a Partner, **students learn from one another**, build confidence, and practice explaining their thinking and critiquing the reasoning of others.
- Use the **sentence starters** built into the program or others from the **Discourse Cards** to help focus students during partner conversation.



- During the classroom conversation, **select a few students' strategies** using the Select and Sequence guidance that provides suggested strategies that reflect concrete, representation, and abstract thinking. If no students do the standards-aligned strategies shown in the Picture It or Model It, **use the questions in the slide notes** to have them analyze a strategy as if it was another student's strategy.
- As students share strategies with the class, it is important to give listeners time to process what is being said. When a student is sharing their strategy, pause them at key points in their explanation to **allow classmates to repeat or rephrase ideas before the student explainer continues**. This gives all students time to clarify language, stay engaged, and deepen mathematical understanding. Also, use discussion prompts to ensure that students compare and connect the strategies that are presented. Learn more about repeating and rephrasing, part of the Four Rs Teacher Move, in the Language Routines found in Lesson 0 on the Teacher Toolbox.
- Remind students **mistakes can be learning opportunities**. If a number of students share a common misconception or mistake, you may want to have them share their thinking with the class. Be sure to thank them for helping everyone learn from their mistakes.
- Learn about the Language Routines and the Teacher Moves in Lesson 0 on the Teacher Toolbox. These provide additional ways to **engage students in doing the thinking and talking** during the lesson to internalize learning. You'll see them referenced in the slide notes.



Connect It Problem-Solving Support

- Engage students in making connections to the math. This can be done orally or written in partners or in whole class discussion.
- Use the Differentiation guidance as needed to Reteach or Reinforce the learning.
- Have students Reflect on the strategies they used and discussed to make math connections.

Use Language Routines and Teacher Moves



Use with Try It: Make Sense of the Problem

Three Reads

Why: Three Reads helps students slow down to reason through the language of a problem and reflect on the information given before trying to solve it. This routine helps students interpret language without reducing mathematical rigor.

How: Direct students to look at the page in their Student Worktext or on the slide. Read the problem aloud three times, then follow by asking a question with a specific focus. Record responses if appropriate.

- **Read 1:** Focus on comprehending the text.
Ask: What is this problem about?
- **Read 2:** Focus on connecting the language to the mathematics.
Ask: What are we trying to find out?
- **Read 3:** Focus on identifying quantities (or other mathematical features, such as geometric figures) and relationships.
Ask: What are the important numbers (or shapes, times, etc.)? Which things go together? Which parts are connected?

Notice and Wonder

Why: Notice and Wonder encourages students to view and think about things through a mathematical lens. Because no response is incorrect, this routine allows students to make sense of a problem/image with very little pressure.

How: Present a problem or a problem display, such as geometric figures, a data display, expressions, or equations, without the final question or task.
Ask: What do you notice? What do you wonder?

Record all responses without comment. Then present the question/task of the problem and lead a discussion about which of the things the students noticed and wondered might be relevant to the problem.

Co-Craft Questions

Why: A common adaptation of Three Reads, this routine helps students identify what makes a question mathematical. It also gives the teacher an opportunity to acknowledge students' ability to apply the math they know to new situations.

How: Present a problem situation, geometric figure, or visual representation without a question.

- Students work with a partner or in small groups to write questions that could be answered using the information.
- Facilitate brainstorming and recording for younger students or those for whom writing is challenging.
- Students share their questions with the class before setting to work on the question posed in the worktext.

Consider having students answer the questions they generated at a later time.

Say It Another Way

Why: This routine helps students paraphrase a word problem or text so they know if they have understood it. It provides an opportunity to self-correct or to ask for clarification and ensures that the class hears the problem or story more than once and in more than one way.

How: Students read or listen to a word problem read aloud.

- Have one student paraphrase the text. Students who are listening show thumbs-up or thumbs-down to indicate whether the paraphrase is complete and accurate.
- Invite students who show thumbs-down to explain what is inaccurate or missing in the paraphrase they heard. The original speaker then revises their paraphrase.



Use with Discuss It and Connect It

Compare and Connect

Why: This routine is a collaborative way for students to see and describe similarities, differences, and relationships between their classmates' solution strategies, models, or representations. It validates different approaches to solving and showing one's thinking and work and provides practice using compare/contrast language.

How: Invite students to share/present their solution strategies to classmates, possibly in a planned sequence. Then guide students to compare one strategy to another (perhaps the previous one presented) using questions: *How are the representations/solution strategies the same? How are they different? How are they related?*

Collect and Display

Why: This routine helps students see how their informal language can be translated into formal academic language to communicate more precisely about mathematics. The activity results in a display for students to reference when they speak or write.

How: As students speak during partner, small group, or whole class discussions, collect and record examples of their informal oral language. Then organize the words and phrases in a two-column chart. With students' help, explicitly connect the informal language with more precise academic language. Add diagrams and pictures as support. Post the display as a resource and update it throughout the unit.

Use with Differentiation | English Learners

Act It Out

(can be used with Try It in K–1)

Why: This routine provides support for making sense of written or spoken language and can help clarify concepts and contexts.

How: Use pictures, objects (i.e., realia), and/or role-playing to help convey a context or concept. Students can also do the same to help elaborate or clarify their own written or spoken language.

Co-Constructed Word Banks

Why: This routine is a collaborative way to clarify contexts, develop language, and help students speak and write clearly. Use it alone or in support of other Language Routines.

How: When launching a task, ask students to suggest or highlight unfamiliar words or words that will be helpful in talking or writing about the problem. Add words or phrases as needed. Display the Word Bank for reference or have students record them. Because word banks are co-constructed, this routine supports different levels of mathematical and language proficiency.

NOTE: *In addition to the three language routines described in this section, Differentiation: English Learners features can incorporate any of the previous six routines.*

Stronger and Clearer Each Time

Why: This routine enables students to increase the clarity and completeness of first drafts of writing.

How: Students draft a response and revise it several times based on the feedback of partners.

- **Pre-Write:** Students draft a response to a problem or prompt in complete sentences if possible. They may also write questions they have about the problem or their response. Provide words or sentence frames as needed.
- **Think Time:** Give a minute for students to think about what they will say to a partner to explain the response. They should not look at what they wrote while talking.
- **Structured Pairing:** Students meet with a partner and share their responses orally. The goal is either to explain the response so that the other person truly understands (early in learning about the topic) or to explain the response as a mathematician would (after many experiences with the topic). Partners can paraphrase what they heard or ask clarifying questions related to language, completeness, and justification.
- **Switch:** As time allows, students switch partners one to three more times, strengthening and clarifying their idea with each partner.
- **Post-Write:** Have students write their final drafts in complete sentences. They can use drawings, too, explained by sentences.



Try–Discuss–Connect Classroom Reflection Tool

Teacher Name/School: _____ Date: _____

Goals for the Day: _____



Try It

Rich tasks provide multiple entry points and hands-on learning to engage individual students’ preconceptions and build on prior knowledge. Students solve the problem on their own using the strategies and tools of their choice.

Make Sense of the Problem (3–4 minutes)

Teacher Look Fors	Notes/Evidence
Uses one of the language routines to focus students on the important pieces of information in the problem and how they relate	
Uses moves such as Turn and Talk and rephrasing to engage all students and highlight key ideas	
Student Look Fors	
Actively engages in Individual Think Time and discussion to Make Sense of the Problem	

Solve and Support Your Thinking (5–6 minutes)

Teacher Look Fors	Notes/Evidence
Provides “just right” Individual Think Time for students to solve	
Walks around to see representations students are using	
Promotes productive struggle by resisting temptation to explain or show students how to approach the problem and instead asks questions to help students begin to think about possible solution pathways	
Student Look Fors	
Uses whatever method or approach they choose to represent the problem situation	
Has access to a variety of manipulatives and tools to support solving	
Attempts to solve using more than one strategy, showing concrete or visual representations, equations, and/or models	



Discuss It

Students turn and talk to a partner and discuss strategies. Student work is strategically shared during a class discussion to build conceptual understanding.

Share Your Thinking with a Partner (1–2 minutes)

Teacher Look Fors	Notes/Evidence
Displays Discuss It questions and sentence starters in the Student Worktext to support partner conversations; may also use Discourse Cards or Cubes to promote and maintain discussion	
Establishes structure for sharing (e.g., A/B partners) and designates who shares first, promoting student ownership of discourse	
Walks around listening to student conversations and selects and sequences strategies to discuss as a class	
Gathers formative assessment information from all students by observing their thinking and explanations	
Student Look Fors	
Explains their own thinking and asks questions of partner's thinking	
Respectfully critiques other's reasoning and looks for connections	
Compare and Connect Strategies (8–12 minutes)	
Teacher Look Fors	
May record students' explanations to encourage attention to precision and accuracy and use as a reference for comparing to other shared strategies	
Frequently asks all students to repeat, rephrase, or add on to other students' explanations	
Probes students to make connections between shared strategies	
Asks students to use established norms and hand signals to show agreement or disagreement with students' thinking and explanations, gaining formative assessment information	
Student Look Fors	
Actively analyzes representations selected for whole class discussion to develop understanding of strategy	
Considers privately and publicly how representations are the same, different, and related	
Reviews and interprets representations in the Student Worktext, particularly if none arose from the class	
In partnerships, discusses connections between strategies in the Student Worktext, their own strategies, and the strategies discussed as a class	

**Make Connections and Explain Your Thinking (5–8 minutes)**

Teacher Look Fors	Notes/Evidence
Uses the Connect It questions to continue the whole class discussion supporting students in presenting logical arguments	
Flexibly facilitates questions individually, in partners, and/or as a class, but avoids treating question/response in traditional workbook format	
Focuses whole class discussion on questions that summarize key understanding	
Allows time for students to formalize understanding from the session and use to assess student understanding of key discussion points	
Student Look Fors	
Participates in discussions, presenting logical arguments	
Responds, orally or in writing, to connect concrete approaches to more abstract understanding	
Works independently or in pairs to summarize key concepts	
Uses a variety of math tools to support their reasoning	
Apply Your Thinking to a New Problem (varies by instructional schedule)	
Teacher Look Fors	
Guides students to apply what they have learned to new problems in Apply It using a variety of strategies and tools to support their reasoning	
Provides access to and encourages use of various mathematical tools and manipulatives	
May provide time to explain thinking to a partner using discourse strategies, sentence starters, and questions from Discourse Cards	
Circulates to assess students' understanding and provide differentiated support	
Gathers formative assessment data to inform upcoming whole class and differentiated instruction	
May work with small groups of students with Hands-On or Visual Activities as needed to foster student autonomy and drive strong outcomes for all students	
Student Look Fors	
Applies thinking and strategies to new problems	
Uses strategies appropriate to the problem and to support their thinking using pictures, diagrams, or mathematical representations	
Exhibits agency over learning needs by joining a teacher-led activity, working with a partner, or working individually	

Coaching Opportunities

During classroom reflections, you may encounter opportunities to further support teacher practice. Use this tool to help identify common factors that may impact the Try–Discuss–Connect framework, along with suggested action steps to support teachers in strengthening their practice.

During Classroom Reflections, If You Notice . . .	Suggested Action Steps to Strengthen Teacher Practice	
	Planning	Instruction
<p>Try It</p> <ul style="list-style-type: none"> • Over scaffolding (e.g., teachers interpreting the problem for students) • Teachers modeling or solving the problem for students, limiting their opportunity to think and try independently • Too little or too much think time provided • Teachers providing hints or showing students how to solve the problem 	<ul style="list-style-type: none"> • Use the Lesson Pacing Guide and add timestamps within session plans to focus pacing and limit teacher talk. • Note the suggested language routine in the Teacher’s Guide to preplan questions to help students make sense of the task and identify the important information. • Plan for what students will say/do when describing the context of the problem, along with questions/prompts to bring the context forward. 	<ul style="list-style-type: none"> • Leverage the use of a timer to stay accountable for hitting timestamps. • Use teacher moves (such as Turn and Talk or the Four Rs) to boost student discussions. • Keep session plans in hand to reference preplanned questions/prompts to help students bring the context forward.
<p>Discuss It</p> <ul style="list-style-type: none"> • Unclear discussion expectations (e.g., students are unsure who should speak first) • One student partner taking over during conversations • Only correct strategies being selected and shared, instead of discussing misconceptions to reinforce learning and the value of mistakes • Lack of student engagement during discussion of strategies 	<ul style="list-style-type: none"> • Become familiar with the task students are being asked to complete and anticipate student solutions (using the Teacher’s Guide and Picture It/Model It slides). • Preplan questions to ask when students need additional support in making connections using the Ask/Listen For questions (e.g., “Why do you think [Student B] drew five boxes with four circles?”). 	<ul style="list-style-type: none"> • Reset classroom norms, expectations, and routines for Share Your Thinking with a Partner (e.g., establish A/B partners, expectations for eyes, bodies, sounds when engaging in a Turn and Talk). • Listen in on student discussions and incorporate misconceptions when selecting and sequencing. • Facilitate discussion on selected strategies that drive at Session Purpose. • Prompt students to make sense of, compare, and connect strategies discussed. • Use facilitation moves (e.g., Individual Think Time, Turn and Talks, Four Rs) to prompt student engagement and accountability during discussion.

Coaching Opportunities continued on next page.

During Classroom Reflections, If You Notice . . .	Suggested Action Steps to Strengthen Teacher Practice	
	Planning	Instruction
<p>Connect It</p> <ul style="list-style-type: none"> Teachers providing immediate help on Apply It questions instead of allowing students to engage in productive struggle Students do not have time to complete the Apply It questions 	<ul style="list-style-type: none"> Revisit the session purpose and anticipate how you will know if students accomplished the goals of the session. Use the Connect It questions flexibly based on student conversations during Discuss It. Consider having students answer the Connect It questions verbally or on whiteboards. Use the Lesson Pacing Guide for suggested timestamps. 	<ul style="list-style-type: none"> Use student data from Discuss It to strategically assign specific Connect It questions that will deepen and confirm students' understanding of the session objective(s). Use the Hands-On Activity—found in the Teacher's Guide under the Connect It questions—to support small group instruction while the remainder of the class completes the Apply It questions independently or with a partner.

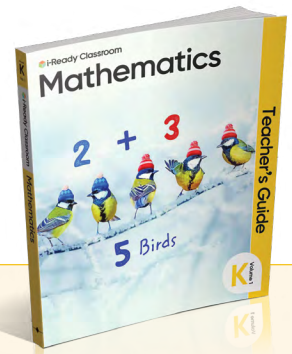
Notes

Quick-Start Guide:
Grades K–1



Overview of a Lesson Grade K

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



Explore 1 DAY	<ul style="list-style-type: none"> • Discover and investigate concepts concretely • Connect to prior knowledge • Introduce new lesson content
-------------------------	--

Number Sense	Discover It	Investigate It	Connect to Prior Knowledge
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Develop 2 DAYS	<ul style="list-style-type: none"> • Experience the Try–Discuss–Connect framework • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
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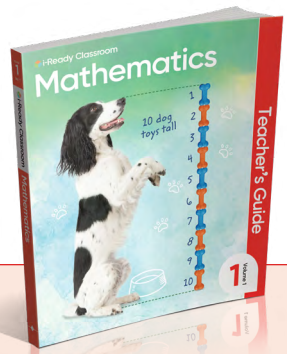
Number Sense	Try–Discuss–Connect	Apply It and Practice	Centers, Differentiation, and Practice
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Refine 2 DAYS	<ul style="list-style-type: none"> • Make connections, go deeper, and solidify learning • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
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Number Sense	Make Connections or Analyze It	Apply It, Practice, or Assessment	Post-Assessment Differentiation
<ul style="list-style-type: none"> • Notice and Wonder • Show It Another Way • How Many? • Quick Images • Same and Different 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Overview of a Lesson Grade 1

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



Explore 1 DAY	<ul style="list-style-type: none"> • Discover and investigate concepts concretely • Connect to prior knowledge • Introduce new lesson content
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Number Sense	Discover It and Investigate It	Build Concepts	OR	Connect to Prior Knowledge
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 				<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Develop 2 DAYS	<ul style="list-style-type: none"> • Experience the Try–Discuss–Connect framework • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
--------------------------	---

Number Sense	Try–Discuss–Connect	Apply It and Practice	Centers, Differentiation, and Practice
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>

Refine 2 DAYS	<ul style="list-style-type: none"> • Make connections, go deeper, and solidify learning • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
-------------------------	--

Number Sense	Make Connections or Analyze It	Apply It, Practice, or Assessment	Post-Assessment Differentiation
<ul style="list-style-type: none"> • How Many? • Quick Images • Show It Another Way • Which One Doesn't Belong? • Data Talk 			<p>Address prerequisite skills based on Grade-Level Planning (Prerequisites) report</p>



CHECKLIST

Explore

(Session 1)

Connect to and build prior knowledge
Introduce new lesson content

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

- Review the *Session Purpose* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
 - Review the **Number Sense and Counting activity**.
 - Prepare to increase engagement by incorporating:
 - Protocols for Engagement
 - Differentiation: English Learners
 - Download slides for the Explore session. Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.
-
- Refer to **Grade-Level Planning (Prerequisites) report** groupings and use the *Recommendations* resources.
 - Review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
 - If there are multiple prerequisites, prioritize the Priority Prerequisite Skill or the most appropriate prerequisite skill.
 - Gather the associated resources to plan for stations.
-
- Review the **Discover It activity** and consider the following:
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
 - Gather materials to prepare for **Discover It**.
-
- Review the **Investigate It activity**.
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
 - Gather materials to prepare for **Investigate It**.

