

# Program Overview



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to learn more.

Grades

**K-1**



## Focus on High-Impact Teaching Strategies ..... 4

Use the most impactful, research-based teaching strategies to help students become independent, mathematical thinkers.



## Turn Data into Action ..... 14

Accelerate students' learning by combining powerful insights from data with thoughtfully curated resources to scaffold instruction.



## Put Students at the Heart of Learning ..... 20

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



## Support Teachers Every Step of the Way ..... 26

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.



## Impact EdReports: All Green. All Perfect. All Grades K–8.

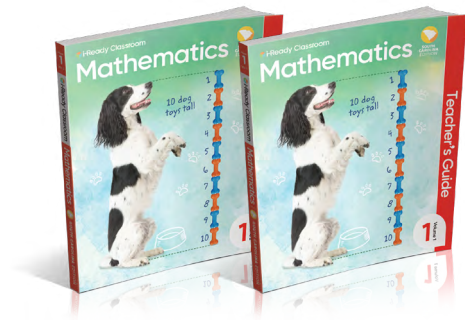
*i-Ready Classroom Mathematics* ©2024, the basis of *i-Ready Classroom Mathematics, South Carolina Edition*, is the first mathematics program to receive perfect scores for all Grades K–8 from EdReports. Scan the QR code to read the review, or visit [CurriculumAssociates.com/EdReports](https://CurriculumAssociates.com/EdReports).



*i-Ready Classroom Mathematics, South Carolina Edition* 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 . . .

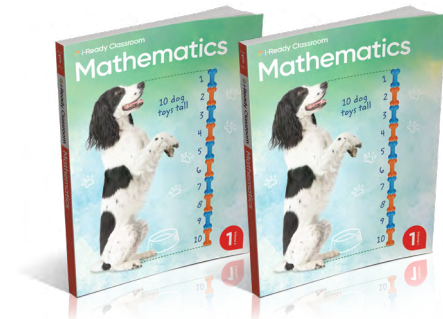
### South Carolina Teacher’s Guide

Notes the language of the South Carolina College- and Career-Ready Standards (SC CCRS) for Mathematics at point of use. Includes discourse-based instructional support, math background, and embedded professional learning.



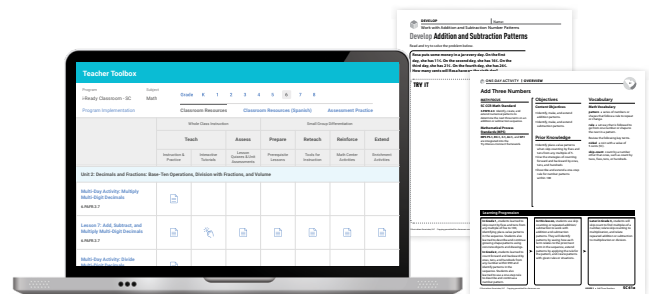
### Student Worktext and South Carolina Student Companion

Students take ownership of their learning as they work through the rich tasks and practice new skills in each lesson. The South Carolina Student Companion contains printed Enhancement Activities, which are additional lessons and activities to ensure all the SC CCRS for Mathematics are addressed.



### South Carolina Teacher Toolbox

A digital, one-stop spot to find engaging, on-level, and differentiated instruction. Teacher Toolbox provides easy access to a curated collection of research-based resources aligned to the SC CCRS for Mathematics, including South Carolina Enhancement Activities and customized assessments.



Example of Grade 3 One-Day Activity

For a full list of program components available in English and Spanish, see [pages 34–35](#).



# Promote Meaningful Math Learning with a Purposeful Plan

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

## Two Types of Lessons

### Strategy Lessons

*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

*Lesson at the End of Each Unit*

These lessons engage students in problem solving, developing mathematical processes, and making connections across the content of the unit.

## Structure of a Grades K–1 Strategy 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
<b>Explore</b> Session	<b>Develop</b> Sessions		<b>Refine</b> Sessions	
<ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Learning Activities</li> <li>• Close</li> </ul>	<ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Learning Activities</li> <li>• Centers, Differentiation, and Practice</li> <li>• Close</li> </ul>		<ul style="list-style-type: none"> <li>• Number Sense</li> <li>• Learning Activities</li> <li>• Assessment</li> <li>• Centers, Differentiation, and Practice</li> <li>• Close</li> </ul>	

## Lessons in *i-Ready Classroom Mathematics, South Carolina Edition* Make It All Possible

- ✓ **Address the SC CCRS for Mathematics** with rigorous, student-centered discourse and practice.
- ✓ **Build students' number sense every day** with a student-driven activity.
- ✓ **Help students practice rote counting daily** with playful transition activities.
- ✓ **Develop mathematical processes** 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.
- ✓ **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

Explore  
Session

2 Days  
Develop  
Sessions

2 Days  
Refine  
Sessions

Engage students and help them build upon the schema they have already developed with problem-based 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 that focus on learning.         | 5. Pose purposeful questions.                              |
| 2. Implement tasks that promote reasoning and problem solving. | 6. Build procedural fluency from conceptual understanding. |
| 3. Use and connect mathematical representations.               | 7. Support productive struggle in learning mathematics.    |
| 4. Facilitate meaningful mathematical discourse.               | 8. Elicit and use evidence of student thinking.            |
- (NCTM, 2014)



### Discover It

Introduce students to lesson concepts with an engaging activity designed to pique their interest and activate prior knowledge.

