i-Ready Classroom Mathematics

Program Overview



Perfect Scores on EdReports

Scan or visit us at ______ CurriculumAssociates.com/EdReports to learn more. Grades

-8

It's why you became a teacher.

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

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

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

These magical moments stay with you forever.

i-Ready Classroom Mathematics is a comprehensive math curriculum for Grades K–8 designed to help you create those "aha!" moments every day for every student. Here's how ...



Thoughtful service, support, and resources are available to make your job a little easier, so you have time to focus on what matters most—your students.

For a full list of program components available in English and Spanish, see <u>pages 34–35</u>.

i-Ready Classroom Mathematics | 3

Promote Meaningful Math Learning with a Purposeful Plan

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

Three Types of Lessons

Strategy Lessons

Majority of Lessons in the Program

Help students make important connections and deepen their understanding while they acquire and develop mathematical skills and strategies.

Understand Lessons

Lessons That Begin with "Understand"

Dedicate time to introduce students to new ideas conceptually before they use those ideas in problem situations.

Math in Action Lessons

Lesson at the End of Each Unit

Review and apply unit content and teach students how to develop complete responses to multistep performance tasks.

Structure of a Lesson

Within a lesson, each session (or "day") plays a different role in supporting students' 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 the mathematics to novel situations.

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session		Develop Sessions		Refine Session
Review prerequisites to address unfinished learning and activate prior knowledge that relates to the lesson.	Build multic grade-level co discourse, pr	dimensional under ontent through pro ractice, and applica learning.	standing of blem solving, ation of new	Strengthen skills and understanding with in- class time for practice and differentiation.

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003

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

- Address the standards with rigorous, student-centered discourse and practice.
- **Develop mathematical practices** authentically through problem solving and discussion.
- Incorporate the National Council of Teachers of Mathematics (NCTM)'s Effective Mathematics Teaching Practices naturally into instruction.
- **Engage** *all* **learners** by encouraging all students' voices, perspectives, and experiences.
- **Support English Learners** so all students can engage with the language of mathematics.
- **Integrate technology** to enhance students' understanding of the mathematics.
- Assess understanding formally, informally, and holistically.
- **V** Differentiate with ease in real time with a wide range of resources.
- **Encourage positive learning habits** that promote and maintain healthy learning environments.
- Implement the Universal Design for Learning (UDL) to the benefit of all students.



Spark Curiosity: *Explore Session*



1 Day Refine Session

Engage students and help them build upon the schema they have already developed with problembased lessons. Each lesson starts by activating students' prior knowledge to set a foundation upon which they can place the new facts, ideas, and concepts of the lesson.

Effective Math Teaching Practices

NCTM's Effective Mathematics Teaching Practices (EMTPs) are woven into each session.

NCTM EMTP Look for this text to see how these best practices are seamlessly incorporated into instruction. NCTM EMTPs: Effective mathematics educators ...

- 1. Establish mathematics goals focus on learning.
- 2. Implement tasks that promote reasoning and problem solving.
- 3. Use and connect mathematical representations.
- 4. Facilitate meaningful mathematical discourse.
- 1. Establish mathematics goals that 5. Pose purposeful questions.
 - 6. Build procedural fluency from conceptual understanding.
 - 7. Support productive struggle in learning mathematics.
 - 8. Elicit and use evidence of student thinking.

```
(NCTM, 2014)
```

6 | **\$ i-Ready Classroom Mathematics**

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2128216

Activate and Assess Prior Knowledge

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

NCTM EMTP 2

Build a Bridge to New Lesson Content

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

NCTM EMTP 5



um Associates, LLC Copying is not permitted.





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

A Powerful Framework for Instruction

The **Try–Discuss–Connect instructional framework** seamlessly incorporates multiple routines, math practices, and effective teaching practices into instruction.



Try It

Students make sense of the problem and persevere in solving and supporting their thinking. NCTM EMTP 7

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

Discuss It

Students share their thinking with a partner and compare their strategies. **NCTM EMTP 2**

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



Connect It

Students make connections between strategies, reflect on what they have learned, and apply that learning to new problems. NCTM EMTPs 4, 5, and 8

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

Daily Practice

Students solidify their conceptual understanding and build procedural fluency from that understanding. NCTM EMTP 6



379

CENTER ACTIVITY
LESSON 12

Make Systems of Equations

© 2024 Curriculum Associates, LLC, All rights reserved. | 08/24 0K | 2128216

 Sheet was are on Team A and which players are on Team B. To Sheet You can write the number you roll in your table on the protime systems of equations.
 When s.LLC Copying is no



Make Learning Stick: *Refine Session*

1 Day Explore Session Sessions 1 Day Refine Session

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

Dedicated Class Time for Practice and Differentiation



Reteach, Reinforce, or Extend Learning

Approaching Proficiency:

Provide additional support with the Reteach activity in the Teacher's Guide.

NCTM EMTPs 2 and 3

RETEACH

Hands-On Activity Make a model to show the relationships between unit conversions and unit rates.