Close

- Preview the Math Reflection and Self-Reflection.
 - Ask multiple students to share their thinking.
 - Have students use hand signals to show agreement or disagreement with other students' thinking as a way to check for understanding.
-
- Consider how families will access the **Family Letter**:
 - Student Worktext
 - Family Resources via Student eBook (multiple languages available)



Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Number Sense and Counting Activity

Notice and Wonder

Protocols for Engagement:

Differentiation: English Learners:

Discover It

Materials:

Investigate It

Materials:

Student Workmat page, symbol, and color in Student Worktext:

Close

How will you support students in reflecting on their learning?

Family Letter

How will you share the family letter to support family engagement?



CHECKLIST
Develop
(Sessions 2–3)

**Build multidimensional understanding using rich tasks,
problem solving, discourse, and multiple representations**
Explore new strategies and develop new learning

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

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the **Number Sense and Counting activity**.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download slides for the Develop sessions. Decide which questions in the slide notes you would like to ask the class.
You may want to add the question to the slide as a reminder.

Try It	Discuss It	Connect It
Make Sense of the Problem Students make sense of the problem and persevere in solving them.	Select and Sequence Students share ideas with a partner, then discuss and compare teacher-selected strategies.	Compare and Connect Dive deeper into conceptual understanding and strategies.
Effective Practices		
<input type="checkbox"/> Use Language Routines to support students in making sense of the problem context. <input type="checkbox"/> Give students time to think, but don’t wait for all students to develop a full solution. This is “think time.”	<input type="checkbox"/> Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared in a way that builds thinking. <input type="checkbox"/> Display and pose a sentence starter/question using session slides or Discourse Cards. <input type="checkbox"/> Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation. <input type="checkbox"/> Use Teacher’s Guide questions to prompt students to recognize, explain, and build on classmates’ reasoning and/or errors in a solution strategy.	<input type="checkbox"/> Connect student thinking with the Session Purpose using Ask/Listen For questions. <input type="checkbox"/> Early finishers? Use the Centers Library.
<input type="checkbox"/> Review the Apply It activity and what materials will be used. <input type="checkbox"/> Review the Error Alert in Develop session 1 of 2 and identify students who will most benefit from this opportunity before continuing to Develop session 2 of 2 and the Refine session. <input type="checkbox"/> Consider which sentence frames you will use to support children in their explanations of strategies.		
Centers and Differentiation Options —Choose two or three stations to use and gather the materials for each.		
Centers Student-Led Practice <input type="checkbox"/> Organize the lesson’s Student-Led Stations <ul style="list-style-type: none"> • Session Centers • Centers Library: Fluency or Skills Review 	Differentiation Teacher-Led Small Group <input type="checkbox"/> Differentiate in small groups to support needs observed during the Apply It activity <ul style="list-style-type: none"> • Teacher’s Guide Reteach Activity • Teacher’s Guide Extend Activity 	
Practice (<i>Choose 1 or 2</i>)		
<input type="checkbox"/> Independent Practice <input type="checkbox"/> Fluency and Skills	<input type="checkbox"/> Assignable Interactive Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Assignable <i>i-Ready</i> Interactive Tutorial	<input type="checkbox"/> Grade Level Games <input type="checkbox"/> Centers Library
Close	<input type="checkbox"/> Math Reflection	<input type="checkbox"/> Self-Reflection



PLANNING TEMPLATE
Develop
(Sessions 2–3)

Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Number Sense and Counting Activity

Show It Another Way

Quick Images

How Many?

Same and Different

Protocols for Engagement:

Differentiation: English Learners:

Try–Discuss–Connect *(Encourage students to compare and connect strategies. See Ask/Listen For guidance in the Teacher’s Guide.)*

Make Sense of the Problem Language Routine:

Three Reads

Say It Another Way

Notice and Wonder

Act It Out

Apply It *(What materials are recommended for this activity? See the Teacher’s Guide.)*

Student Workmat page, symbol, and color in Student Worktext:

Centers and Differentiation

Centers

Session Centers:

Centers Library:

Teacher-Led Small Group

Reteach

Extend

Practice

What practice options will you use to reinforce the learning?

Close

How will you support students in reflecting on their learning?



CHECKLIST
Refine
(Sessions 4–5)

Strengthen skills and understanding with in-class practice
Reteach, reinforce, and extend learning

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the **Number Sense and Counting activity**.
- Prepare to support English Learners.
- Download the Refine session slides. Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Session 4: Make Connections	Session 5: Analyze It	
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare recommended manipulatives. See the Math Toolkit in the Teacher’s Guide. <input type="checkbox"/> Display and introduce sentence frames. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the activity and make connections to the Lesson Objective(s) and Session Purpose. 	
Apply It Activity	Deepen Understanding	
<ul style="list-style-type: none"> <input type="checkbox"/> Preview the student workmat in the Student Worktext. <p>Children can continue the Apply It activity as a center.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the mini-lesson and make connections to the Lesson Objective(s) and Session Purpose. 	
Centers, Differentiation, and Practice	Assessment, Centers, and Practice	
<p>Read over the If/Then scenarios.</p> <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency <p>Once children are familiar with a center, the activity can be used independently with different content as the year progresses.</p> <p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Worktext <input type="checkbox"/> Digital Practice <input type="checkbox"/> Learning Game(s) 	<p>Assessment type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Activity-Based Assessment <input type="checkbox"/> Print Lesson Quiz <input type="checkbox"/> Assign Digital Comprehension Check (Form A/B) <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Reflection <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency 	<p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Worktext <input type="checkbox"/> Digital Practice <input type="checkbox"/> <i>i-Ready Personalized Instruction</i> <p>Review and prepare Post-Assessment Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach: Tools for Instruction <input type="checkbox"/> Reinforce: Learning Activities <input type="checkbox"/> Extend: Enrichment Activities
Close		
<ul style="list-style-type: none"> <input type="checkbox"/> Preview the Math Reflection and Self-Reflection. 		



Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Number Sense and Counting Activity

- Show It Another Way
 How Many?
 Quick Images
 Same and Different

Protocols for Engagement:

Differentiation: English Learners:

Session 4: Make Connections

Which manipulatives and sentence frames are suggested for this activity?

Session 5: Analyze It

Student Workmat page, symbol, and color in Student Worktext:

Student Workmat page, symbol, and color in Student Worktext:

Apply It Activity

Deepen Understanding

If/Then:

Assessments, Centers, Differentiation, and Practice

Student-Led Stations:

Lesson Reflection: Centers Library: Skill Review

Session Centers: Centers Library: Fluency

Which assessment did you choose?

- Activity-Based Assessment Lesson Quiz
 Digital Comprehension Check:
 Form A
 Form B

Which Independent Practice did you select?

- Student Worktext
 Interactive Digital Practice
 i-Ready Personalized Instruction (see Digital Correlations in Teacher Toolbox)

Student-Led Stations:

Lesson Reflection: Centers Library: Skill Review

Session Centers: Centers Library: Fluency

Which Independent Practice did you select?

- Student Worktext
 Interactive Digital Practice
 i-Ready Personalized Instruction

Close How will you support students in reflecting on their learning?



CHECKLIST

Explore

(Session 1)

Connect to and build prior knowledge
Introduce new lesson content

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

- Review the *Session Purpose* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
- Review the **Number Sense and Counting activity**.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download the presentation slides for *Session 1: Explore*.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

- Refer to **Grade-Level Planning (Prerequisites) report** groupings and use the *Recommendations* resources.
 - Review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
 - If there are multiple prerequisites, prioritize the Priority Prerequisite Skill or the most appropriate prerequisite skill.
 - Gather the associated resources to plan for stations.

- Review the **Discover It activity** and consider the following:
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
- Gather materials to prepare for **Discover It**.

- Review the **Investigate It activity**.
 - Will this activity be done on the carpet, at tables, or in small groups?
 - What signal will be used to get students' attention?
 - How will students know it is time to transition to a different activity/location?
- Gather materials to prepare for **Investigate It**.

- Choose **Build Concepts (Practice)** or **Grade-Level Planning (Prerequisites) Report Groupings**.
 - Build vocabulary and explore math concepts.
 - Use a graphic organizer to build vocabulary.

- Preview the **Math Reflection** and **Self-Reflection**.

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



Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Number Sense and Counting Activity

How Many?

Protocols for Engagement:

Differentiation: English Learners:

Discover It

Materials:

Investigate It

Materials:

Student Workmat page, symbol, and color in Student Worktext:

Build Concepts or Grade-Level Planning (Prerequisites) Report Groupings

Math Vocabulary:

Close

Family Letter

How will you support students in reflecting on their learning?

How will you share the family letter to support family engagement?



CHECKLIST
Develop
(Sessions 2–3)

**Build multidimensional understanding using rich tasks,
 problem solving, discourse, and multiple representations**
Explore new strategies and develop new learning

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

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the **Number Sense and Counting activity**.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download slides for the Develop sessions.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Try It	Discuss It	Connect It
Make Sense of the Problem Students make sense of the problem and persevere in solving them.	Select and Sequence Students share ideas with a partner, then discuss and compare teacher-selected strategies.	Compare and Connect Dive deeper into conceptual understanding and strategies.

Effective Practices

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use Language Routines to support students in making sense of the problem context. <input type="checkbox"/> Give students time to think, but don’t wait for all students to develop a full solution. This is “think time.” | <ul style="list-style-type: none"> <input type="checkbox"/> Circulate the room to observe student work, listen to discussions, and select and sequence the student strategies to be shared in a way that builds thinking. <input type="checkbox"/> Display and pose a sentence starter/question using session slides and Discourse Cards. <input type="checkbox"/> Display preselected student strategies, then provide individual think time and partner talk to build student ownership of making sense of each representation. <input type="checkbox"/> Prompt students to recognize, explain, and build on classmates’ reasoning and/or errors in a solution strategy. | <ul style="list-style-type: none"> <input type="checkbox"/> If no students represent the model shown on the Student Worktext page, connect the drawing and equation to the children’s models by having children identify how the strategies represent the math story. <input type="checkbox"/> Early finishers? Centers Library! |
|---|--|--|

- Review the **Apply It activity** and what materials will be used.
- Review the Error Alert in Develop session 1 of 2 and identify students who will most benefit from this opportunity before continuing to Develop session 2 of 2 and the Refine session.
- Consider which sentence frames you will use to support children in their explanations of strategies.

Centers and Differentiation Options—Choose two or three stations to use and gather the materials for each activity.

Centers | Student-Led Practice

- Organize the lesson’s Student-Led Stations: Session Centers, Centers Library: Fluency, Centers Library: Skill Review

Differentiation | Teacher-Led Small Group

- Differentiate in small groups to support needs observed during the Apply It activity: Reteach, Extend

Practice (Choose 1 or 2)

- Independent Practice
- Fluency and Skills

- Assignable Interactive Practice
- Learning Games
- Assignable *i-Ready* Interactive Tutorial

- Grade Level Games
- Centers Library

- Preview the Math Reflection and Self-Reflection.**

- Close**



PLANNING TEMPLATE

Develop

(Sessions 2–3)

Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Number Sense and Counting Activity

- Show It Another Way
 Quick Images
 Which One Doesn't Belong?

Protocols for Engagement:

Differentiation: English Learners:

Try–Discuss–Connect (Encourage students to compare and connect strategies. See Ask/Listen For guidance in the Teacher's Guide.)

Make Sense of the Problem Language Routine:

- Three Reads
 Say It Another Way
 Notice and Wonder
 Act It Out
- Co-Craft Questions

Model It/Teacher-Led:

Apply It (What materials are recommended for this activity? See the Teacher's Guide.)

Student Workmat page, symbol, and color in Student Worktext:

Centers, Differentiation, and Practice

Centers

Session Centers:

Centers Library:

Teacher-Led Small Group

- Reteach
 Extend

Practice

What practice options will you use to reinforce the learning?

Close

How will you support students in reflecting on their learning?



CHECKLIST
Refine
(Sessions 4–5)

Strengthen skills and understanding with in-class practice
Reteach, reinforce, and extend learning

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Number Sense/Data Talk and Counting activity.
- Prepare to support English Learners.
- Download the Refine session slides.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

Session 4: Make Connections	Session 5: Analyze It		
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare recommended manipulatives. See the Math Toolkit in the Teacher’s Guide. <input type="checkbox"/> Display and introduce sentence frames. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the activity and make connections to the Lesson Objectives and Session Purpose. 		
Centers, Differentiation, and Practice	Deepen Understanding		
<ul style="list-style-type: none"> <input type="checkbox"/> Read over the If/Then scenarios. <input type="checkbox"/> Preview the Check for Understanding. <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency <p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply It <input type="checkbox"/> Independent Practice <input type="checkbox"/> Digital Practice <input type="checkbox"/> Learning Game(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the mini-lesson and make connections to the Lesson Objectives and Session Purpose. <p>Assessment, Centers, and Practice</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Read over the If/Then scenarios. <input type="checkbox"/> Preview the Check for Understanding. <p>Assessment type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print Lesson Quiz <input type="checkbox"/> Assign Digital Comprehension Check (Form A/B) <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency </td> <td style="vertical-align: top;"> <p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> <i>i-Ready Personalized Instruction</i> <p>Review and prepare Post-Assessment Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach: Tools for Instruction <input type="checkbox"/> Reinforce: Learning Activities <input type="checkbox"/> Extend: Enrichment Activities </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> Read over the If/Then scenarios. <input type="checkbox"/> Preview the Check for Understanding. <p>Assessment type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print Lesson Quiz <input type="checkbox"/> Assign Digital Comprehension Check (Form A/B) <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency 	<p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> <i>i-Ready Personalized Instruction</i> <p>Review and prepare Post-Assessment Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach: Tools for Instruction <input type="checkbox"/> Reinforce: Learning Activities <input type="checkbox"/> Extend: Enrichment Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Read over the If/Then scenarios. <input type="checkbox"/> Preview the Check for Understanding. <p>Assessment type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Print Lesson Quiz <input type="checkbox"/> Assign Digital Comprehension Check (Form A/B) <p>Organize the lesson’s Student-Led Stations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Session Centers <input type="checkbox"/> Centers Library: Skill Review <input type="checkbox"/> Centers Library: Fluency 	<p>Explore and select Independent Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> <i>i-Ready Personalized Instruction</i> <p>Review and prepare Post-Assessment Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reteach: Tools for Instruction <input type="checkbox"/> Reinforce: Learning Activities <input type="checkbox"/> Extend: Enrichment Activities 		

Close

- Preview the **Math Reflection** and **Self-Reflection**.



Session Purpose		
How does the Session Purpose connect to the Lesson Objectives?		
Number Sense/Data Talk and Counting Activity		
<input type="checkbox"/> Which One Doesn't Belong <input type="checkbox"/> Data Talk		
Protocols for Engagement:	Differentiation: English Learners:	
Session 4: Make Connections <i>Which manipulatives and sentence frames are suggested for this activity?</i>	Session 5: Analyze It	
Student Workmat page, symbol, and color in Student Worktext:	Student Workmat page, symbol, and color in Student Worktext:	
Apply It Activity	Deepen Understanding	
If/Then:		
Centers, Differentiation, and Practice	Assessments, Centers, and Practice	
Teacher-Led Small Group Check for Understanding: Student-Led Stations: Session Centers: Centers Library: Skill Review Centers Library: Fluency Which Independent Practice did you select? <input type="checkbox"/> Apply It <input type="checkbox"/> Digital Practice (Assignable) <input type="checkbox"/> Learning Game(s) <input type="checkbox"/> <i>i-Ready Personalized Instruction</i> (see Digital Correlations in Teacher Toolbox)	Which assessment did you choose? <input type="checkbox"/> Lesson Quiz <input type="checkbox"/> Digital Comprehension Check: <input type="checkbox"/> Form A <input type="checkbox"/> Form B Student-Led Stations: Session Centers: Centers Library: Skill Review Centers Library: Fluency	Which Independent Practice did you select? <input type="checkbox"/> Apply It <input type="checkbox"/> Independent Practice <input type="checkbox"/> Digital Practice (Interactive Practice) Post-Assessment Differentiation <input type="checkbox"/> Reteach: Tools for Instruction <input type="checkbox"/> Reinforce: Learning Activities <input type="checkbox"/> Extend: Enrichment Activities
Close		
How will you support students in reflecting on their learning?		