NCTM EMTP 2



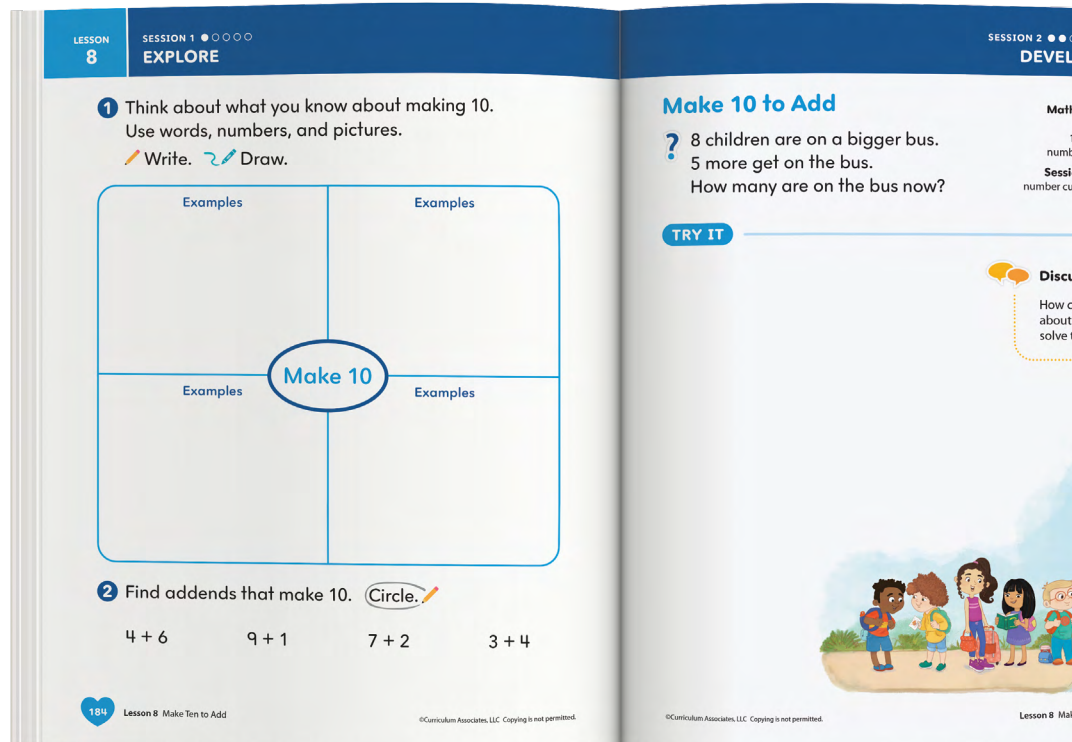
### Investigate It

Use the ideas students have just explored as a bridge to a new concept. Students play, discover, and discuss as they dig deeper into the lesson content.

NCTM EMTP 5

### Building Concepts

In Grade 1, students reflect on concepts they know and will build upon throughout the lesson.





# Build Understanding: *Develop Sessions*

1 Day  
Explore  
Session

2 Days

Develop  
Sessions

2 Days  
Refine  
Sessions

Help students make sense of math by making connections across multiple representations. Each lesson includes two Develop 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 processes, and effective teaching practices into instruction.

SESSION 3 ●●●○ | DEVELOP

NAME: \_\_\_\_\_

LESSON 14

Try-Discuss-Connect

\_\_\_\_\_ + \_\_\_\_\_

Make sense of the problem: Ten children can sit at the lunch table. Some children are already at the table. How many more children can sit at the table to fill it? Have children choose a manipulative to find the answer. Then have children fill in the expression.

How did you find how many more children could sit at the table?

Lesson 14 Compose and Decompose 10

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### Try It

Students use a language routine to make sense of a task that promotes reasoning and problem solving. [NCTM EMTP 7](#)

### Discuss It

Students share their thinking with the class and listen to others' ideas. [NCTM EMTP 2](#)

### Connect It

Students use and connect mathematical representations and strategies in class discussions. [NCTM EMTPs 4, 5, and 8](#)

### Designed for Hands-On Activities

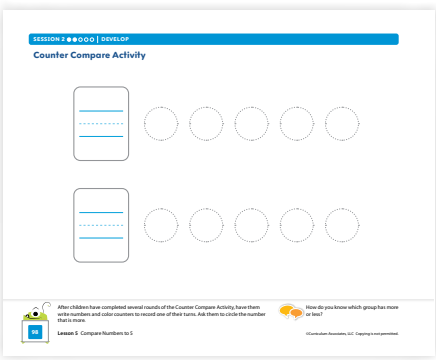
The Student Worktext includes workmat pages designed to support the daily hands-on activities.