Students approaching proficiency with using unit rates to solve problems will benefit from modeling the process for finding unit rates and using unit conversions. Materials For each group: 15 sticky notes

- Write and display: Ayana buys 9 feet of wood for \$2.88. Dara buys 4 yards of wood for \$4.20. Who got the better deal? Discuss with students that they will need to compare unit prices
- Have one group find the rate of dollars per foot and the other group find the rate of dollars per yard. Give the group that is finding the rate of dollars per foot 4 sticky notes. Have them find the unit conversion. Students should label each sticky note using the unit conversion to find the number of feet equal to 4 yards.
- Repeat with the group that is finding the rate of dollars per yard. Ask: How many yards will each sticky note represent? How do you know? $\left[\frac{1}{3}\right]$ yard; $\frac{1}{3}$ yard is the same as 1 foot. Have the group model 9 feet in sticky notes. Ask: What is this length in yards? [3 yards]
- Next, have each group calculate the unit price. [Ayana: unit price for 1 foot is \$0.32; unit price for 1 yard is \$0.96; Dara: unit price for 1 foot is \$0.35; unit price for 1 yard is \$1.05.]
- Ask: Who got the better deal and why? [Ayana; She paid less per foot (or yard).]
- Discuss how students could build similar models to compare prices. Which is the better deal: 6 pounds of red grapes for \$11.52 or 64 ounces of green grapes for \$8.32? [Red: \$1.92 per pound or \$0.12 per ounce; Green: \$2.08 per pound or \$0.13 per ounce; Red grapes are the better deal.]



EXTEND



Solve rate problems involving conversions between systems.

Students extending beyond proficiency will benefit from solving rate problems with multiple conversions.

- Have partners research conversion rates to solve this problem: A car travels 55 miles per hour. What is this speed in kilometers per second, rounded to the nearest thousandth?
- Some students may first convert miles to kilometers, and then convert hours to seconds. Others may make all conversions at once. [0.025 kilometer per second]
- Repeat with solving the following problem: A small pool can hold 3,785 liters of water. Water flows through a hose into the empty pool at a rate of 1 gallon per minute. About how many hours will it take to fill the pool? [about $16\frac{2}{3}$ hours]

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003

Extending Proficiency:

Teacher's Guide.

NCTM EMTPs 2 and 3

Deepen students' understanding

with the Challenge Activity in the

i-Ready Classroom Mathematics | 11



Practice That's Just Right

Reinforce students' mathematical understanding with a variety of rich practice opportunities. The print and digital practice in *i-Ready Classroom Mathematics* solidifies students' conceptual understanding first, then provides fluency practice and opportunities for students to apply their learning to new problems. NCTM EMTP 6



Additional Practice in Student Worktext

In every session, students build proficiency with the strategies learned in class and apply those ideas to answer criticalthinking questions and new problems.

Fluency and Skills Practice

Optional targeted practice uses patterns and repeated reasoning to build mathematics skills. Available as a student workbook or as PDFs on the Teacher Toolbox.



Digital Learning Games

Fun fluency practice allows students to explore essential skills in a low-stakes environment. In-depth reports offer teachers real-time snapshots of skills progress and growth mindset. Students can toggle to play games in Spanish.



Students revisit previously

learned content to deepen their understanding and retention. Available for every unit.

Easily assign resources to Google Classroom. Student resources, including the digital

Student Worktext and PDFs, work with most learning management systems.



Hands-On Games

Unit Games and Math in Action lessons develop math practices and use students' critical-thinking skills.





Digital Math Tools Powered by Desmos

Students have access to the online graphing and scientific calculators, as well as geometry tools, to explore concepts and deepen understanding.



Plan for Success

When students are lifelong learners, data is a roadmap—not a destination. Valid, reliable, and timely data lets you know where your students are so you can meet them there and give them the right resources and support to continue their journey.

i i-Ready [−]	C Lily	×
Alan used a total cake. How many	of $3\frac{3}{4}$ cups of flour to make cakes. He used $\frac{3}{4}$ cup of flour to make each cakes did Alan make?	
of flour	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
Type your ans	ver in the box.	
S III		

Identify Students' Needs with the Diagnostic

Unfinished learning can lead to challenges as students work on grade-level standards. Knowing every student's needs is critical for success.

- Adaptive (Grades K–12): Pinpoint students' strengths and needs across all skills and domains.
- **Criterion referenced:** Compare students' performance against the standards.
- Norm referenced: Compare students' performance to other students.

State and Nationally Recognized

Numerous third parties have deemed the Diagnostic as a valid and reliable academic screener and progress monitoring tool.



To see evidence that the Diagnostic is proven to work, visit <u>CurriculumAssociates.com/Research-and-Efficacy</u>.

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003

Accelerate Learning for All Students

Based on results from the Diagnostic, the Grade-Level Planning (Prerequisites) report helps you understand each student's needs in relation to upcoming grade-level lessons in *i-Ready Classroom Mathematics*.

1 Learning Progression: Understand the progression of standards going back two-plus years.

2 Gain better insight into class-level prerequisite needs: Access tips on how to maximize whole class, grade-level instruction in *i-Ready Classroom Mathematics*.