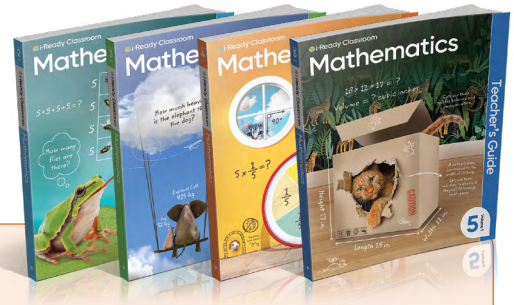
Notes

Quick-Start Guide:
Grades 2–5

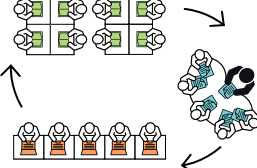
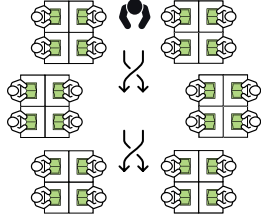


Overview of a Lesson Grades 2–5

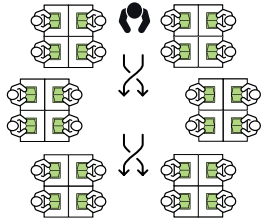
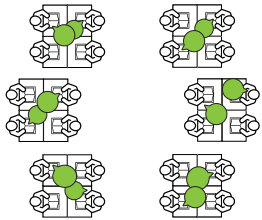
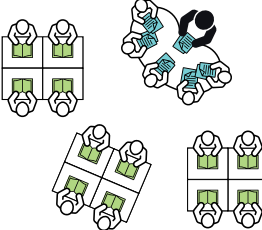
The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics* is intended to be flexible based on the needs of students to accomplish learning goals.



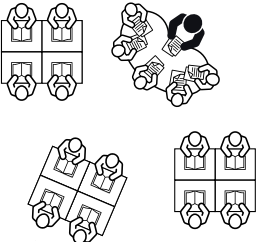
Explore 1 DAY	<ul style="list-style-type: none"> • Connect to prior knowledge • Introduce new lesson content
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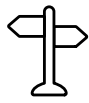
Start Activity	Connect to Prior Knowledge	Whole Class Exploration
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<ul style="list-style-type: none"> • Address prerequisite skills based on Grade-Level Planning (Prerequisites) report • Whole class or small groups 	<p>See <i>Teacher's Guide</i></p> 

Develop 1–3 DAYS	<ul style="list-style-type: none"> • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
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Start Activity	Try–Discuss–Connect Framework		
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<p>Student Processing Time</p> 	<p>Student-Centered Math Discussions</p> 	<p>Deepen Learning and Practice</p> 

Refine 1 DAY	<ul style="list-style-type: none"> • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
------------------------	--

Start Activity	Differentiation—Practice and Centers
<ul style="list-style-type: none"> • Check for Understanding • Error Analysis 	<p>Student-Led Options: Center Activities (current or Prerequisite Lessons), Enrichment Activities, Unit Games (on-grade level to review, prerequisites to accelerate to grade level), Grade Level Games (Grades K–2)</p> <p>Teacher-Led Options: Teacher's Guide Activities, Tools for Instruction, Center Activities, Interactive Tutorials (current or Prerequisite Lessons)</p> <p>Independent Options: Refine Practice (Student Worktext), Fluency and Skills Practice, Digital Learning Games, <i>i-Ready Personalized Instruction</i></p>



ADDRESSING PREREQUISITES

Guidance for Grade-Level Planning (Prerequisites) Report

The Grade-Level Planning (Prerequisites) report is a powerful data tool available to support your on-grade level instruction. This report identifies learning needs and suggests student groups that align with each *i-Ready Classroom Mathematics* unit, eliminating the need to assess students before the unit. The data in this report is derived directly from your students' Diagnostic results.

As you plan a unit or lesson, you should use the information provided in the Grade-Level Planning (Prerequisites) report to inform plans for whole class instruction and make strategic choices about instructional resources to be used with small groups as needed.

Use this report to see a picture of students' learning needs in relation to the grade-level content of the *i-Ready Classroom Mathematics* unit selected, including:

A. Use the **top navigation dropdown** to select a *i-Ready Classroom Mathematics* unit and set of lessons within the unit as the focus for the report.

B. **Know the Math** provides an overview of the concept and skills developed throughout the unit and links to the **Unit Flow and Progression Video** and **Learning Progression** for deeper understanding of the mathematics content.

C. **Identify Class Prerequisite Needs** provides a high-level overview of whole class readiness for the selected lessons.

C1. **Maximize Whole Class Instruction** includes resources such as **Unit and Lesson Support** for on-the-spot teaching tips to scaffold grade-level instruction or the **Yearly Pacing for Prerequisites** with suggestions to consolidate or adjust lessons in the unit to further address prerequisite skills.

C2. **Understand Grouping** provides information from the Diagnostic Assessment as context for students' Unit Group placements.

D. **Prerequisite Skills for Upcoming Instruction**

details prerequisite skills for the content in the lesson(s). Students are separated into three or four groups based on their results from the most recent Diagnostic. Individual student names are displayed by clicking the group name. Within each group, the data indicates which students have likely acquired each skill (Likely Acquired), may need monitoring and support of the skill (Monitor and Support), or may benefit from more significant work on a skill (In-Depth Review).

D1. The **Priority Prerequisite Skill** indicates that this prerequisite skill is a key skill students will build upon in the lesson(s). If students need support with numerous prerequisite skills, teachers may wish to focus their efforts on this skill to optimize instructional time and stay on track with suggested pacing guidelines.

D2. **View Resources** links to recommendations of instructional resources, organized by each lesson within the unit. Use these resources to address prerequisite skill needs with students as time permits.

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

- Review the *Session Purpose* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
 - Review the Start: Math Talk.
 - Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
 - Download the presentation slides for the Explore session.
 - Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.
-
- Refer to **Grade-Level Planning (Prerequisites) report** groupings and use the *Recommendations* resources.
 - Review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
 - If there are multiple prerequisites, prioritize the Priority Prerequisite Skill or the most appropriate prerequisite skill.
 - Gather the associated resources to plan for stations.
-
- Whole Class:** Introduce new lesson content. Students build on prior knowledge and prerequisite skills.
-
- | | | |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Try It: Review the Language Routine to support students to make sense of the problem. | <ul style="list-style-type: none"> <input type="checkbox"/> Discuss It: Review the Support Partner Discussion and Facilitate Whole Class Discussion guidance. | <ul style="list-style-type: none"> <input type="checkbox"/> Connect It: Review the Look Back/Look Ahead and Differentiation guidance. |
|---|---|---|
-
- Exit Ticket**
-
- Additional Practice/Homework**
 - Develop Math Language
 - Deepen Prerequisite Knowledge
-
- Consider how families will access the **Family Letter:**
 - Student Worktext
 - Family Resources via Student eBook (multiple languages available)

Session Purpose		
How does the Session Purpose connect to the Lesson Objectives?		
Start: Math Talk		
<input type="checkbox"/> Which One Doesn't Belong? <input type="checkbox"/> Which Would You Rather? <input type="checkbox"/> Always, Sometimes, Never <input type="checkbox"/> Same and Different	Protocols for Engagement:	
	Differentiation: English Learners:	
Student-Led Options <i>(Choose One)</i>	Independent Options <i>(Choose One)</i>	
<input type="checkbox"/> Prerequisite Center Activities (Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.) <input type="checkbox"/> Prerequisite Enrichment Activities (under the Extend column on the Teacher Toolbox)	<input type="checkbox"/> Prerequisite Fluency and Skills Practice (in Develop sessions on the Teacher Toolbox) <input type="checkbox"/> Prerequisite Interactive (i.e., digital) Practice	<input type="checkbox"/> Prerequisite Learning Games <input type="checkbox"/> Prerequisite <i>i-Ready</i> Personalized Instruction lessons (if available for pilot)
Teacher-Led Options <i>(Choose One)</i>	Whole Class	
<input type="checkbox"/> Prerequisite Tools for Instruction (under the Reteach column on the Teacher Toolbox) <input type="checkbox"/> Prerequisite Interactive Tutorials (under Interactive Tutorials on the Teacher Toolbox)	<input type="checkbox"/> Try It: How will you support students to make sense of the problem? <input type="checkbox"/> Discuss It: How will you support Partner/Whole Class Discussion? <input type="checkbox"/> Connect It: How will you support students to make connections with Look Back/Look Ahead?	
Prerequisites Practice Options		
<input type="checkbox"/> Additional Practice pages <input type="checkbox"/> Fluency and Skills <input type="checkbox"/> Assignable Interactive Practice	<input type="checkbox"/> Fluency Flight <input type="checkbox"/> Learning Games	<input type="checkbox"/> Unit Games <input type="checkbox"/> Center Activities (on/above/below)

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

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download slides for the Develop sessions.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

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

Make Sense of the Problem

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

Solve and Support Thinking

- Provide access to and encourage the use of tools and manipulatives from the Teacher’s Guide, allowing students to choose their preferred method for solving.

Effective Practices

- Use Language Routines to support students in making sense of the problem context.
- Give students time to think, but don’t wait for all students to develop a full solution.

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

Share Your Thinking with a Partner

- Circulate to observe student work and select and sequence student strategies to be shared.
- Students discuss their strategy and a partner’s strategy in preparation for whole class discussion, including why it is reasonable in the context of the problem and defending their thinking verbally and using representations.
- Students show they are listening by rephrasing and asking questions of classmates to clarify understanding and discuss similarities and differences.

Compare and Connect: Class and Picture/Model It Strategies

- Lead students in analyzing preselected strategies by facilitating whole class discussions and making connections between shared approaches.

Effective Practices

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

Connect It: Dive deeper into conceptual understanding and strategies.

Make Connections and Reflect

- Display the Picture It and Model It slides and ask the aligned questions in the Teacher’s Guide, if not shared during Discuss It.
- Select one to two key Connect It questions for students to complete verbally and/or in writing (e.g., whole class, pairs).
- Facilitate discussion to reflect on the math models and strategies.

Apply Your Thinking to a New Problem

- Students practice what they learned by answering Apply It problems.
- Make the Hands-On or Visual Activities available to all students to build student ownership.

Effective Practices

- Integrate a few of the Connect It questions into the Discuss It section.
- Early finishers? Get ahead by providing all students the lesson-specific Enrichment Activity.
- For Additional Practice: See the green Practice pages in the Student Worktext.

Practice & Assessment

- | | | |
|--|---|---|
| <input type="checkbox"/> Apply It Problems | <input type="checkbox"/> Fluency Flight | <input type="checkbox"/> Center Activities (on/above/below) |
| <input type="checkbox"/> Additional Practice pages | <input type="checkbox"/> Learning Games | <input type="checkbox"/> Enrichment Activities |
| <input type="checkbox"/> Fluency and Skills | <input type="checkbox"/> Unit Games | <input type="checkbox"/> Exit Ticket |
| <input type="checkbox"/> Assignable Interactive Practice | | <input type="checkbox"/> Comprehension Check |



PLANNING TEMPLATE

Develop

Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Start: Math Talk

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

Protocols for Engagement:

Differentiation: English Learners:

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

Make Sense of the Problem

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

Solve and Support Thinking

Which manipulatives are recommended for this session (see Teacher's Guide)?

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

Share Your Thinking with a Partner

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

Compare and Connect: Class and Picture/Model It Strategies

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

Connect It: Dive deeper into conceptual understanding and strategies.

Make Connections and Reflect on What You Have Learned

How will you use the Connect It questions to support students in making connections and reflecting on their learning?

Apply Your Thinking to a New Problem

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

Practice

What practice options will you use to reinforce the learning?

Assessment

What assessment options will you use to inform instruction?

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk/Check for Understanding.
- Prepare to support English Learners.
- Review Check for Understanding and Error Analysis in your Teacher’s Guide.
- Review the Example and Apply It.
- Download the Refine session slides.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

- Prepare stations** and see Differentiated Instruction options for Reteach, Extend, Reinforce, and Personalize guidance in the Teacher’s Guide.
- To further differentiate, **locate the current grade-level lesson in Teacher Toolbox** and review **Math Center Activities** and **Enrichment Activities**.
- See **Program Implementation** to review and select the current grade-level **Digital Resource Correlations** showing the lesson associated to assign.
 - Learning Games Correlations
 - Interactive Practice Correlations
 - Prerequisite Interactive Tutorials Correlations
 - *i-Ready* Lesson Correlations

Student-Led Options	Independent Options	Whole Class/Teacher-Led Options
<ul style="list-style-type: none"> <input type="checkbox"/> Center Activities (Choose from on/below/above-level versions available under Math Center Activities on the Teacher Toolbox.) <input type="checkbox"/> Games (under the Program Implementation tab on the Grades K–2 Teacher Toolbox) <input type="checkbox"/> Enrichment Activities (under the Extend column on the Teacher Toolbox) <input type="checkbox"/> Unit Games for prior units or grades (in the End of Unit resources on the Teacher Toolbox) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Worktext Refine practice <input type="checkbox"/> Fluency and Skills Practice (in Develop sessions on the Teacher Toolbox) <input type="checkbox"/> Interactive (i.e., digital) Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Cumulative Practice (see Beginning of Unit resources on the Teacher Toolbox and in the back of the Student Worktext) <input type="checkbox"/> <i>i-Ready Personalized Instruction lessons</i> (if available for pilot) 	<ul style="list-style-type: none"> <input type="checkbox"/> Hands-On Activity in the Teacher’s Guide <input type="checkbox"/> Challenge Activity in the Teacher’s Guide <input type="checkbox"/> Tools for Instruction in Teacher Toolbox <input type="checkbox"/> Interactive Tutorial in Teacher Toolbox
Practice and Assessment		
<ul style="list-style-type: none"> <input type="checkbox"/> Refine Practice Pages <input type="checkbox"/> Fluency and Skills <input type="checkbox"/> Assignable Interactive Practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Fluency Flight <input type="checkbox"/> Learning Games <input type="checkbox"/> Unit Games 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Center Activities (on/above/below) <input type="checkbox"/> Enrichment Activity <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Comprehension Check

Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Start: Math Talk/Check for Understanding

- Check for Understanding
- Error Analysis

Protocols for Engagement:

Differentiation: English Learners:

Example and Apply It

How will you guide students in understanding the example and then applying their understandings?

Practice

What practice options will you use to reinforce the learning?

Assessment

What assessment options will you use to inform instruction?

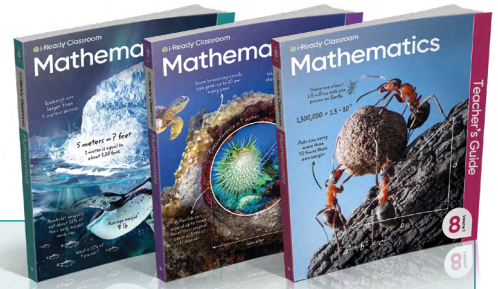
Notes

Quick-Start Guide:
Grades 6–8



Overview of a Lesson Grades 6–8

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



Explore 1 DAY	<ul style="list-style-type: none"> • Connect to prior knowledge • Introduce new lesson content
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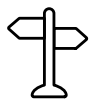
Start Activity	Connect to Prior Knowledge	Whole Class Exploration
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<ul style="list-style-type: none"> • Address prerequisite skills based on Grade-Level Planning (Prerequisites) report • Whole class or small groups 	<p>See Teacher's Guide</p>

Develop 1–3 DAYS	<ul style="list-style-type: none"> • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
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Start Activity	Try–Discuss–Connect Framework		
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<p>Student Processing Time</p>	<p>Student-Centered Math Discussions</p>	<p>Deepen Learning and Practice</p>

Refine 1 DAY	<ul style="list-style-type: none"> • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
------------------------	--

Start Activity	Differentiation—Practice and Centers
<ul style="list-style-type: none"> • Check for Understanding • Error Analysis 	<p>Student-Led Options: Center Activities (current or Prerequisite Lessons), Enrichment Activities, Unit Games (on-grade level to review, prerequisites to accelerate to grade level)</p> <p>Teacher-Led Options: Teacher's Guide Activities, Tools for Instruction, Center Activities, Interactive Tutorials (current or Prerequisite Lessons)</p> <p>Independent Options: Refine Practice (Student Worktext), Fluency and Skills Practice, Digital Learning Games, <i>i-Ready Personalized Instruction</i></p>



ADDRESSING PREREQUISITES

Guidance for Grade-Level Planning (Prerequisites) Report

The Grade-Level Planning (Prerequisites) report is a powerful data tool available to support your on-grade level instruction. This report identifies learning needs and suggests student groups that align with each *i-Ready Classroom Mathematics* unit, eliminating the need to assess students before the unit. The data in this report is derived directly from your students' Diagnostic results.

As you plan a unit or lesson, you should use the information provided in the Grade-Level Planning (Prerequisites) report to inform plans for whole class instruction and make strategic choices about instructional resources to be used with small groups as needed.

Use this report to see a picture of students' learning needs in relation to the grade-level content of the *i-Ready Classroom Mathematics* unit selected, including:

- A. Use the **top navigation dropdown** to select a *i-Ready Classroom Mathematics* unit and set of lessons within the unit as the focus for the report.
- B. **Know the Math** provides an overview of the concept and skills developed throughout the unit and links to the **Unit Flow and Progression Video** and **Learning Progression** for deeper understanding of the mathematics content.
- C. **Identify Class Prerequisite Needs** provides a high-level overview of whole class readiness for the selected lessons.

C1. **Maximize Whole Class Instruction** includes resources such as **Unit and Lesson Support** for on-the-spot teaching tips to scaffold grade-level instruction or the **Yearly Pacing for Prerequisites** with suggestions to consolidate or adjust lessons in the unit to further address prerequisite skills.

C2. **Understand Grouping** provides information from the Diagnostic Assessment as context for students' Unit Group placements.

- D. **Prerequisite Skills for Upcoming Instruction** details prerequisite skills for the content in the lesson(s). Students are separated into three or four groups based on their results from the most recent Diagnostic. Individual student names are displayed by clicking the group name. Within each group, the data indicates which students have likely acquired each skill (Likely Acquired), may need monitoring and support of the skill (Monitor and Support), or may benefit from more significant work on a skill (In-Depth Review).

D1. The **Priority Prerequisite Skill** indicates that this prerequisite skill is a key skill students will build upon in the lesson(s). If students need support with numerous prerequisite skills, teachers may wish to focus their efforts on this skill to optimize instructional time and stay on track with suggested pacing guidelines.

D2. **View Resources** links to recommendations of instructional resources, organized by each lesson within the unit. Use these resources to address prerequisite skill needs with students as time permits.



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

- Review the *Session Purpose* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
 - Review the Start: Math Talk.
 - Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
 - Download the presentation slides for the Explore session.
 - Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.
-
- Refer to **Grade-Level Planning (Prerequisites) report** groupings and use the *Recommendations* resources.
 - Review the *Overview* section that indicates which prerequisite skills are directly connected to each of the upcoming lessons.
 - If there are multiple prerequisites, prioritize the Priority Prerequisite Skill or the most appropriate prerequisite skill.
 - Gather the associated resources to plan for stations.
-
- Whole Class:** Introduce new lesson content. Students build on prior knowledge and prerequisite skills.
-
- | | | |
|---|---|---|
| <input type="checkbox"/> Try It: Review the Language Routine to support students to make sense of the problem. | <input type="checkbox"/> Discuss It: Review the Support Partner Discussion and Facilitate Whole Class Discussion guidance. | <input type="checkbox"/> Connect It: Review the Look Back/Look Ahead and Differentiation guidance. |
|---|---|---|
-
- Exit Ticket**
-
- Additional Practice/Homework**
 - Develop Math Language
 - Deepen Prerequisite Knowledge
-
- Consider how families will access the **Family Letter:**
 - Student Worktext
 - Family Resources via Student eBook (multiple languages available)

Lesson Objectives	
How does the Session Purpose connect to the Lesson Objectives?	
Start: Math Talk	
<input type="checkbox"/> Which One Doesn't Belong? <input type="checkbox"/> Which Would You Rather? <input type="checkbox"/> Always, Sometimes, Never <input type="checkbox"/> Same and Different	Protocols for Engagement: Differentiation: English Learners:
Student-Led Options <i>(Choose One)</i>	Independent Options <i>(Choose One)</i>
<input type="checkbox"/> Prerequisite Center Activities (Choose from on-level, below-level, and above-level versions available under Math Center Activities on the Teacher Toolbox.) <input type="checkbox"/> Prerequisite Enrichment Activities (under the Extend column on the Teacher Toolbox)	<input type="checkbox"/> Prerequisite Fluency and Skills Practice (in Develop sessions on the Teacher Toolbox) <input type="checkbox"/> Prerequisite Interactive (i.e., digital) Practice <input type="checkbox"/> Prerequisite Learning Games <input type="checkbox"/> Prerequisite <i>i-Ready</i> Personalized Instruction lessons (if available for pilot)
Teacher-Led Options <i>(Choose One)</i>	Whole Class
<input type="checkbox"/> Prerequisite Tools for Instruction (under the Reteach column on the Teacher Toolbox) <input type="checkbox"/> Prerequisite Interactive Tutorials (under Interactive Tutorials on the Teacher Toolbox)	<input type="checkbox"/> Try It: How will you support students to make sense of the problem? <input type="checkbox"/> Discuss It: How will you support Partner/Whole Class Discussion? <input type="checkbox"/> Connect It: How will you support students to make connections with Look Back/Look Ahead?
Prerequisites Practice Options	
<input type="checkbox"/> Additional Practice pages <input type="checkbox"/> Fluency and Skills	<input type="checkbox"/> Assignable Interactive Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Center Activities (on/above/below)

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

- Review the *Session Purpose* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download the presentation slides for the Develop session.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

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

Make Sense of the Problem

- Select one of the language routines to build student ownership of reading the problem and building their understanding of the problem before attempting to solve: Three Reads, Notice and Wonder, Co-Craft Questions, Say It Another Way.

Solve and Support Thinking

- Provide access to and encourage the use of tools and manipulatives from the Teacher's Guide, allowing students to choose their preferred method for solving.

Effective Practices

- Use Language Routines to support students in making sense of the problem context.
- Give students time to think, but don't wait for all students to develop a full solution.

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

Share Your Thinking with a Partner

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

**Compare and Connect:
Class and Picture/Model It
Strategies**

- Lead students in analyzing preselected strategies by facilitating whole class discussions and making connections between shared approaches.

Effective Practices

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

Connect It: Dive deeper into conceptual understanding and strategies.

Make Connections and Reflect

- Display the Picture It and Model It slides and ask the aligned questions in the Teacher's Guide, if not shared during Discuss It.
- Select one to two key Connect It questions for students to complete verbally and/or in writing (e.g., whole class, pairs).
- Facilitate discussion to reflect on the math models and strategies.

**Apply Your Thinking to a New
Problem**

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

Effective Practices

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

Practice and Assessment

- | | | |
|--|---|--|
| <input type="checkbox"/> Apply It Problems | <input type="checkbox"/> Learning Games | <input type="checkbox"/> Enrichment Activity |
| <input type="checkbox"/> Additional Practice pages | <input type="checkbox"/> Unit Games | <input type="checkbox"/> Exit Ticket |
| <input type="checkbox"/> Fluency and Skills | <input type="checkbox"/> Center Activities (on/above/
below) | <input type="checkbox"/> Comprehension Check |
| <input type="checkbox"/> Assignable Interactive Practice | | |



PLANNING TEMPLATE

Develop

Session Purpose	
How does the Session Purpose connect to the Lesson Objectives?	
Start: Math Talk	
<input type="checkbox"/> Which One Doesn't Belong? <input type="checkbox"/> Which Would You Rather? <input type="checkbox"/> Always, Sometimes, Never <input type="checkbox"/> Same and Different <input type="checkbox"/> Data Talk	Protocols for Engagement:
	Differentiation: English Learners:
Try It: Students make sense of the problem and persevere in solving them.	
Make Sense of the Problem <i>Which language routine will you use (see Teacher's Guide)?</i>	Solve and Support Thinking <i>Which manipulatives are recommended for this session (see Teacher's Guide)?</i>
Discuss It: Students share ideas with a partner, then discuss and compare teacher-selected strategies.	
Share Your Thinking with a Partner <i>Which student strategies are best to select for class analysis (see Select and Sequence Strategies guidance in the Teacher's Guide)?</i>	Compare and Connect: Class and Picture/Model It Strategies <i>Which recommended questions from the Teacher's Guide will you use?</i>
Connect It: Dive deeper into conceptual understanding and strategies.	
Make Connections and Reflect on What You Have Learned <i>How will you use the Connect It questions to support students in making connections and reflecting on their learning?</i>	Apply Your Thinking to a New Problem <i>Will students complete the Apply It practice with a partner or independently?</i>
Practice	Assessment
<i>What practice options will you use to reinforce the learning?</i>	<i>What assessment options will you use to inform instruction?</i>

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- Review the *Session Purpose* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk/Check for Understanding.
- Prepare to support English Learners.
- Review Check for Understanding and Error Analysis in your Teacher’s Guide.
- Review the Example and Apply It.
- Download the Refine session slides.
- Decide which questions in the slide notes you would like to ask the class. You may want to add the question to the slide as a reminder.

- Prepare groups** and see Differentiated Instruction options for Reteach, Extend, Reinforce, and Personalize guidance in the Teacher’s Guide.
- To further differentiate, **locate the current grade-level lesson in Teacher Toolbox** and review **Math Center Activities** and **Enrichment Activities**.
- See **Program Implementation** to review and select the current grade-level **Digital Resource Correlations** showing the lesson associated to assign.
 - Learning Games Correlations
 - Interactive Practice Correlations
 - Prerequisite Interactive Tutorials Correlations
 - *i-Ready* Lesson Correlations

Student-Led Options	Independent Options	Whole Class/Teacher-Led Options
<ul style="list-style-type: none"> <input type="checkbox"/> Center Activities (Choose from on/below/above-level versions available under Math Center Activities on the Teacher Toolbox.) <input type="checkbox"/> Games (under the Program Implementation tab on the Grades K–2 Teacher Toolbox) <input type="checkbox"/> Enrichment Activities (under the Extend column on the Teacher Toolbox) <input type="checkbox"/> Unit Games for prior units or grades (in the End of Unit resources on the Teacher Toolbox) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Worktext Refine practice <input type="checkbox"/> Fluency and Skills Practice (in Develop sessions on the Teacher Toolbox) <input type="checkbox"/> Interactive (i.e., digital) Practice <input type="checkbox"/> Learning Games <input type="checkbox"/> Cumulative Practice (see Beginning of Unit resources on the Teacher Toolbox and in the back of the Student Worktext) <input type="checkbox"/> <i>i-Ready</i> Personalized Instruction lessons (if available for pilot) 	<ul style="list-style-type: none"> <input type="checkbox"/> Hands-On Activity in the Teacher’s Guide <input type="checkbox"/> Challenge Activity in the Teacher’s Guide <input type="checkbox"/> Tools for Instruction in Teacher Toolbox <input type="checkbox"/> Interactive Tutorial in Teacher Toolbox

Practice and Assessment

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Refine Practice Pages | <input type="checkbox"/> Fluency Flight | <input type="checkbox"/> Lesson Center Activities (on/above/below) | <input type="checkbox"/> Enrichment Activity |
| <input type="checkbox"/> Fluency and Skills | <input type="checkbox"/> Learning Games | | <input type="checkbox"/> Exit Ticket |
| <input type="checkbox"/> Assignable Interactive Practice | <input type="checkbox"/> Unit Games | | <input type="checkbox"/> Comprehension Check |



PLANNING TEMPLATE
Refine

Session Purpose

How does the Session Purpose connect to the Lesson Objectives?

Start: Math Talk/Check for Understanding

- Check for Understanding
- Error Analysis

Protocols for Engagement:

Differentiation: English Learners:

Example and Apply It

How will you guide students in understanding the example and then applying their understandings?

Practice

What practice options will you use to reinforce the learning?

Assessment

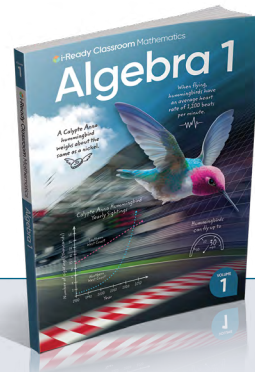
What assessment options will you use to inform instruction?

Quick-Start Guide: Algebra 1

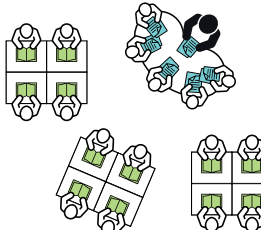
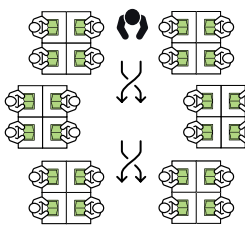


Overview of an Algebra 1 Lesson

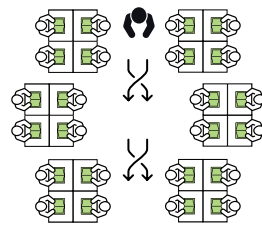
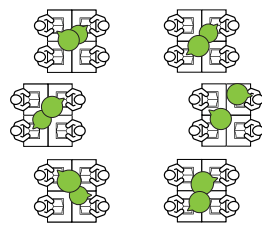
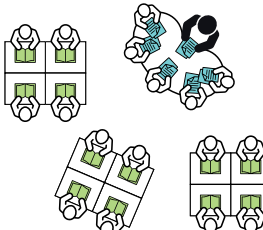
The images shown are an example of how each day of instruction might look. However, *i-Ready Classroom Mathematics Algebra 1* is intended to be flexible based on the needs of students to accomplish learning goals.



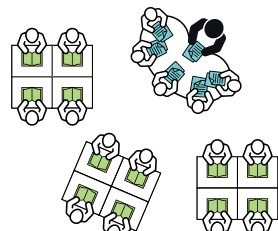
Explore 1 DAY	<ul style="list-style-type: none"> • Connect to prior knowledge • Introduce new lesson content
-------------------------	--

Start Activity	Connect to Prior Knowledge	Whole Class Exploration
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<ul style="list-style-type: none"> • Address prerequisite skills based on Grade-Level Planning (Prerequisites) report • Whole class or small groups 	<p>See <i>Teacher's Guide</i></p> 

Develop 1-4 DAYS	<ul style="list-style-type: none"> • Build multidimensional understanding using rich tasks, problem solving, discourse, and multiple representations • Practice new skills and apply new learning
----------------------------	---

Start Activity	Try-Discuss-Connect Framework		
<ul style="list-style-type: none"> • Always, Sometimes, Never • Same and Different • Which One Doesn't Belong? • Which Would You Rather? 	<p>Student Processing Time</p> 	<p>Student-Centered Math Discussions</p> 	<p>Deepen Learning, Differentiation, and Practice</p> 

Refine 1 DAY	<ul style="list-style-type: none"> • Strengthen skills and understanding with in-class practice time • Reteach, reinforce, and extend learning
------------------------	--

Start Activity	Differentiation and Practice Options
<ul style="list-style-type: none"> • Check for Understanding • Error Analysis 	 <p>Student-Led Options: Center Activities and Enrichment Activities</p> <p>Teacher-Led Options: Teacher's Guide Activities, Tools for Instruction, and Center Activities</p> <p>Independent Options: Practice Pages, Fluency and Skills Practice, Unit Review, Digital Practice, and Cumulative Practice</p>



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

- Review the *Session Overview* in the **Teacher's Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download the presentation slides for the Explore session.

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

- Whole Class:** Introduce new lesson content. Students build on prior knowledge and prerequisite skills.

- Try It:** Review the Language Routine to support students to make sense of the problem.

- Discuss It:** Review the Support Partner Discussion and Facilitate Whole Class Discussion guidance.

- Connect It:** Review the Look Back/Look Ahead and Key Idea with Differentiation guidance.

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

- Exit Ticket**

- Additional Practice/Homework**

- Develop Math Language
- Deepen Prerequisite Knowledge
- Practice (Green Pages)
- Fluency and Skills Practice (in the Teacher Toolbox)
- Extra Practice (at the end of the lesson)
- Cumulative Practice (at the end of the volume)

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



Session Purpose

How does the Session Learning Target connect to the Lesson Objectives?

Start: Math Talk

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

Protocols for Engagement:

Differentiation: English Learners:

Student-Led Options <i>(Choose One)</i>	Independent Options <i>(Choose One)</i>	Teacher-Led Options
<input type="checkbox"/> Center Activities (under Math Center Activities on the Teacher Toolbox) <input type="checkbox"/> Enrichment Activities (under the Extend column on the Teacher Toolbox)	<input type="checkbox"/> Fluency and Skills Practice (on the Teacher Toolbox) <input type="checkbox"/> Practice Pages (in the Student Worktext)	<input type="checkbox"/> Tools for Instruction (under the Reteach column on the Teacher Toolbox)

Whole Class

Try It: How will you support students to make sense of the problem?

Connect It: How will you support students to make connections with Look Back/Look Ahead?

Discuss It: How will you support Partner Discussion?

How will you use the graphic organizer to build students' use of math terms and academic language?

How will you support whole class discussions?

Review the Key Idea and consider the Differentiation Activity?