3 Small Group Resources:

Understand students' needs for prerequisite skills for *i-Ready Classroom Mathematics* lessons, and access embedded teacher-led, small group, and independent resources for individual skills at point of use.

oject Class/Rep	port Group Grade			
lath 🔻 🛛 I. Grav	es - Grade 4, S 🔻 4			
Init 3 (Lessons 1/-16)				
(Lessons 14-10)	<u> </u>			
ow the Math: i-Re it Overview	ady Classroom Mathem	atics Major themes of unit	0	
t 3: Multi-Digit Operatio	ons and Measurement: Multipli	cation, Division, Perimeter and Area		<u>■</u> _
essons 14–16 of this u ision to divide three- and	nit, students use what they kno d four-digit numbers by one-dig	w about place value, multiplication, a it divisors. They will also build on the.		İ-İ
Show More			Unit Flow and Le Progression (03:23)	arning pression
entify Class Prerec	luisite Needs			
3	б	8 3	3 Maximize Whole Class Instruction	n
			Focus on grade-level instruction,	integrating
Group A	Group B	Group C Group I	 On-the-Spot Teaching Tips to su connections to prerequisite skill 	pport students' s. As needed, use
Unit Group A 🔗	Unit Group B 💦 🚫 Unit (Group C 🛛 🔴 Unit Group D	the Recommended Resources to	provide additional
Understand Grouping 3 Students	Understand Grouping Under 6 Students B Stud	stand Grouping Understand Grouping Jents 3 Students	support for addressing prerequision of upcoming lessons	site content ahead
View All Students			Unit and Lesson Support (On-the-	Spot Teaching Tips)
			Yearly Pacing for Prerequisites	
rerequisite Skills fo	r Upcoming Instruction			
s you plan upcoming inst hile maintaining pace wit	ruction, consider recommended h grade-level instruction.	I resources for prerequisite skills		••• Key
Lesson 14: Divide Thr	ee-Digit Numbers			
Lesson 15: Divide Fou	r-Digit Numbers			
Understand the relation	nship between multiplication	¹ 3 6	8 3	
			Vie	N Resources V
and division	an 🙃	Group A Group B	Group C Group D	

Grade 6, Unit 2 (Lessons 7–11)



Make a Difference Every Day

Math class goes by quickly. You need a thoughtful approach to effectively differentiate in that short amount of time. Whether it's addressing unfinished learning or responding in the moment to unlock a tricky concept or address a misconception, *i-Ready Classroom Mathematics* has the plan and resources for efficient differentiation.



MODEL IT

As students complete the problem, have them compare the equations as well as the graphs. Students can make a table of values or rewrite the equation y - 1 = 2x in slope-intercept form to confirm that both equations represent the same line.

DISCUSS IT

Support Partner Discussion After students complete problem 3, have them respond to Discuss in with a partner. Support as needed with questions such as: - How would the equations change to model the new situation? How would the graphs change?

new situation? How would the graphs change. Facilitate Whole Class Discussion

Have students discuss strategies for comparing the equations in a system. Encourage them to add reasons or examples to ideas they agree with during discussion. ASK How could you predict that a system will have infinitely many solutions without graphing?

Institutely many solutions without graphing: LISTEN FOR 1 can write the equations in slope-intercept form. If both equations have the same slope and the same y-intercept, then they represent the same line. The system will have an infinite number of solutions.

DIFFERENTIATION | RETEACH or REINF

Hands-On Activity Compare equations to identify the solutions of a system. Istudents are unsure about how to identify the num of solutions a system of linear equations has, then us

this activity to spark discussion. Materials: For each student: transparency markers, transparency of Activity Sheet Graph Paper 1% - Telle each student to write an equation in the form y = mx + b on their transparency, selecting *m* and b from the set of numbers: 1, 2, and 3. Then have students draw area and graph their equations.

 Have students circulate and compare equations and overlay their graphs matching pite bases. As they compare equations, ask students to discuss they compare equations, ask students to discuss them to share with the students connect the m students connect the m students connect the m ESSION 12 SESSION 2

tes.LLC C

Model It: Infinitely Many Solutions

They intersect at every point.

Try this problem about a system of linear equations with infinitely many solutions.
 The graph of the equation y - 1 = 2x is shown.
 a. Graph the equation y = 2x + 1 in the same coordinate plane to represent a system. See graph.
 b. At which point(s) do the two lines intersect?

Student responses should show understanding that lines with the same slope are either different parallel lines or the same line.

S Look for understanding that for the system to have no solution, the lines must have the same slope but different y-intercepts.

Error Alert If students choose *m* and *b* so that the two equations have the same *y*-intercept and different slopes, have them sketch the graphs of the equations of the system they have created. They should observe that the lin intersect at the *y*-intercept, so the system has one solution. Ask students whi mad *b* indicates about the line and what values of *m* and *b* world guarantee the student should be about the line and what values of *m* and *b* world guarantee the student student should be about the line and what values of *m* and *b* world guarantee the student student should be student student student students when the student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student student

LESSON 12 | SESSION 2

Hodel It: Infinitely Many Solutions
 Try this problem about a system of linear equinary solutions.
 To graph the equation y − 1 = 2x is shown
 a. Graph the equation y − 2x + 1 in the same
 coordinate plane to represent a system. Set
 A which here institute the maximum of the same coordinate plane to represent a system. Set
 A which here institute the three same coordinate plane to represent a system. Set
 A which here institute the same coordinate plane to represent a system. Set
 A which here institute the same coordinate plane to represent a system. Set
 A which here institute the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the same coordinate plane to represent a system. Set
 A which here is the s

late the r

y = 4x + 5

CONNECT IT

CLOSE EXIT TICKET

ns 1–3. In each system

Develop

UNDERSTAND LESSON

SMP 2, 3, 7

c. How many ordered pairs are solutions of the system? Explain. infinitely many; Possible explanation: An infinite number of ordered pairs make both equations true.