Practice Options	Desmos Graphing Calculator Quick Connect (when applicable)
<input type="checkbox"/> Practice pages <input type="checkbox"/> Fluency and Skills	<input type="checkbox"/> Consider how students will engage with the specific problem. (They can complete the problem in their Student Worktext, use the Desmos Graphing Calculator Quick Connect, or both.)



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

- Review the *Session Overview* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk.
- Prepare to increase engagement by incorporating **Protocols for Engagement** and **Differentiation: English Learners**.
- Download the presentation slides for the Develop session.

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

Make Sense of the Problem

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

Solve and Support Thinking

- Provide access to and encourage the use of tools and manipulatives from the Teacher’s Guide, allowing students to choose their preferred method for solving.

Effective Practices

- Use Language Routines to support students in making sense of the problem context.
- Give students time to think, but don’t wait for all students to develop a full solution.

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

Share Your Thinking with a Partner

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

Compare and Connect: Class and Picture/Model It Strategies

- Lead students in analyzing preselected strategies by facilitating whole class discussions and making connections between shared approaches.
- Display the Picture It/Model It/Analyze It slides and use questions from the Teacher’s Guide.

Effective Practices

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

Connect It: Dive deeper into conceptual understanding and strategies.

Make Connections and Reflect

- Engage students in the Connect It questions to make math connections.
- Facilitate discussion to reflect on the math models and strategies.

Apply Your Thinking to a New Problem

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

Effective Practices

- Use the Connect It questions flexibly as some may have been discussed during the Discuss It.
- Provide the lesson-specific Enrichment Activity to all students.
- Use the green Additional Practice pages in the Student Worktext as needed.

Practice and Assessment

- Apply It Problems
- Practice pages
- Fluency and Skills Practice
- Digital Practice
- Exit Ticket

Desmos Graphing Calculator

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



PLANNING TEMPLATE
Develop

Session Purpose	
How does the Session Learning Target connect to the Lesson Objectives?	
Start: Math Talk	
<input type="checkbox"/> Which One Doesn't Belong? <input type="checkbox"/> Which Would You Rather? <input type="checkbox"/> Always, Sometimes, Never <input type="checkbox"/> Same and Different	Protocols for Engagement: Differentiation: English Learners:
Try It: Students make sense of the problem and persevere in solving them.	
Make Sense of the Problem <i>Which language routine will you use (see Teacher's Guide)?</i>	Solve and Support Thinking <i>How will you support students in solving and supporting their thinking?</i>
Discuss It: Students share ideas with a partner, then discuss and compare teacher-selected strategies.	
Share Your Thinking with a Partner <i>Which student strategies are best to select for class analysis (see Select and Sequence Strategies guidance in the Teacher's Guide)?</i>	Compare and Connect: Class and Picture/Model It Strategies <i>Which recommended questions from the Teacher's Guide will you use?</i>
Connect It: Dive deeper into conceptual understanding and strategies.	
Make Connections and Reflect on What You Have Learned <i>Which Connect It questions will you address as a class?</i>	Apply Your Thinking to a New Problem <i>Will students complete the Apply It practice with a partner or independently?</i>
Practice	Assessment
<i>What practice options will you use to reinforce the learning?</i>	<i>What assessment options will you use to inform instruction?</i>



CHECKLIST Refine

Strengthen skills and understanding with in-class practice Reteach, reinforce, and extend learning

As you prepare for the Refine sessions, review this guide to focus on grade-level differentiation and cumulative lesson practice while filling out your planning template.

- Review the *Session Overview* in the **Teacher’s Guide** and determine how it supports the Lesson Objective(s).
- Review the Start: Math Talk/Check for Understanding.
- Prepare to support English Learners.
- Review Check for Understanding.
- Review the Example and Apply It.
- Use the Start Activity and the Differentiation Guidance on the Session Overview to identify differentiated activities from the options below.
- Download the Refine session slides.

Student-Led Options	Independent Options	Whole Class/Teacher-Led Options
<ul style="list-style-type: none"> <input type="checkbox"/> Center Activities (available under Math Center Activities on the Teacher Toolbox.) <input type="checkbox"/> Enrichment Activities (under the Extend column on the Teacher Toolbox) 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply It Practice <input type="checkbox"/> Practice Pages <input type="checkbox"/> Fluency and Skills Practice <input type="checkbox"/> Digital Practice <input type="checkbox"/> Cumulative Practice <input type="checkbox"/> Unit Review 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiation Activities (Reteach, Reinforce, and Extend) <input type="checkbox"/> Tools for Instruction (in Teacher Toolbox)

Practice and Assessment

- Review Math Journal and Self-Check
- Review Assessment Options
 - Lesson Quiz (print)
 - Comprehension Check (digital)



Session Purpose

How does the Session Overview connect to the Lesson Objectives?

Start: Math Talk/Check for Understanding

Check for Understanding

Protocols for Engagement:

Differentiation: English Learners:

Example and Apply It

How will you guide students in understanding the example and then applying their understandings?

How will you use the Apply It questions to identify differentiated groups?

Practice

What practice options will you use to reinforce the learning?

Assessment

What assessment options will you use to inform instruction?



FAQ

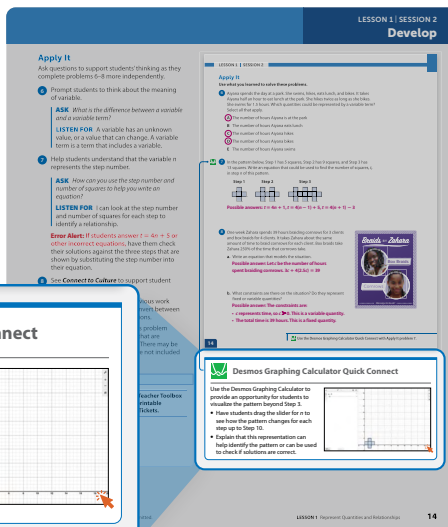
How can I use Desmos Graphing Calculator Quick Connects?

Overview

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

Where can I find the Desmos Graphing Calculator Quick Connects?

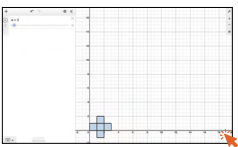
Almost every lesson has at least one Desmos Graphing Calculator Quick Connect, and these can be found in any session. Desmos Quick Connects are embedded in the Teacher's Guide.




Desmos Graphing Calculator Quick Connect

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

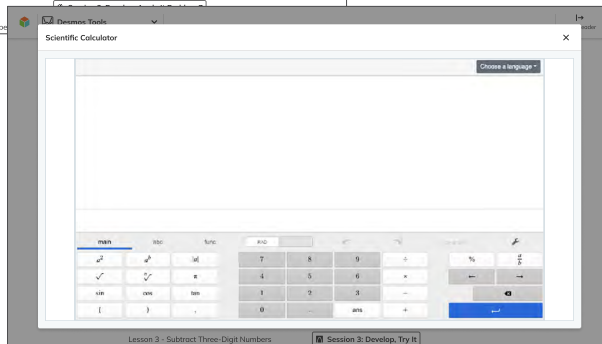
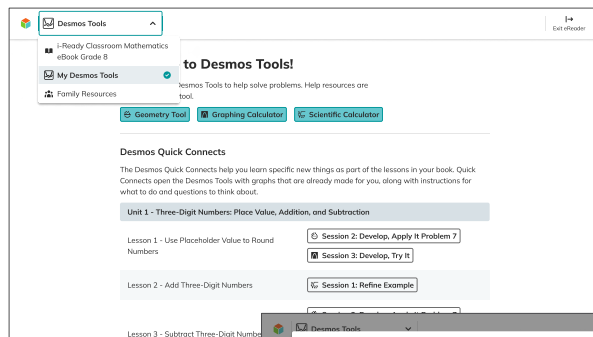
- Have students drag the slider for n to see how the pattern changes for each step up to Step 10.
- Explain that this representation can help identify the pattern or can be used to check if solutions are correct.



Where can students find the Desmos Graphing Calculator Quick Connects?

In the Student Worktext, problems connected with a Desmos Graphing Calculator Quick Connect are marked with a  symbol.

Students can find the Desmos Quick Connect on their Student Bookshelf in the **Desmos Tools** dropdown menu.

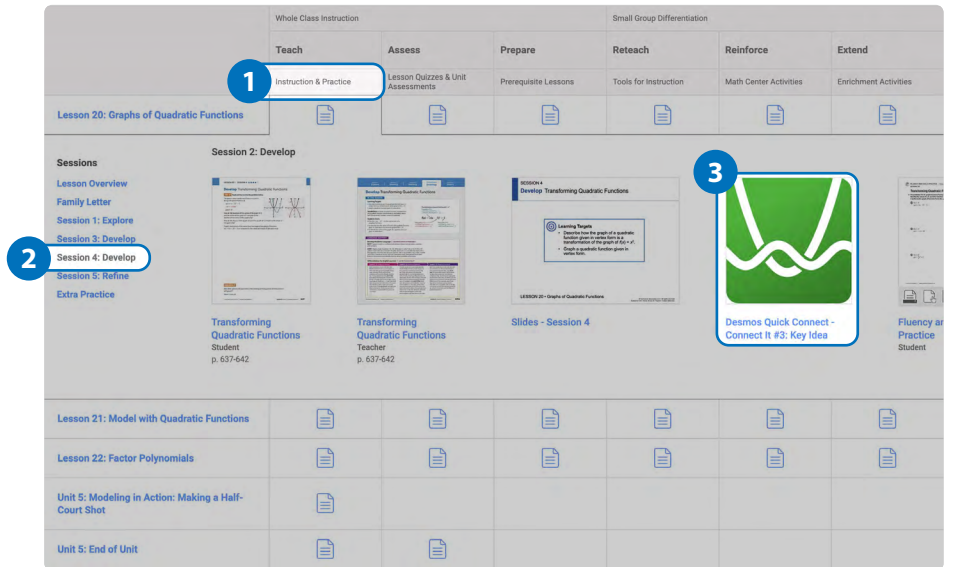


How can I preview the Desmos Graphing Calculator Quick Connects before assigning them to my students?

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

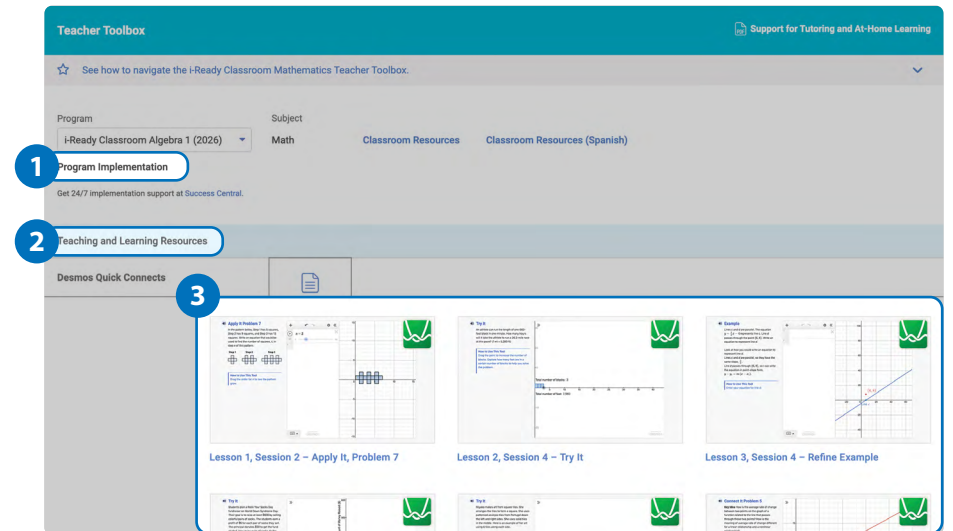
Option 1

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



Option 2

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





FAQ

How do I enable the Algebra 1 eBook for Students?

Overview

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

Enable the Algebra 1 eBook

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

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

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

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

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

Resources Overview

Practice.....	.64
Differentiation and Center Resources73
Assessment.....	.75

Lesson-Level Practice Options

Apply It Practice

(Student Worktext)

LESSON 13: DEVELOP

APPLY IT
Use what you just learned to solve these problems.

1. Senita collects 3 bins of seawater. She uses 2,500 milliliters of it to water her indoor plants. How many milliliters of water does Senita have left? Show your work. (1 liter = 1,000 milliliters)

Solution:

2. A farmer mixes 8 quarts of yogurt to take to a local market. Make a table or write an equation to find the number of cups of yogurt they make. Show your work.

Customary Units of Liquid Volume

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 4 cups
1 gallon = 4 quarts

LESSON 14: DEVELOP

APPLY IT
Use what you just learned to solve these problems.

1. Chen buys 14 ounces of lentils and 2 pounds of potatoes. How many more ounces do the potatoes weigh than the lentils? Show your work. (1 pound = 16 ounces)

Solution:

2. The school of a wheel chair has a mass of 3 kilograms. Show a diagram to find its mass in grams. Show your work.

Metric Units of Mass

1 gram = 1,000 milligrams
1 kilogram = 1,000 grams

Solution:

3. The table shows the mass of Antonio's worry dolls, in grams. Complete the table to show the mass of each doll in milligrams.

Doll	Mass in Grams	Mass in Milligrams
Doll 1	9	
Doll 2	7	

Additional Practice

(Student Worktext)

LESSON 13: DEVELOP

Prepare for Using Multiplication to Convert Measurements

1. Think about what you know about measurements. Fill in each box with words, numbers, or drawings. Show how many times you can do it.

By **Using One Unit:**

Examples: $1 \text{ foot} = 12 \text{ inches}$, $1 \text{ hour} = 60 \text{ minutes}$

LESSON 14: DEVELOP

Practice Converting Units of Weight and Mass

1. Complete the table to convert from a larger unit to a smaller unit of weight.

From	To	Amount
1 pound	ounces	16
1 ton	pounds	2,000

2. A school has 2 pounds of grapes. He uses some grapes to make a pie. He has 14 ounces left. How many more ounces of grapes does he have left? Show your work.

3. A school has 2 pounds of grapes. He uses some grapes to make a pie. He has 14 ounces left. How many more ounces of grapes does he have left? Show your work.

4. A school has 2 pounds of grapes. He uses some grapes to make a pie. He has 14 ounces left. How many more ounces of grapes does he have left? Show your work.

Refine Session Practice

(Student Worktext)

LESSON 13: DEVELOP

Refine Using Multiplication to Convert Measurements

Complete the Example below. Then solve problems 1–9 using the Math Reference Sheet as necessary.

EXAMPLE
A child is 5 meters long. How many centimeters long is the child?
Look at how you could show your work using a picture and an equation.
Think: 5 meters = 7 centimeters.
The drawing of a meter stick is labeled to show that 1 meter is equal to 100 centimeters.

Solution:

APPLY IT

1. A child is 5 meters long. How many centimeters long is the child?
2. A child is 5 meters long. How many centimeters long is the child?
3. A child is 5 meters long. How many centimeters long is the child?

LESSON 14: DEVELOP

1. The amount of liquid in three containers is shown below. Order the liquid measurements from least to greatest. Show your work.

2 gallons 3 quarts 15 cups

Solution:

2. Salvador is 63 inches tall. In order to ride a roller coaster at an amusement park, a person must be 5 feet tall. Salvador tall enough to ride a roller coaster? How many inches shorter or taller is he than 5 feet?
3. Yes, he is 3 inches taller than 5 feet.
4. Yes, he is 13 inches taller than 5 feet.
5. No, he is 17 inches shorter than 5 feet.

Fluency and Skills Practice

Teacher Toolbox
(Develop Sessions)

FLUENCY AND SKILLS PRACTICE

LESSON 12

Multiplying by Two-Digit Numbers

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14 x 17	2,380
15 x 19	285
21 x 18	3,02
18 x 13	28

LESSON 12

Multiplying by Two-Digit Numbers

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14 x 17	2,380
15 x 19	285
21 x 18	3,027
18 x 13	28

Centers Library (Grades K–1)

Teacher Toolbox
(Lessons or Implementation Tab)

Show It

13 Show, Count, and Write Numbers to 20

OPTIONS:

- Show It Frame Worksheet
- Show It Mats
- Show It Worksheet

MATERIALS (per pair):

- Number Cards Deck
- Cupcake
- Crayons

PREPARATION:

- Select a range of numbers for children to work with in the center.
- Place the selected range of number cards and cupcake on the table.
- Select a worksheet from the available options.

DIRECTIONS:

- Partners place the cards in a stack, bottom.
- Using the cards, each partner draws a card.
- Partners take the card and place it on the table.
- Each partner shows the number on a worksheet.
- Partners compare their numbers.
- Partner to showing a new card and choosing the number a different way.
- Play continues until time is called.

QUICK CHECK:

Ask: How did you show the number? How is it different from your partner's number? How did you show the number? How is it different from your partner's number?

Assignable Digital Interactive Practice

Teacher Dashboard

Add the hundreds.