DIFFERENTIATION | RETEACH or REINFORCE

Compare equations to identify the solutions of a system.

If students are unsure about how to identify the number of solutions a system of linear equations has, then use this activity to spark discussion.

Materials For each student: transparency markers, transparency of Activity Sheet *Graph Paper* *****

- Tell each student to write an equation in the form y = mx + b on their transparency, selecting *m* and *b* from the set of numbers: 1, 2, and 3. Then have students draw axes and graph their equations.
- Have students circulate and compare equations and overlay their graphs matching up the axes. As they compare equations, ask students to discuss the number of solutions the system has.
- After students have finished their comparisons, ask them to share what they have learned. Have students connect the number of solutions to the values of m and b in the equations for each system.

Just-in-Time Supports

Reteach, reinforce, or extend learning using the activities provided in the yellow differentiation boxes in the Teacher's Guide. The line points to where these activities can be used during instruction to support students' needs.

would the system representing this context have infinitely many solutions?

Share: I can tell there

are infinitely many solutions if . . .



Authentically Respond to Students in the Moment

Monitor Understanding

Throughout each session, there are opportunities to observe students' understanding and multiple options to differentiate.





Know what your students know. *i-Ready Classroom Mathematics* includes print and digital assessments and a wealth of resources to meet all students' learning needs. Reports are in depth yet intuitive, so you can easily plan the next steps for instruction.

Assess Students' Understanding and Monitor Progress

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



Paper/Pencil Assessment

To check students' understanding with a printbased option, use the editable Lesson Quizzes and Unit Assessments.

Digital Assessments

Comparable to the paper/pencil options, digital Comprehension Checks with audio support provide in-depth reports analyzing students' understanding of concepts.



18 | 🎓 i-Ready Classroom Mathematics

Differentiation Resources for Each Lesson

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



Unfinished Learning:

Prerequisite Lessons and Interactive Tutorials can address skills to help students access grade-level content.



Reteach: Tools for Instruction are minilessons for reteaching lesson concepts.

Prote of Prote of Prote of the node how the two the open of the node how the two the open of the node how the open of the node how the open of the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the node how the nod how the nod how the nod how the nod how the node how t	tice h of he
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------

Out-of-Class Support: The

Develop Session Video Library provides instructional videos for remote learning, homework supports, or reteaching concepts.



Student-Led Small Groups:

Leveled Math Center Activities are collaborative games to reinforce concepts and skills.

LESSON 12
System Solutions
Your Challenge
> Use graphing technology to explore solutions to systems of linear equations.*
a. Open the graphing technology program.
b. Type in the first equation in the field where the equations are entered.
c. Type in the second equation in the field where the equations are entered.
d. Look at the graph to determine if the system of equations has a solution.
$\bigoplus_{j=x+5} y=x+5$, $y=x-3$. Does this system have a solution? If so, what is the solution? Explain.
$\bigoplus_{y\to\infty+6} y-2x-1$ $y=\infty+6$ Does this system have a solution? If so, what is the solution? Explain.
0 $y=0t+1$ $2y=16t+2Does this system have a solution? If so, what is the solution? Explain.$

Extension:

Enrichment Activities challenge students with higher-order thinking tasks and often incorporate technology options, like the Desmos tools.



Independent Reinforcement:

Learning Games offer fun, challenging, and personalized practice and help students develop a growth mindset.



Personalized Instruction: This optional add-on provides lessons designed to accelerate growth and grade-

level learning.



Embrace Students as Individuals

Allow students to explore the world through the lens of mathematics. *i-Ready Classroom Mathematics* incorporates features of the UDL to ensure that instruction is flexible, equitable, and accessible to all students.

Celebrate and Inspire

STEM Stories spotlight the lives and STEM contributions of people with diverse backgrounds and provide a real-life instance of mathematical practices in action.



Real-World Connections

STEM-focused connections show how mathematics is used in everyday life.

Builders need to budget the costs for new projects before beginning the physical work. The National Association of Home Builders keeps records on the average cost per square foot for homes across the United States. The cost per square foot is calculated by dividing the cost of the land, materials, and labor used to build the home by the number of square feet of the home. The largest factor that influences a home's cost per square foot is the value of the land. For example, a home in a major metropolitan area may have a higher land value than a home in a rural area. Ask students to think of other real-world examples when examining rates might be useful.



Create a Community of Interconnected Learners

Supports for Community: Try–Discuss–Connect incorporates UDL principles to give every student a voice and the opportunity to engage with the content in a way that is meaningful to them.

Try It

Discuss It

👻 Connect It

Action and Expression:

Students make sense of the problem in a way that engages their identity and honors their prior experience, community, and individuality.

Representation:

Partner and whole class discussion place value on students' ideas and contributions.

Engagement:

Students make connections to strategies, the underlying mathematics, and each others' thinking and ideas.

In the contrast of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second	Try It In required to compete waarope arou may comm runners wh speed, coor guide. Beca guide. Beca runners, gu	competitions for runners who are bl wear eye masks to ensure no runne th the aid of a guide who is sighted nd their fingers. The guide matches unicate with the runner during the i o are blind but also train with them, dination, and collaboration betwee use of their dedication and hard wo ides also win medals in competition	ind or have low vision, athletes are r has an advantage. Runners Guide and runner are connected by the runner's speed and form and ace. Guides not only compete with Training together helps to improve n a competitive runner and their rk alongside their competitive s.
space, samooo paans aw to versate in the mem can be used to decoration, a fabric and clothing, as building materials, or even as a food source. SESSION 3	Protocols for Engagement	Where in Lesson	Validates
If g IF Ak students who have seen rain barms in horms or businesses to de the barms. Also barnes clockt and dross innivester. They can include purper, p is and barnel for storage, or they can be simple wooden or plastic containers. This collected water is used to water gueden or for other codoor medi. The water typically chemical-free and it is good source of nutrition for plants. The practice collecting marks water level in Middle East ansond 2000 BC.	Raise a Hand Students raise a hand to volunteer information that is specific to their own experiences.	Session 1 Try It: Make Sense of the Problem	verbal expressiveness, turn-taking, spontaneity
TOT IF A set constraint about another that the tot prove the the sectors constraints frames makes the set of the sectors of the sectors of the constraints of the constraints of the constraints exploration became many more access with the investion of a constraints of a constraint of constraints and the Cargoura. Schole is an accretion for all accession of a constraints of a constraint of a constraint of a constraint of a constraints of a constraint of a constraints of a constraints of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a constraint of a co	Buddy Read During the Three Reads routine, the teacher reads the first time and students read, taking turns with a partner, the second and third times.	Session 3 Try It: Make Sense of the Problem	collective success, social interaction
Superations a nume to superate internation that is specific Problem To their own experimence. Buddy Baad During the Three Reads multi-in, the seacher reads the finit Problem Service 119/11: 14 Problem Contract of the Three. Contract of the Three. Service 4 Discourd Service 4 Discourd	Give One, Get One Students mingle to find a partner and then give an idea and get an idea.	Session 4 Discuss It: Support Partner Discussion	social interaction, movement, shared responsibility

Draw on Students' Cultural and Linguistic Background and Behaviors

Every lesson includes background information, cultural connections, and instructional protocols to engage students while affirming and validating their identities.



Integrate Language and Mathematics

Math class is the perfect place for multilingual learners to develop academic language while also building content knowledge. *i-Ready Classroom Mathematics* includes the resources to support both of these goals as students engage in reading, writing, speaking, and listening.

Increase Student Engagement

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



Differentiation for English Learners

Scaffolds for each session suggest ways to help English Learners access and engage with rigorous mathematics.

DIFFERENTIATION | ENGLISH LEARNERS

Levels 1–3: Speaking/Writing

To help students interpret Model It problem 2, read the problem aloud. Use **Act It Out** to clarify the phrase *catch* up. Use a volunteer or classroom objects to role play the meaning of *catch* up. State the phrase in the past tense: *l caught* up with _____ Display *catch* up and *caught* up. Have partners use both phrases to describe a situation. Then reread problem 2, *catrifying* words as needed. Ask a student to explain *same rate*. Use sentence frames to help students answer part a:

- Paloma _____ catch up to Charlotte.
- I know because they are _____.
 I can tell from the graphs that Paloma
- I can tell from the graphs that Paloma _______.
 catch up, because the lines ______.

Levels 2–4: Speaking/Writing

Help students interpret Model It problem 2. Use Act It Out to have students demonstrate catch up and caught up. When a student catches up, have them discuss how that is different from the situation in the problem. Encourage them to use the word rate: - I caught up to because

In the problem, Paloma and Charlotte _____. Then help students connect the situation to the graph. Ask: How does the graph show the distance Paloma and Charlotte hike? Have students draft a response to 2a. Then have them answer 2b and make connections with partners:

 Our answers are _____, so I think we can check the answer by _____.

Use with Session 2 Model It

Levels 3–5: Speaking/Writing Help students interpret Model It prol

Help students interpret Model It problem 2. Have students read the problem and turn to a partner to discuss how the graph connects to the problem. Encourage partners to explain how the graph shows both girls hiking on the same trail at the same rate. Have them draft a response to 2a and have partners review each other's responses. Then have students work independently to answer 2b. When ready, have them turn to partners to connect and discuss answers. Ask. How does your answer compare to your partner's? Do both answers include an explanation? How can you test your answer?

Encourage students to use same, different, both, and, or but as they explain their ideas



Resources like the Discourse Cards and Multilingual Glossaries help students talk through their ideas using academic language.



Teach Academic Language

Academic Vocabulary Activities and Routine

Engage students in rigorous mathematics and encourage effective communication.

Math Vocabulary		Acad
cone	perfect cube	🗌 aj
converse of the	perfect square	🗌 e
Pythagorean Theorem	Pythagorean Theorem	e:
cube root of x	real numbers	D P
irrational number	square root of <i>x</i>	🗌 si
legs (of a right triangle)		

- Underline each term you use. Give an example of each type of number. Possible explanation: Rational and irrational numbers are alike because they are both real numbers. They are different because irrational numb cannot be written as a fraction or repeating decimal. You can find a ratio approximation for an irrational number. 0.33 is a rational number, and t square root of 2 is an irrational number.
- 2 Is -5 a square root of 25? Explain.

Yes; Possible explanation: The product of -5 and -5 is 25.