Hundreds	Tens	Ones
3	0	0
2	0	0

3 hundreds + 2 hundreds = hundreds

How do you break apart the factor 34 into tens and ones?

Tens	Ones
3	4

10s	1s
30	4
30	4

15 x 34

10s	1s
30	4
30	4

15 x 34

10s	1s
30	4
30	4

15 x 34

10s	1s
30	4
30	4

Unit-Level Practice Options

Unit Games

(Teacher Toolbox)

This section includes three activities: 'Factor Finder' which involves identifying factors of numbers, 'Factor Finder Recording Sheet' for tracking student work, and 'Digit Cards (0-9)' which are used for place value and number recognition exercises.

Unit Review

(Student Worktext)

This section contains 'Unit Review' problems for students to solve, including multiple-choice and open-ended questions. It also features a 'Performance Task' where students apply their knowledge to a real-world scenario.

Cumulative Practice

(Student Worktext)

This section provides 'Cumulative Practice' problems that review concepts from previous units. It includes 'Set 1: Place Value', 'Set 2: Read and Write Whole Numbers', 'Set 3: Compare Whole Numbers', and 'Set 4: Round to the Nearest Ten Thousand'.

Ongoing Practice Options

Grade Level Games

(Grades K–2)

(Teacher Toolbox)

This section features two games: 'Teddy Bears' Picnic' which focuses on counting and basic operations, and 'Zoom' which involves number recognition and sequencing.

Learning Games

(Teacher Toolbox)

Hungry Guppy

(Grades K–2)

Hungry Fish

(Grades K–8)

Match

(Grades K–8)

Cupcake

(Grades 2–8)

Zoom

(Grades K–5)

Bounce

(Grades K–8)

Pizza

(Grades 2–5)

Cloud Machine

(Grades 3–8)

Fluency Flight, available separately, provides a motivating game environment to help students develop fact fluency. It is available for use on computers and provides data to teachers.

Digital Practice

Digital Practice is an interactive practice opportunity for students to reinforce mathematical skills. Digital Practice sets are available for every Develop session in the program in Grades 2–8 and Algebra 1 (Grades K–1 will be available in 2026).

Digital Practice can be flexibly used alongside or in addition to the practice found in the Student Worktext. It can also be used for extra practice, review, and test preparation. This component provides insightful, independent practice opportunities with tips/hints that help students on their path to independence.

Student Experience

1. Welcome!

Students are welcomed to a Digital Practice set with the lesson number, name of the session, and the number of questions in the set.

2. Navigation

Students have the agency to complete the practice in their own way and at their own pace. They can navigate from question to question or skip around and complete the questions in whichever order they choose. Additionally, they can . . .

- Submit partially completed activities.
- Leave a partially completed activity and return to finish it later.
- Return and use any available additional attempts prior to submitting the activity.

3. Multiple Tries

Students have two to three attempts at answering each question correctly.

4. Tips/Hints

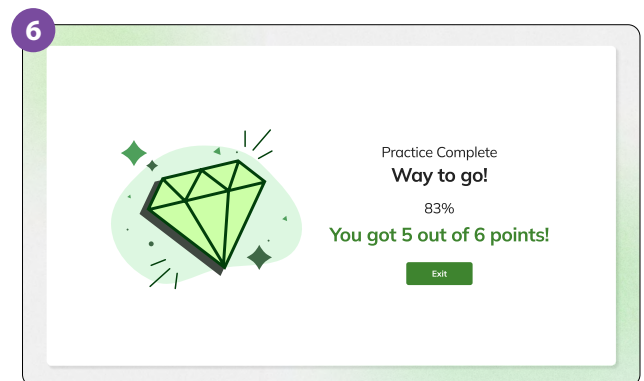
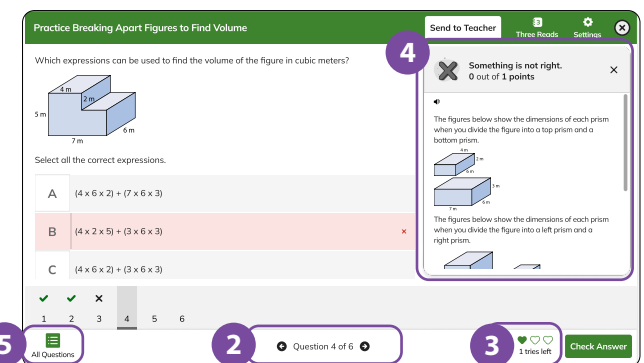
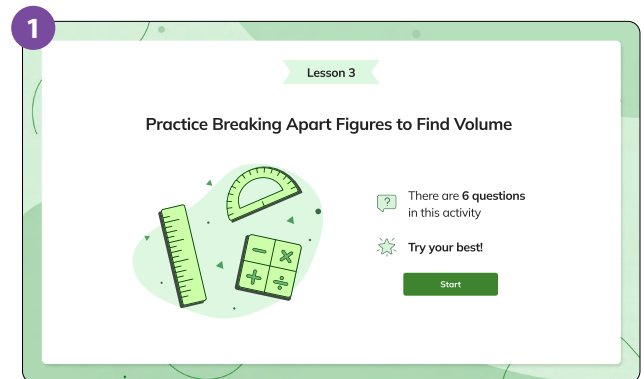
Correct and incorrect attempts are marked. After each incorrect attempt, students receive tips/hints to help them answer correctly on the next attempt. The tips/hints given is different after each attempt.

5. Student Progress

Students keep track of their progress during the practice session and once the session is complete.

6. Student Performance

Students are provided the number of points they achieved on the practice set along with the percent correct. Students and caregivers can access the item analysis report for any Digital Practice set completed on the student dashboard.



How to Access:

STUDENTS: from the student dashboard, assignments are listed in the **To Do** list

TEACHERS: from the **Assess & Teach** menu, under **Instruction** menu, by selecting **Digital Practice**



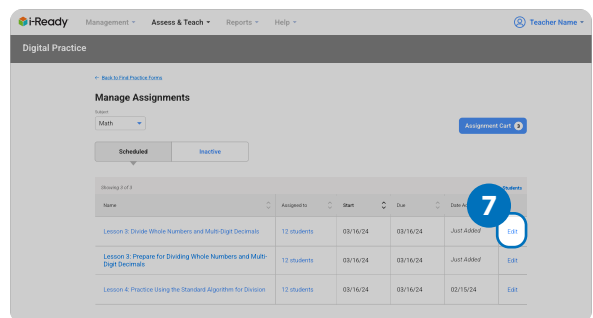
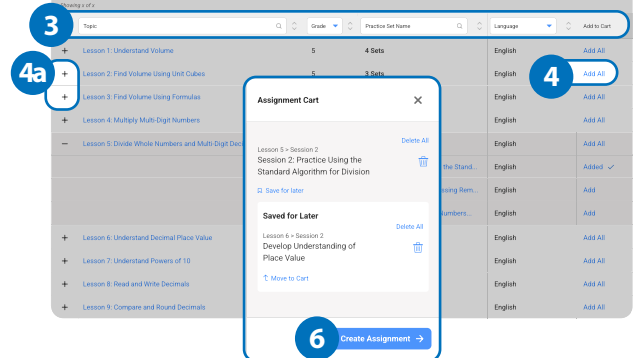
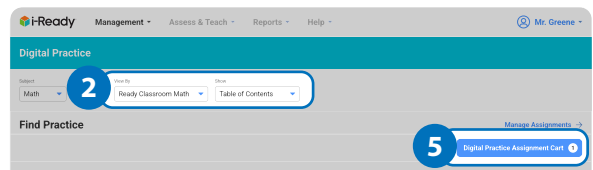
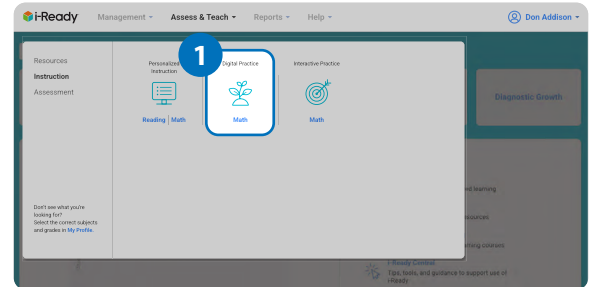
REFERENCE SHEET

Assigning Digital Practice

Digital Practice includes practice sets that teachers can assign to students, which are digitally delivered and autoscored. Assignments appear on the student dashboard for students to launch. After completion, teachers receive a class report providing a performance summary for the class, individual students, and each question.

Assigning a Digital Practice Set

- To access Digital Practice, select **Assess & Teach**, then **Instruction**, and then **Math** under **Digital Practice**. The **Find Practice** screen will then display.
- To find a Digital Practice set to assign, filter the table by your program, K–8 or Algebra 1.
- Type the lesson number or name to quickly filter the table. You can also filter by grade or language and search by standards.
- Click **Add All** to add each session Digital Practice set in the lesson into the Assignment Cart in bulk.
 - Alternately, click the **+ icon** to expand the lesson to show the sessions. Select one or several session Digital Practice set(s) to add to the Assignment Cart.
- Click the **Assignment Cart** to view the list of Digital Practice sets.
- Click a **Digital Practice set** to view details. Click **Create Assignment**. The corresponding pop-up will appear.
- Click **Edit** to select students and change the **Start** and **Due Dates** of the assignment. Confirm that the information listed on the screen is correct, and click **Create Assignment**. Students will then be able to access the Digital Practice set in the student dashboard.





REFERENCE SHEET

Digital Practice Class Report

The Digital Practice Class report helps you monitor student status and performance of assigned Digital Practice sets.

How to Access

1. Select **Reports** from the top navigation.
2. Select **Instruction** for the category.
3. Select **Class** and then **Math** under **Digital Practice**.

The Class report is divided into three sections: Class Summary, Question Analysis, and Student Details.

Class Summary

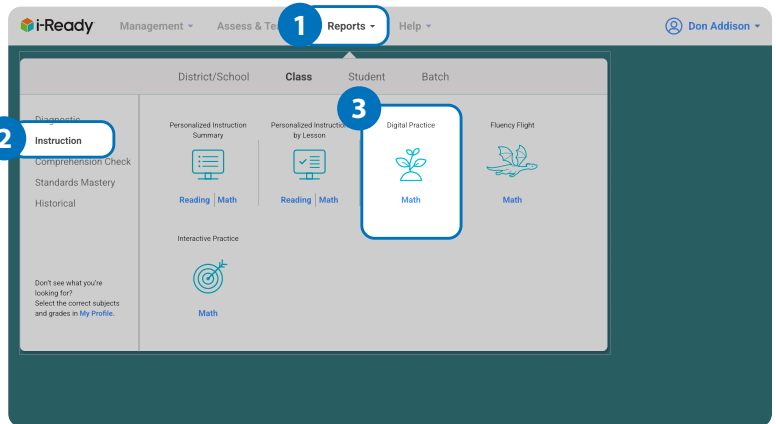
4. Class Summary shows status of assignment completion and performance of students divided into three groups. Click on View Students to see the students in each group.
 - 4a. Ready to Go students who scored 67% correct or higher on their first attempt
 - 4b. Monitor and Support students who scored 67% correct or higher on multiple attempts
 - 4c. In-Depth Review students who scored below 67% correct

Question Analysis

5. Question Analysis shows performance on each question in the practice set. Click on each bar to show the number of students in each category. Question Analysis is broken into four categories.
 - Correct on First Attempt
 - Correct with Multiple Attempts
 - Partially Correct
 - Incorrect/Skipped

Student Details

6. Student Details shows the class roster and how students performed on each question.
7. Click the Show Multiple Attempts toggle to drill into performance on each student attempt.



Digital Practice

Subject: Math | Class/Report Group: All Math Students | Date Range: Most Recent 2 W... | Lesson: All Lessons | Digital Practice: Multiply Whole Num... | Assigned Date: 01/15/25

Multiply Whole Number A

Class Summary
Students Completed/Assigned: 15/17
Students Unassigned: 1

4a 3 Ready to Go
4b 7 Monitor and Support
4c 5 In-Depth Review

5 Question Analysis

Showing 3 of 3

Student	Score	Status	Duration	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6
Class Average	84%	Completed 15 of 17 Students	22m	100%	78%	86%	76%	52%	84%
Choi, Isabelle	45%	Completed 09/16/24	28m	●	○	○	○	-	●
Wade, Kiara	67%	Completed 09/16/24	22m	●	●	●	○	○	○
Wood, Easton	100%	Completed 09/16/24	24m	●	●	●	●	●	●

7 Show Multiple Attempts

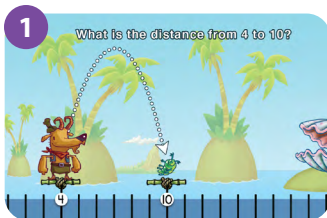


i-Ready Fluency Flight: Math Facts Fluency Program for Grades 2–5

Help your students master math facts without anxiety. Fluency Flight helps students achieve math fact fluency using an engaging, research-based design. By delivering the right content at the right time, Fluency Flight solidifies students' conceptual understanding and long-term memory formation. Digital games make practice fun and reward students for their effort and persistence.

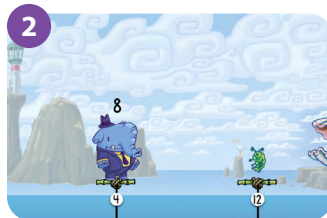
With Fluency Flight, students understand their math facts—not just memorize them. By following the game-based approach four days a week, roughly eight minutes a day, students move through four stages of fluency for unique sets of math facts. As students make progress, the games and feedback adjust to maximize the learning at each stage.

Four Stages of Fluency Development



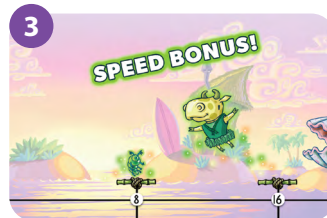
Basic Understanding

Visuals, stories, and strategies to make sense of operations and facts



Accuracy

Practice until facts are answered accurately



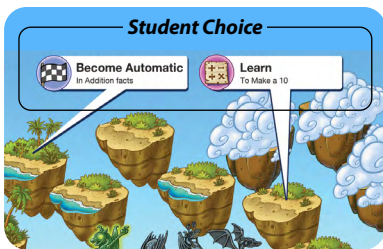
Automaticity

Continued practice until facts are answered accurately and efficiently



Maintenance

Retain automaticity of facts



When You Know More, You Can Do More

Personalized recommendations and opportunities for choice engage students and help them monitor their progress.



Build Speed and Confidence

Speed is encouraged through positive reinforcement and is introduced only when students have demonstrated accuracy and are ready to work on automaticity.

Student	Addition (+)	Subtraction (-)	Multiplication (x)	Division (÷)
Anderson, Lily	28% 62% 10%	8% 35% 57%	8% 35% 57%	4% 15% 81%
Bailey, Lauren	25% 55% 25%	25% 55% 25%	25% 55% 25%	40% 40%
Bell, Deidre				

Educator reports provide insight into student usage and performance to support students in achieving short- and long-term goals and making lasting, meaningful growth.



How to Access:

STUDENTS: from the student dashboard by selecting the **Fluency Flight** button

TEACHERS: from the teacher dashboard by selecting **Reports**

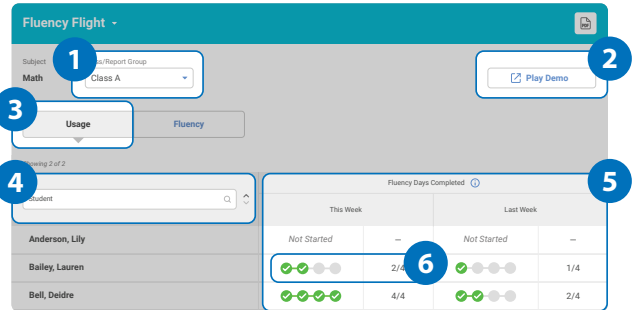


Overview

These reports provide insight into the completion of Fluency days and students' progress toward achieving math fact fluency. Use these reports at the end of each week to ensure all students have met their usage goal of completing two activities each day and are making progress toward automaticity with math facts.