- 3 Describe a perfect cube. Use two math or academic vocabulary terms in your answer. Underline each term you use. Possible answer: A <u>perfect cube</u> is the product when an integer is used a factor three times. For example, 4 × 4 × 4 = 4³ = 64. This means 64 i
- perfect cube and the cube root of 64 is 4.
 The answer to a question is *Use the Pythagorean Theorem*. What might the question be?

Possible answer: The question might be, "I know the lengths of the hypotenuse and one leg of a right triangle. How can I find the length o other leg?"

UNIT 6 • Vocabulary Review • Real Numbers: Rational Numbers, Irrational Numbers, and

Academic Vocabulary Routine

Ise with Build Your Vocabulary.

Assess prior knowledge.

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

2 Pronounce the words.

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

Oefine the words.

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

4 Use the words.

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

Support at the Word, Sentence, and Discourse Levels

Prompts help students ask and answer questions, express ideas, and unpack complex sentences.





i-Ready Classroom Mathematics | 23



Cultivate a Mindset for Learning

Create a community of interconnected learners. By developing the whole child, encouraging collaboration, and making time to reflect on their thinking, students not only become good mathematicians, but they also develop important life skills.

Algebraic Thinking

Unit Big Ideas

This unit Introduces students to generating equivalent expressions and solving multi-step equations and inequalities. Students preview the skills they will be learning in this unit and assess what they know and do not know about them. Students record their progress after completing each lesson and reflect on their learning at the end of the unit. of the unit.

- The major themes of this unit are:
- Ine major triemes or runs uma are;
 You can apply properties of operations to generate equivalent expressions that reveal different aspects of a problem.
 You can use what you know about solving one-step equations to solve multi-step equat and inequalities. -step equations
- Reasoning about the effect of multiplying by a negative number can help you understand why the inequality symbol sometimes changes when solving inequalities.

Self Check

305

Take a few minutes to have each student independently read through the list of skills. Ask students to consider each skill and check the box if it is a skill hey think they already have. Remind students that these skills are likely to all be new to them and that over time, they will be able to check off more and more skills.

Support Whole Class Discussion

Engage students in a discussion about the skills with questions such as:

- Which skills seem related to something you already know?
- Which skills do you think you would use in your everyday life? Why

Support Positive Learning Habits At the beginning of the unit, share the individual and social responsibility goal **Persevere**. At the end of the unit, support growth mindset by having students discuss the prompts and review the skills on the **Salf Reflection** page. on the Self Reflection page.

UNIT 4 Algebraic Thinking



Find equivalent expressions.

Solve problems using equation

Solve inequalities. Solve problems using inequalities.

Support Positive Learning Habits

Embedded support helps teachers promote and maintain healthy learning environments.

Rewrite linear equations in different form: Solve multi-step equations.

Graph the solution set of an inequality.

Actively participate in discussions by asking questions and rephras building on classmates' ideas.

Self Reflection

Support Positive Learning Habits

Growth Mindset

Growth Mingset Have students review the skills on the Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson in order to help develop growth mindset.

- Remind students that this is the same list of skills that they saw on the **Self Check** page at the beginning of the unit.
- beginning of the unit.
 Tell students that revisiting the list of skills is an opportunity for them to reflect on their learning and progress during the unit.
 Have students read through the list of skills independently and then work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson as they think about how to respond to the prompts.
- Discuss students' responses to the prompts as a class if time permits. Tell students that they will build on these skills in later lessons during the year and/or in other grade levels.

Individual and Social Responsibility

ASK You have worked hard to learn a lot of new math. When you are confused or frustrated while doing math, what can you do? LISTEN FOR Students may share strategies for persevering that include taking a short break, asking for a hint to get back on track, asking a lassmate or teacher for help, and remembering

that it is normal for new learning to feel difficult. Students might also mention trying different visual representations to think about problems in new ways

ASK Students in a strong classroom con help each other. How did you and your classmates help each other when you were confused or frustrated while doing math?

- LISTEN FOR Students may share strategies for persevering as part of a group that include
- encouraging each other and explaining things in different ways to help others understand

Support Student Agency

Let students check off skills they already

on their progress at the end of a unit.

know before starting a unit, and then reflect

4 Self Reflection

In this unit you learned to

Skill	Laura
Find equivalent expressions.	Lessor
Rewrite expressions in different former	15
Sohn multi sten smaller	15, 16
Solve multi-step equations.	17, 18
some problems using equations,	18
Solve inequalities.	19
Solve problems using inequalities.	
Graph the solution set of an inequality.	19
Actively participate in discussions by asking questions and endersities and	19
on classmates ideas	15-19

Think about what you have learned.

> Use words, numbers, and draw

1 Three examples of what I learned are

2 The hardest thing I learned to do is _

A question I still have is ...

24 | *** i-Ready Classroom** Mathematics

Students reflect on their understanding and

develop self-awareness, self-management,

social awareness, relationship skills, and

Encourage Individual and

Social Responsibility

responsible decision making.

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003

412

Self Check

Develop Persistent Problem Solvers

Supports for Growth Mindset: The Try–Discuss–Connect framework provides a structure to help students embrace challenge, collaborate with others, and reflect on what they have learned.

Try It

🖨 Discuss It

Connect It

Students persevere through a novel problem independently.

Students share their thinking and learn how to agree or

disagree respectfully.