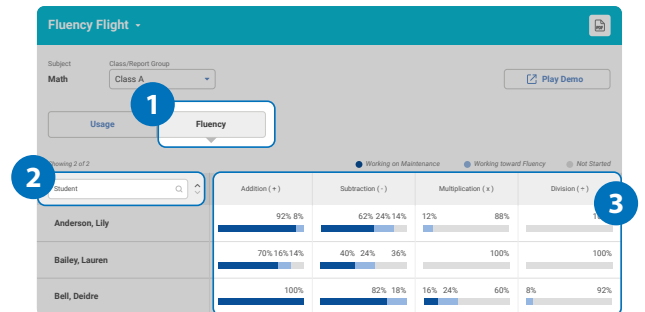
Usage

- Navigation:** Navigate to a different Class or Report Group.
- Play Demo:** Experience a day of Fluency Flight as a student.
- Usage/Fluency:** The **Usage report** will show the summary of students' weekly Fluency Flight usage. This report reflects the number of days per week that students are completing Fluency Flight activities.
- Student:** Search to view completion of Fluency days for a specific student, or sort to view all students.
- Fluency Days Completed:** Shows the number of Fluency days students have completed in the current and previous week. Fluency days completed (represented by green check marks) are days in which a student has finished two Fluency Flight activities.
- Weekly Usage Target:** Indicates students' progress toward their individual weekly usage target for Fluency Flight
 - Most students will have a target of four Fluency days per week.
 - Students who have achieved automaticity in all facts will have a target of one Fluency day per week.
 - Not Started indicates that students have not yet started any Fluency Flight activities that week.



Fluency

- The **Fluency report** provides insight into students' progress toward fluency with addition, subtraction, multiplication, and division facts.
- Student:** Search to view fluency performance for a specific student, or sort to view all students alphabetically.
- Fluency Progress:** View individual students' progress toward fluency and automaticity with addition and subtraction facts within 20 and multiplication and division facts with operands to 12.



- Working on Maintenance:** Dark blue indicates that students have demonstrated automaticity with a percentage of addition, subtraction, multiplication, or division facts and have achieved the maintenance phase for these facts or that they are in maintenance for those facts based on their initial grade placement.
- Working Toward Fluency:** Light blue indicates that students have begun working toward fluency with a percentage of addition, subtraction, multiplication, or division facts and are making progress toward building accuracy and automaticity with these facts.
- Not Started:** Gray indicates that students have not yet started working on a percentage of addition, subtraction, multiplication, or division facts. Fluency Flight will begin providing instruction and practice with these facts when students are ready to begin working on new facts.

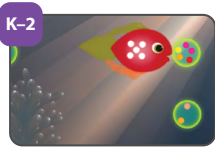
Learning Games

Available with *i-Ready Personalized Instruction* for Grades K–8 Mathematics (English and Spanish) at District Discretion

Interactive Learning Games provide engaging mathematics practice personalized to each learner based on Diagnostic data. The games strengthen understanding of mathematics concepts through challenging practice that fosters internal motivation and productive struggle. The games address many standards, including: early number sense, the number line, integer and decimal operations, fractions, basic economics, proportions, ratios, and rational numbers.

The games can be used to foster student agency by allowing students to choose the games they want to play. They also provide practice on specific concepts or skills by asking students to select games that address those skills. Teachers can use the games to plan independent math centers, rotation stations, or homework that is automatically personalized for students to support challenge and motivation.

Meet the Games



K-2

Hungry Guppy

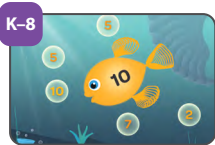
In this precursor to Hungry Fish, students learn to identify small numbers of objects, fluently add sets of shapes, and recognize numerals up to 6.



K-8

Match

Students match tiles of equal value and learn to interpret visual and symbolic representations of integers, sums, differences, products, quotients, and fractions.



K-8

Hungry Fish

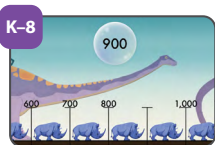
Students combine integer bubbles to feed a fish with a specific target number, reinforcing the concept that there are multiple ways to compose and decompose a number by finding sums and differences.



2-5

Pizza

Students run a virtual pizza store. Adaptive timing gives students appropriately challenging fluency practice with addition, multiplication, and multistep problems.



K-8

Zoom

Students move left and right and zoom in and out of the world's most interactive number line to find missing values, compare numbers, and build number sense.



2-8

Cupcake

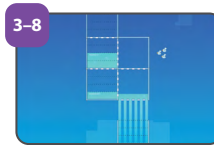
Students run a cupcake delivery business, in which they need to interpret word problems and engage in practice with basic economics, proportions, and the coordinate system.



K-8

Bounce

Students guide a bouncing ball to compare numbers and find the location on the number line of integers, fractions, percentages, decimals, and pie charts.



3-8

Cloud Machine

Students solve puzzles to conceptually understand fraction recognition, equivalence, and addition and subtraction of fractions with the same and different denominators.



How to Access:

STUDENTS: from the student dashboard by selecting the **Learning Games** button

TEACHERS: from their *i-Ready Connect* accounts*

*Available to students in Grades K–8 using *i-Ready Personalized Instruction* for Mathematics at district discretion.



REFERENCE SHEET

Learning Games

Use games that align with *i-Ready Classroom Mathematics* lessons, as recommended in the Lesson Overview pages of your Teacher's Guide, for center rotations or independent practice. As applicable, specific Learning Games are also recommended as independent reinforcement in the Grade-Level Planning (Prerequisites) report.

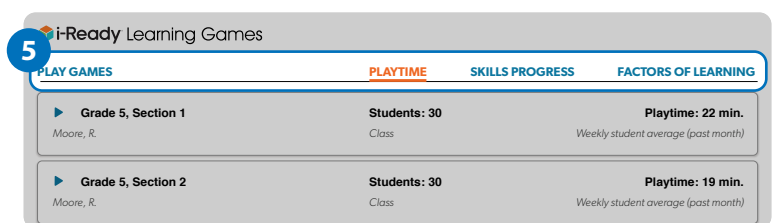
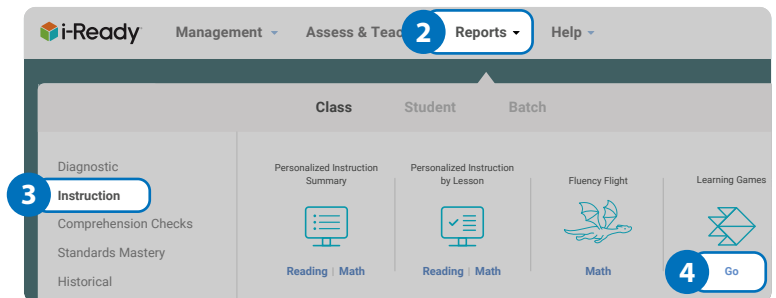
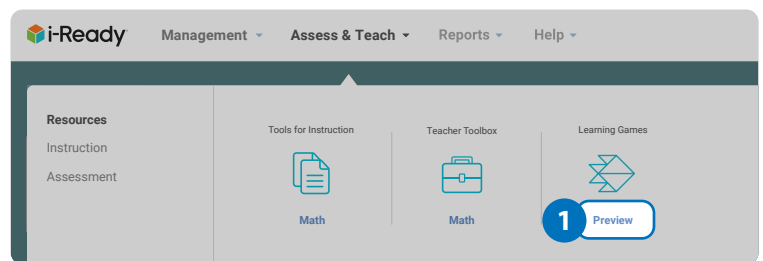
Because students can access the games without teacher guidance, you may also encourage students to play Learning Games of their choice or that you assign for homework or weekend enrichment (if computers or iPads® with internet access are available in students' homes), during before- or after-school activities, or whenever students have free, unstructured technology time.

While students will access Learning Games through the student dashboard, you can access Learning Games reports and try the games for yourself via the Teacher Digital Experience.

Learning Games are personalized for students based on Diagnostic data. Students using Learning Games before completing a Diagnostic, if given access by an account administrator, will see game levels that are filtered for their chronological grade. Levels will be adjusted once students complete the Diagnostic.

For a demo version of all available Learning Games:

1. Select **Preview** under **Learning Games** from **Assess & Teach** in the top navigation to experience a preview of *i-Ready's* fun and interactive K–8 Learning Games.
2. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
3. Select **Instruction** for the report category.
4. Select **Go** under **Learning Games**.
5. From the Learning Games teacher home screen, select the **Playtime**, **Skills Progress**, or **Factors of Learning** reports, or select **Play Games** for a demo version of all available Learning Games.



For full details about Learning Games, how to use them, and related reports, download our Educator Guide: Learning Games at Central.i-Ready.com/iRCL-Support-Student-Practice.

Differentiation and Center Resources

In addition to built-in differentiation in the Try–Discuss–Connect framework, numerous resources are available to address students’ needs.

Student-Led Activity Options

- Center/Learning Activities (current or Prerequisite Lessons)
- Enrichment Activities
- Unit Games (on-grade level to review, prerequisites to fill gaps)
- Grade Level Games (Grades K–2)
- Student Worktext Center Activities (Grades K–1)
- Centers Library (Grades K–1)

Independent Activity Options

- Refine Practice (Student Worktext)
- Fluency and Skills Practice
- Digital Learning Games
- *i-Ready Personalized Instruction*

Teacher-Led Activity Options

Current or Prerequisite Lessons:

- Teacher’s Guide
 - Hands-On Activities
 - Deepen Understanding
 - Reteach Activities
 - Challenge Activities
- Tools for Instruction

Teacher-Led Activity Options

Teacher’s Guide Activities

DIFFERENTIATION | EXTEND

Hands-On Activity

Deepen Understanding

Partial Products

Materials: For each student, a base-ten block set, a 23 × 14 using base-ten blocks, a grid paper, a pencil, and a ruler.

ASK: Compare this multiplication with the multiplication shown in the Model 2. What is the same about the partial products? What is different?

LISTEN FOR: The partial products are the same, but in a different order.

ASK: Why does it make sense that the partial products are the same?

LISTEN FOR: You multiply the same ones and tens digits in 14 by the same ones and tens digit in 23, so the four partial products are the same.

Generalize: Do you think this is true for multiplying any two-digit number by any other two-digit number? Have students explain their reasoning. Listen for understanding that you can multiply 2 two-digit numbers in any order and the partial products will be the same.

Develop Session (Grades 2–8)

DIFFERENTIATION

RETEACH

Hands-On Activity

EXTEND

Challenge

Solve two-step word problems involving multiplication.

Materials: For each student, a math journal, a pencil, and a ruler.

Students (working beyond proficiency) will benefit from deepening understanding by solving two-step word problems that involve multiplication.

Have students solve the following problem.

• Amelia earns \$12 for each hour she works as a math tutor. She works as a tutor for 14 hours one week. She also earns \$25 that week for watering her neighbor’s garden. How much does Amelia earn altogether that week? (\$217)

Refine Session (Grades 2–8)

RETEACH

Use with children who need additional support with solving subtraction problems.

Materials: two-color count Workmat (1 per child), Num0 to 4 and one set of number cards.

Place the two sets of number cards on the workmat.

Tell children they will use modeling to solve the problem.

Have children show the equation on their workmat.

Ask children how many equation would show the problem on the board.

Repeat as time allows.

EXTEND

Use with children who have demonstrated ability to solve subtraction problems.

Materials: two-color counters (10 per child), 10-frames Workmat (1 per child).

• Say: *There are apples in a basket. Some are taken away. 2 apples are left.*

• Tell children that their goal number is 2 apples.

• Have children find as many pairs of numbers as they can that, when subtracted, result in 2. Ask children what the numbers in each pair represent. If needed, suggest that children use counters and a 10-frame for support.

• Record answers on the board in order of ascending or descending starting numbers. Ask children if they notice a pattern.

• Repeat with other goal numbers.

Develop Session (Grades K–1)

Deepen Understanding | SMP 2

Representing Problems with Equations

When strategies have been shared, have children discuss how they can use equations to model word problems. Using numbers and symbols to decontextualize a word problem in order to manipulate the numbers and then reconnecting their work to the problem context shows that children can think abstractly and quantitatively.

ASK: What do each number and symbol in Boon’s equation represent?

LISTEN FOR: Descriptions that 6 and 4 represent the number of friends at the start and the number who join. The plus sign shows that these numbers are added to find the total number of friends. The equal sign shows that the total is 10 friends because $6 + 4 = 10$.

Prompt children to describe how modeling a problem with an equation can be helpful.

Refine Session (Grades K–1)

Tools for Instruction

Tools for Instruction

Solve One-Step Addition and Subtraction Word Problems

Objective: Solve addition and subtraction word problems within 20 involving unknown in all positions.

Word problems are challenging for many students. Solving word problems draws upon students’ skills with basic operations. In addition to being able to operate with numbers, students have to recognize which operation to use for a problem. It is important to work with students on making sense of word problems, as well as reviewing addition and subtraction. This activity focuses on addition and subtraction word problems within 20. Fluency.

Tools for Instruction

Provide a result unknown addition word problem.

• Write an addition word problem on the board or an index card, such as *Samir had 6 grapes and a bowl full right. Today he had 4 grapes. How many grapes did Samir eat all?*

• Have the student fill in the bar model and number bond to represent the problem.

• Have the student write an equation to model the number bond and solve the problem. ($6 + 4 = 10$)

• If time allows, provide more addition and subtraction word problems and have the student practice solving by using bar models and number bonds.

Check for Understanding

Give the student the following problem: *Carl has a box of 12 raisins. He gives 7 raisins to Edward. How many raisins does Carl have left? Show your work.* ($12 - 7 = 5$)

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

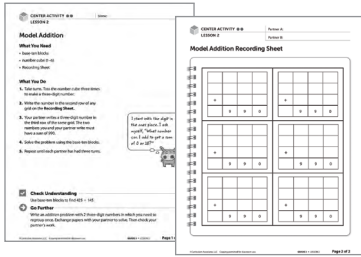
If you observe...	the student may...	Then try...
the student struggles to make sense of the problem.	not recognize how the numbers in the problem relate to one another.	having the student fill in a bar model to help make sense of the problem.
the student uses the wrong operation.	not know that a known part can be subtracted from a total to find an unknown part.	working with the student to think about which operation can be used to find an unknown part.
the student models the problem correctly but gets an incorrect answer.	need help with subtraction.	providing subtraction practice with counters and 10-frames.

Solve One-Step Addition and Subtraction Word Problems | Page 2 of 2

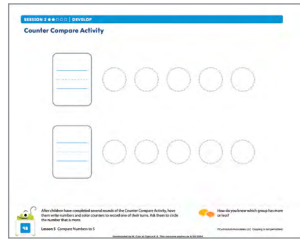
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Teacher Toolbox (Grades K–8)

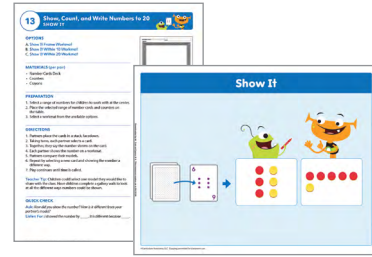
Student-Led Activity Options



Center (Learning) Activities
(Grades K–8)



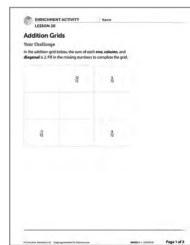
Student Worktext Activities
(Grades K–1)



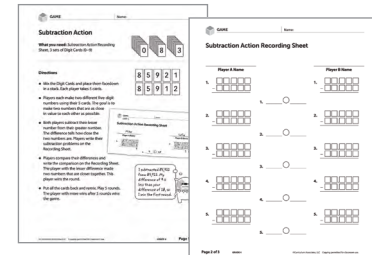
Centers Library
(Grades K–1)



Grade Level Games
(Grades K–2)

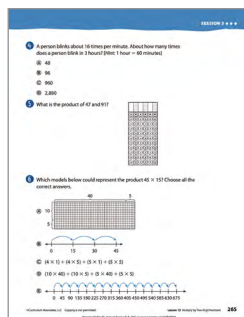


Enrichment Activities
(Grades K–8)



Unit Games
(Grades K–8)

Independent Activity Options



Student Worktext Practice
(Grades K–8)

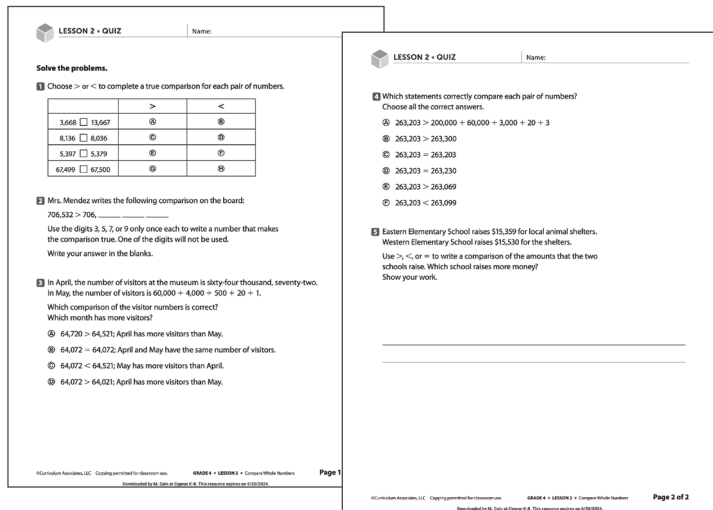


Personalized Instruction
(Grades K–8)

Did you know . . . there are two pages of practice in the format of state assessment items in every lesson (Grades 2–8) in the Student Worktext Refine session?

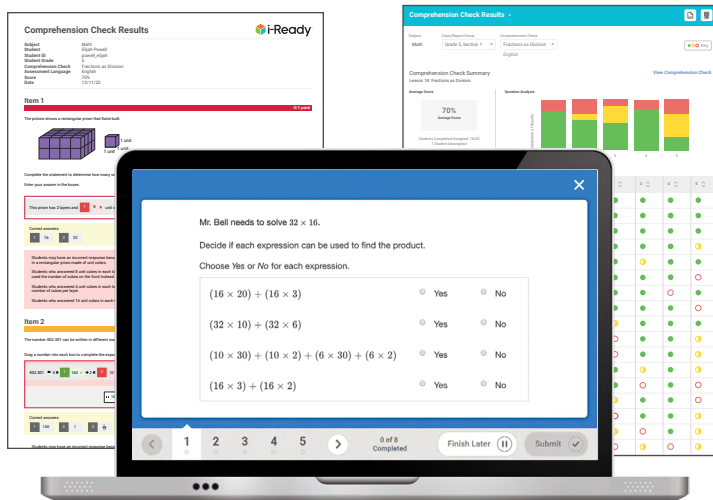
These interactive tutorial lessons are automatically assigned to students based on their Diagnostic results, allowing you to customize learning to each students' needs. Reports allow you to see how students are progressing.

Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments



Printable Assessments (Grades K–8)

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



Digital Assessments (Grades K–8)

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

SESSION 1 EXPLORE
SESSION 2 DEVELOP
SESSION 3 DEVELOP
SESSION 4 REFINE
SESSION 5 REFINE
LESSON 5

MATERIALS

Math Toolkit

- Counters
- Connecting cubes
- 5-Frames Workmat

Two-color counters
(10 per child)

Number and Dot Row Cards
Numbers 1 to 4
(2 sets)

Activity-Based Assessment

For an observational, hands-on option, use the **Activity-Based Assessment**. Work with an individual child or small groups of 3 to 5 children. During the activity, children will show a number using counters, find one more, and then compare their group to another group of counters.

Tested Skills Compare two numbers and quantities within 5. Identify the number that is one more than a given number.

- Place the deck of cards face-down in front of the group. Have items from the Math Toolkit available.
- Have a child turn over the top card and show that number using counters. DOK 1 | SMP 4
- Ask the child to tell you the number that is one more than their number. DOK 2 | SMP 2, 7

Tested Skills
Assesses K.CC.B.4c,
K.CC.C.6, K.CC.C.7

1

1 more is 2

4

1 more is 5

1 is less than 4

Activity-Based Assessments (Grade K)

- Assess student understanding of lesson content in a small group setting, often using hands-on materials.
- Observe students' strengths and areas of need.
- An Assessment Recording Sheet is provided to document observational notes.

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Google Classroom™ is a trademark of Google Inc.

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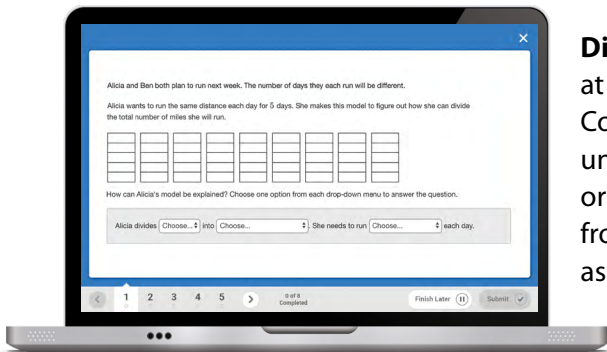
Digital Comprehension Checks

Using Classroom Assessment Tools

In addition to the adaptive Diagnostic assessment used to get a picture of student performance and growth at the beginning, middle, and end of the year, *i-Ready Classroom Mathematics* offers several formal and informal options to monitor student understanding throughout every session, lesson, and unit.

See the Differentiation and Assessment pages of your Teacher’s Guide for a complete list of classroom assessment options embedded within lessons and units.

The Teacher Toolbox includes downloadable, printable Lesson Quizzes and Unit Assessments. Digital Comprehension Checks, featured here, offer an assignable, automatically graded alternative to these print assessments.



Digital Comprehension Checks allow you to assess student learning at the pace of your core mathematics instruction. Assign precreated Comprehension Check forms or create your own to gauge student understanding after teaching an *i-Ready Classroom Mathematics* lesson or unit. Test forms are customizable. Questions can be removed or added from other tests to meet specific goals. Comprehension Checks can be assigned to the whole class or individual students.

Note: Comprehension Checks are comparable but not identical to the print Lesson Quizzes and Unit Assessments found on the Teacher Toolbox. Comprehension Checks cover the same content, standards, and complexity as the corresponding print assessments. Educators should use either print quizzes or digital Comprehension Checks but not both.

Comprehension Check Status							
Subject	Class/Report Group	Date Range					
Math	Grade 5, Section 1	Most Recent 2 Weeks					
Number of Assignments			4	4	32		
			Not Started	In Progress	Completed		
Student	Comprehension Check	Lesson	Due Date	Status	Assessment Language	Score	
Ramirez, Gabriela	Fractions as Division	Lesson 18	12/20/24	Not Started	Spanish	—	
Simmons, Tristan	Fractions as Division	Lesson 18	12/20/24	Not Started	Spanish	—	
Tan, Melanie	Fractions as Division	Lesson 18	12/20/24	Not Started	Spanish	—	
Ramirez, Gabriela	Mid Unit 3 (Lessons 15-17)	Lesson 15 Lesson 16 Lesson 17	12/13/24	Not Started	—	—	
Baker, Danielle	Fractions as Division	Lesson 18	12/20/24	In Progress	Spanish	—	
Choi, Isabelle	Fractions as Division	Lesson 18	12/20/24	In Progress	—	—	
Hess, Michael	Fractions as Division	Lesson 18	12/20/24	In Progress	—	—	

Comprehension Check Status

Comprehension Check Results (Class)										
Subject	Class/Report Group	Comprehension Check	English							
Math	Grade 5, Section 1	Fractions as Division	English							
Comprehension Check Summary				View Comprehension Check						
Lesson 18: Fractions as Division										
Average Score				Question Analysis						
70%										
Students Completed Assigned: 18/20 1 Student Unassigned										
Student	Score	Date	Duration	1	2	3	4	5		
Sanchez, Abby	100%	12/13/24	10m	●	●	●	●	●		
Choi, Isabelle	100%	12/13/24	14m	●	●	●	●	●		
Brown, Tara	100%	12/13/24	13m	●	●	●	●	●		
Lowe, Noah	90%	12/16/24	9m	●	●	●	●	●	●	
Warren, Santiago	90%	12/17/24	13m	●	●	●	●	●	●	

Comprehension Check Results (Class)

Item 1 0.5 point

The picture shows a rectangular prism that Katie built:

Complete the statement to determine how many unit cubes Katie used to build the prism.
Enter your answer in the boxes.

This prism has 2 layers and 3 × 3 unit cubes in each layer, so the prism has 2 × 3 × 3 = 18 × unit cubes.

Correct answer: 18

Students may have an incorrect response because they do not understand how to find the number of cubes in a layer or the total number of cubes in a rectangular prism made of unit cubes.
Students who answered 8 unit cubes in each layer and 18 cubes in the prism may have counted the number of horizontal layers correctly but then used the number of cubes on the front instead of the top surface of the prism to find the number of cubes per layer.
Students who answered 4 unit cubes in each layer and 9 cubes in the prism may have counted the cubes from left to right to find the number of cubes per layer.
Students who answered 16 unit cubes in each layer and 16 cubes in the prism likely did not take into account that there are two layers.

Item 2 0.501 point

The number 402,351 can be written in different ways.
Drag a number into each box to complete the expanded form of 402,351.

Comprehension Check Results (Student)

Comprehension Check reports help you monitor student completion of assigned Comprehension Checks and understanding of concepts and skills covered in a lesson or unit. Use the response analysis, by class and by student, and thoughtful guidance on common misconceptions and errors to inform next steps for instruction and remediation, including grouping students for reteaching and targeted instruction.

Available in English and Spanish with audio support for all grades



Accessing Comprehension Check Creation and Assignment Features

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Math** under *Comprehension Checks*. The *Create Assignments* screen will display by default.

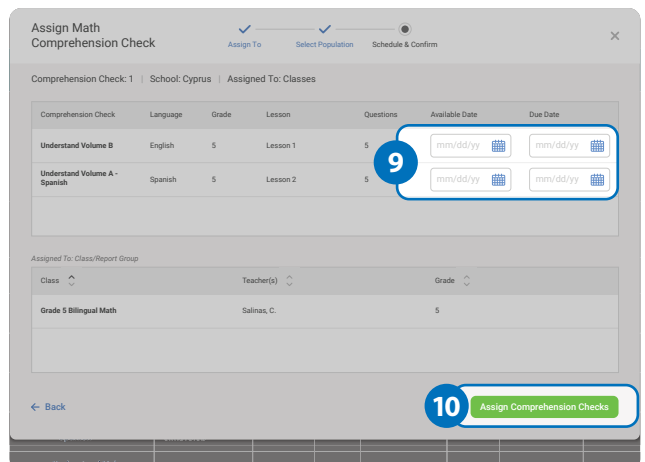
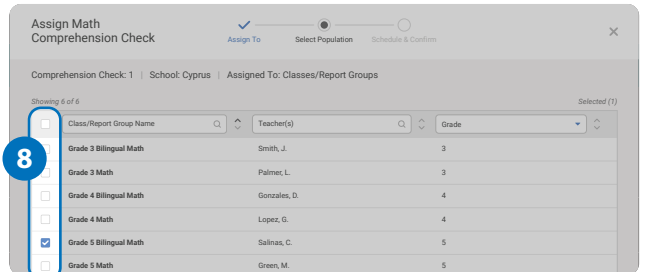
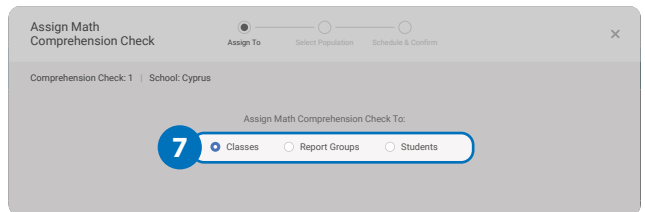
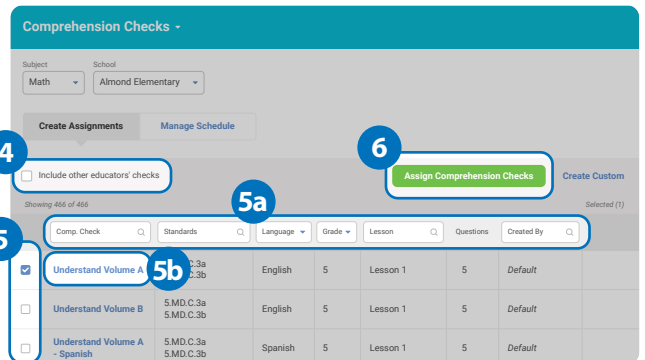
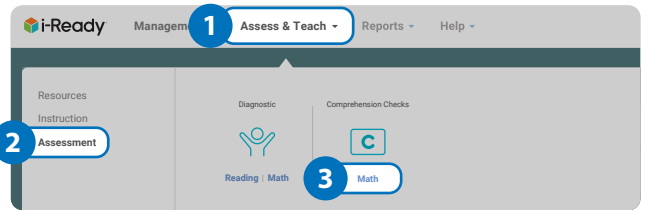
Assigning an Existing Comprehension Check

Follow Steps 1–3 under *Accessing Comprehension Check Creation and Assignment Features*.

4. Indicate whether you would like to **Include other educators' checks** in the Create Assignments table. If you do not check this box, you will only see precreated Comprehension Checks offered by default in the system and custom Comprehension Checks that you have created.
5. Use the **checkboxes** to select **Comprehension Check(s)** you would like to assign (maximum of 10 at one time). If needed, you may also do the following from this screen:
 - a. Filter by **Comprehension Check** title, **Standards** addressed, **Language**, **Grade**, and/or **Lesson**.
 - b. Click on the Comprehension Check **title** to view details or preview the assessment.
6. Click **Assign Comprehension Checks**. The corresponding pop-up will appear.
7. Choose **Classes**, **Report Groups**, or **Students**.
8. Use the **checkboxes** to select your **population**.
9. Enter the **Available Date** for each Comprehension Check to be accessible to students and a **Due Date** for student completion of each Check.
10. Confirm that the information listed on the screen is correct, and click **Assign Comprehension Checks**.



Download Reference Sheets for these reports by searching *comprehension checks* at [Login.i-Ready.com/Central](https://login.i-Ready.com/Central).



Creating a Custom Comprehension Check*

Follow Steps 1–3 under *Accessing Comprehension Check Creation and Assignment Features*.

4. Select **Create Custom**.

! Make sure to click the arrow after each step to move forward!

5. Select the **Lesson Grade** you want to assess from the dropdown.
6. Use the **checkboxes** to select the *lesson(s)* to include in your custom Comprehension Check. If needed, you may also do the following from this screen:
 - a. Filter by Lesson, Unit, or Standards.
 - b. Change the test Form using the dropdown. Form A is the default. *Note: Questions from Form A and Form B cannot be combined in a single Comprehension Check.*
 - c. Preview the assessment.
7. All questions are selected by default. Use the **checkboxes** to deselect questions to remove from the Comprehension Check. You can also preview and interact with each question by clicking on the **Question number**.
8. Enter the **Check Name** and **Test Description**. Be sure to use a name you will remember and recognize on the *Create Assignments* table when you need to assign this Check.
9. Click **Preview** to preview the full Comprehension Check you have created.
10. Review your selections and click **Save & Close** to save this Check and assign it to students at a later time. Each assessment will then be able to be assigned independently.

Removing a Custom Comprehension Check

Follow Steps 1–3 under *Accessing Comprehension Check Creation and Assignment Features*.

4. Remove a custom Comprehension Check from the system entirely by selecting **Remove**. You will be prompted to confirm that you want to remove the assessment. Once removed, the Check cannot be retrieved or assigned again. However, it will be available for reporting if it was previously assigned to students.

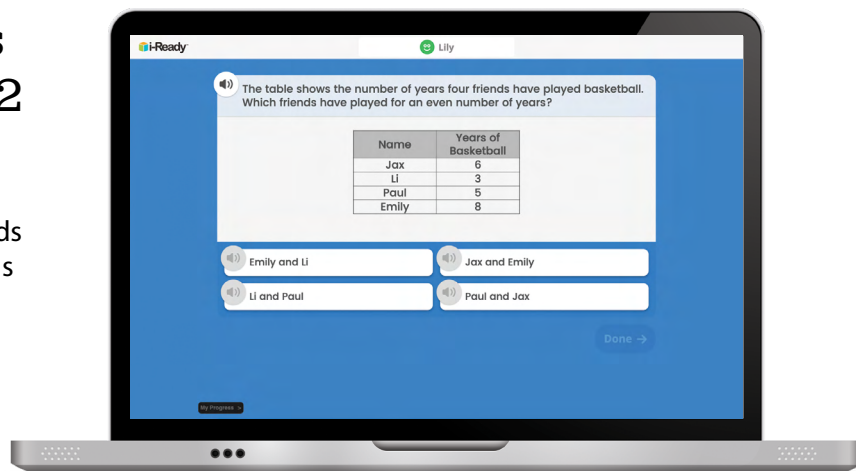
*Available in English Only

Accelerate to Grade-Level Learning

The purpose of assessment is to measure student learning and use that information to inform the next instructional steps. Actionable reports provide teachers with guidance on what to teach and how to differentiate instruction to address the needs of all students.

Diagnostic (Prerequisites Screener) for Grades K–12

- An online, adaptive assessment that is given three times a year
- Pinpoints a students’ strengths and needs across all Grades K–12 skills and domains
- Provides actionable next steps and recommended resources
- The Diagnostic’s validity and reliability have been vetted by third parties.



Grade-Level Planning (Prerequisites) Report

- The Diagnostic automatically generates a Prerequisites report with resources to address various student needs.
- Students are grouped according to their understanding of the prerequisites for an upcoming group of lessons.
- Recommendations for each group provide teacher-led, partner, and individual resources that can be used to address students’ unfinished learning or reinforce key prerequisite concepts that will be used in upcoming lessons.
- Unit Pacing includes instructional notes to support grade-level instruction with students who may need additional help.
- Yearly Pacing highlights ways to adapt the grade-level sequence when the majority of students need in-depth review of prerequisites.
- **For more information on the Prerequisites reports, see [page 45](#).**

Notes:

Notes:

Notes:

Notes:

Customer Service

(800) 225-0248

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

Technical Support

i-ReadySupport@cainc.com

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