Students evaluate methods and consider the merits of different solution strategies.



Promote Self-Management

Learning Games give students immediate feedback they can use to test strategies. After completing a level, students can choose whether the next round is harder or not, giving them agency over their learning.

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2128216

1



Get What You Need, When You Need It

Whether you're a 30-year veteran refining your craft or a first-year teacher exploring your new profession, our time-saving resources and support enable you to build your expertise. Choose from our wealth of resources to get what you need, when you need it.

Support That Works for You

An abundance of resources and support are available to meet the unique needs of each teacher.



Plan Lessons with Ease

Lesson Overview pages cover everything you need to quickly and effectively plan instruction.

Embedded Support

Strategies, prompts, and in-themoment guidance are available in the Teacher's Guide.

Select and Sequence Student Strategies

- Select 2–3 samples that represent the range of student thinking in your classroom. Here is one possible order for class discussion:
- tables of equivalent ratios that show the number of miles traveled each hour and half hour when moving at a constant speed of 55 miles per hour
- (misconception) strategies that identify the distance of 192 $\frac{1}{2}$ miles in 3 $\frac{1}{2}$ hours but conclude that since the distance is less than 200 miles, the time to reach the destination would be less
- double number lines that show the number of miles traveled in $3\frac{1}{2}$ hours when traveling at a constant speed of 55 miles per hour
- equations that find the number of miles Chloe can travel in $3\frac{1}{2}$ hours when traveling at a constant speed of 55 miles per hour

Facilitate Whole Class Discussion

Call on students to share selected strategies. Prompt students to describe what they noticed or assumed about the problem, what they decided to do as a result, and why.

Guide students to **Compare and Connect** the representations. Allow time for students to think by themselves before starting the discussion.

ASK How does [student name]'s strategy use the rate given in the problem?

LISTEN FOR The given rate is 55 miles in 1 hour. Use the rate and equivalent ratios to find how many miles Chloe can drive in 3 $\frac{1}{2}$ hours.

Professional Learning (PL) That Empowers

Teacher support designed to enhance the art and science of teaching mathematics

Math Background

See how the models and strategies used in the unit fit into the learning progression.



Pacing Video Series

Stay on track to deliver all grade-level content by the end of the year.

Implementation Guidance and More

From how-to tips to planning tools, get on-demand access to everything teachers need on *i-Ready Success Central*.





Onsite, Online, and On-Demand Professional Learning

Our ongoing, classroomfocused PL supports teachers in using students' thinking and mathematical practices to transform mathematics classrooms.

Ready Classroom Mathematics | 27

Bring Classrooms and Communities Together

Extend learning beyond the classroom. *i-Ready Classroom Mathematics* has a wealth of resources families can use at home to support their students' mathematical growth.



Resources to Help Teachers Engage Families

Success Central

Resources for teachers to use to make family communication easier, including:

- Introduction Letter: Introduce families to the curriculum.
- **Family Night Presentation:** Give families an overview of the program.

i-Ready Cl

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2128216

What class looks like with *i-Ready Classroom Mathematics*



28 | Yi-Ready Classroom Mathematics

Resources for Families





Support Website Dedicated to Families

The Family Center, available in English and Spanish, helps families explore the program and provide support at home.

 $\ensuremath{\mathbb{C}}$ 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003



Need Help? We're Here for You!

No matter how big or small your school is, you have an *i-Ready* partner dedicated to your account. We're experts in our product, so if you have a question or a problem, we can give you the answer—so you can get back to your students.

A Partner Success Manager You Know on a First-Name Basis

Dedicated partner success managers are your point of connection to a powerful network of experts solely focused on making your implementation successful.

Real-Time Achievement Data after Every Assessment

Detailed student achievement analytics to empower datadriven practices in classrooms



Guidance on Education Trends and Implications

Consultation to ensure you stay up to date and are prepared to implement education best practices



Every District Is Surrounded by Support

Flexible PL

Tailored PL pathways to optimize the use of our products supported by industry-leading online tools and resources

Technical Support and Health Checks

Proactive support that anticipates and heads off issues before they start—and is there for you should they arise

Available in English and Spanish

30 | *** i-Ready Classroom Mathematics**

"i-Ready Classroom Mathematics resources **provide teachers with routines and structures that support the implementation of the effective teaching practices**. This allows students to build a deep understanding of mathematical concepts, and it creates a seamless connection that supports both students and teachers."

—**Marsha Burkholder** Elementary Curriculum Specialist Columbus City Schools

"Curriculum Associates ... developed the tools and customer support systems that provide us with real-time information so we may **maximize the skillset of our staff to do** what's in the best interest of our students."

> --Josh Almeida Curriculum, Data, and Assessment Manager for Mathematics New Bedford Public Schools

© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2128216

i-Ready Classroom Mathematics | 31



The Data Speaks for Itself

To help students thrive, teachers need high-quality instructional materials that make an impact. Our programs are designed, tested, and refined to maximize students' success. Don't take our word for it. Check out our proven results and top ratings from third parties.



Third-party research conducted in three states, with 32 schools and 21,000 students, provides evidence of *Ready Mathematics'* success.

Read the full report: CurriculumAssociates.com/ Ready-Math-Blended-ESSA

Because our program has been top rated from the beginning, educators have had time to teach with and see real results from our blended instructional approach.



2020

2022

i-Ready Classroom Mathematics ©2020 for Grades K–8—the next evolution of *Ready Mathematics* received **all-green ratings from EdReports**.

i-Ready Classroom Mathematics ©2024 received **all-green ratings and a perfect score for all Grades K–8 from EdReports**.

Perfect Scores on EdReports

2023



2024

Scan to learn more!



2021

i-Ready Classroom Mathematics | 33

Student Materials



Student Worktext B Students take ownership of the learning as they work through the rich tasks and practice new skills in each lesson.



Fluency and Skills Practice Book

Targeted fluency practice for every lesson. Included on the Teacher Toolbox and available in print for additional purchase



Hands-On Materials Engage students in hands-on learning. Available at: <u>Hand2Mind.com/</u> <u>Curriculum-Associates</u>

Student Digital Experience

The Student Digital Experience, accessible through <u>i-ReadyConnect.com</u>, provides access to all student components of *i-Ready Classroom Mathematics*.

Student Bookshelf provides online access to student resources, including:

- Digital Student Worktext
 includes tools, such as note-taking, text-to-speech, highlighting, and a calculator.
- Family Resources
 ¹⁰ include a Family Letter for every lesson and Unit Flow & Progression Videos.
- Multilingual Glossary
 available in 11 languages
- Student Handbook
 with a guide to the Standards for Mathematical Practice, a mathematical language reference tool, and 100 Mathematical Discourse Questions
- **Develop Session Video Library** offers instructional videos for remote learning, homework support, or reteaching concepts.

Digital Math Tools powered by Desmos provide virtual representations of various models.

Interactive Learning Games be develop conceptual understanding, improve fluency, and build a positive relationship to challenge.

Interactive Practice belps students build procedural fluency and skills by providing immediate, meaningful feedback.

Optional Add-On: i-Ready Personalized Instruction 🚥







34 | *** i-Ready Classroom** Mathematics

Teacher Materials



Teacher's Guide (B) Two volumes include discoursebased instructional support, math background, and embedded professional learning. *Available in print and online*



Discourse Cards 👳

This resource provides questions and sentence starters to get students talking about mathematics. Available in print and online

+Ready				Q Sales 10
Eard for Scoress + Carl Bartor + Engage Year Canenadity + Min and Tasch + Assess and Cole Bats + Hodessimul Growth + Search	Advanced Part Advanced Control of Parts and Part Part Parts and Part Part Part Part Part Part Part Part	ny taoner too for fyron de categories and de cat	Kan far Andrew Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner Barner B	
Sugart for Otor Programs	Featured Resources	ly seeds? to you at this point in the school ye		
	-		فنفف	
	Spring Developing Perseverance for Froblem Solving	Handhly Strategic Steps	Learning Walks	
	Through the Cannol Ryp Kanori ha instructional Romanoni, students bacture independent protestivation.	Whether you are a loader which may to the program or veturning, you have a fut service plate. The procept stop-	While index diseasilitation where many bers, and plottel address play in the facilitation for improving schedulets.	
			a	

Success Central

Online teacher portal provides on-demand access to tips and resources for a successful implementation.

Teacher Digital Experience

The Teacher Digital Experience, accessible through <u>i-ReadyConnect.com</u>, provides access to all teacher components of *i-Ready Classroom Mathematics*.

Teacher Toolbox provides access to all Grades K–8 resources in one convenient location. A few highlights include:

- Interactive Tutorials
- Digital Math Tools Powered by Desmos
- Lesson PowerPoint[®] Slides
- Fluency and Skills Practice
- Center Activities
- Enrichment Activities
- Assessment Resources
- Unit Flow & Progression Videos*
- Literacy Connections
- Unit Games 🚥
- Develop Session Video Library

Digital Practice Resources

- Learning Games
- Interactive Practice

Digital Assessments

- Diagnostic
- Comprehension Checks

Reports

- Diagnostic Results
- Comprehension Check Results
- Grade-Level Planning (Prerequisites)
- Learning Games

Professional Learning

Online Educator Learning

Optional Add-On

 i-Ready Personalized Instruction us

Program Subject I-Ready Classroom Math Program Implementation		Orade K 1 Classroom Resour	2 3 4	5 6 7 n Resources (Spania)	8 1) Assessmen	t Practice	
Whole Class Instruction Small time Differentiation							
	Teach		Assess	Prepare	Reteach	Reinforce	Extend
	Instruction & Practice	Interactive Tatorials	Lesson Quizzes & Unit Assessments	Prenquisite Lessons	Taols for Instruction	Math Center Activities	Enrichment Activities
Unit 1: Whole Numbers: Place Val	ue, Comparison, Ac	dition, and Subtracti	5n				
Unit 1: Beginning of Unit	8						
Lesson 0: Lessons for the First Five Days	8						
Lesson 1: Understand Place Value	8	°b.	Ð	B	۵	B	
Lesson 2: Compare Whole Numbers	₿	16	B	B	8	8	



*Closed captioned in English and Spanish

 $\label{eq:microsoft} Microsoft\ PowerPoint^{\circledast}\ is\ a\ registered\ trademark\ of\ Microsoft\ Corporation.$

Learn More at <u>i-ReadyClassroomMathematics.com/24</u>

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





© 2024 Curriculum Associates, LLC. All rights reserved. | 08/24 0K | 2334003

Curriculum Associates