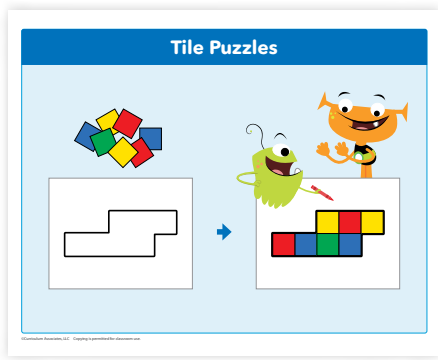
# Flexible Centers and Practice to Support Learning

Center options meet the needs of every student and every teacher.



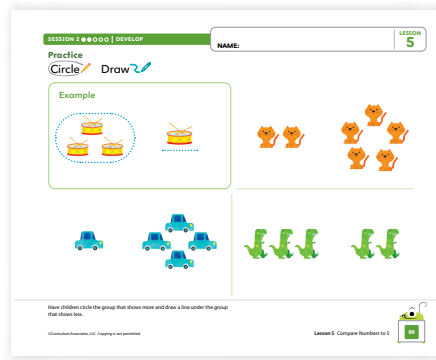
**Centers to Reinforce Session Concepts**

Students can continue the Apply It activity as a center and use it repeatedly in future sessions in the lesson.



**Centers Library for Review and Fluency**

Easy-to-use Centers Cards to review skills and build fluency



**Independent Practice**

Practice problems solidify students' conceptual understanding and build procedural fluency from that understanding.

## Centers, Differentiation, and Practice

**CENTERS | Student-Led Practice**

**Session Centers**

**Counter Compare**

Children strengthen understanding that they can compare two groups of objects to determine which has more or less, or whether they have the same, by continuing the activity in a center.

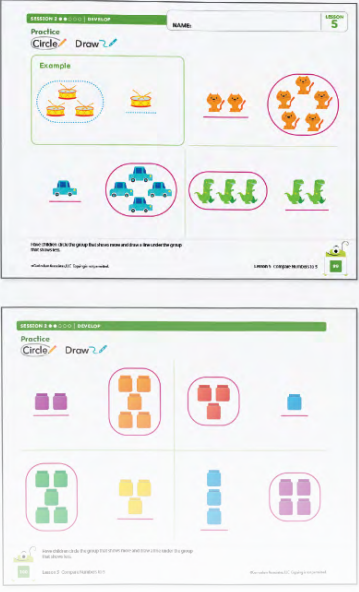
**Centers Library**

**SKILL REVIEW: Tile Puzzles**

**FLUENCY: Show It**

**INDEPENDENT PRACTICE**

**Student Worktext**



**Digital Practice**

Learning Games: Hungry Guppy,

**DIFFERENTIATION | Teacher-Led Small Group**

**RETEACH**

Use with children who need support to decide which group has more or less.

**Materials:** 5 markers with removable caps

- Remove the cap from each marker. Give the 5 caps to the child.
- Instruct the child to place some or all of the caps in front of them.
- Choose some or all of the markers and place them in front of the child.
- Have the child arrange both groups into rows and count to tell how many in each row.
- Ask questions like: *Is there a cap for each marker? Not enough caps? Too many markers?* Ask the child which group has more and how they know. Repeat with asking the child to determine which group has less.

**EXTEND**



# Make Learning Stick: *Refine Sessions*

1 Day  
Explore  
Session

2 Days  
Develop  
Sessions

2 Days

Refine  
Sessions

Give students time to practice and cement their learning from the lesson. The final two sessions of each lesson provide dedicated class time for practice, differentiation, and assessment.

## Put It All Together

A variety of activities help students see how everything in the lesson works together.

The first worksheet is titled 'SESSION 4 REFINE Compare Numbers Activity'. It features a row of five green boxes containing the numbers 2, 4, 5, 3, and 1. Below this are two rows of three boxes each. Each box is labeled 'Less' or 'More' and contains a grid with a dashed middle line and five circles below it. The second worksheet is titled 'SESSION 5' and has a 'NAME:' field. It shows a row of four green boxes with numbers 5, 4, 2, and 3. Below this is a large green box with the number 3 and five circles below it, and another 'More' box with a grid and five circles below it.

**Make Connections**  
Help students see relationships in math.  
NCTM EMTPs 3, 4, and 5

The worksheet is titled 'SESSION 5 REFINE Analyze It' and includes a 'NAME:' field. It features two cartoon animals: a cat on the left and a dog on the right. Above the cat is a row of five yellow circles, with the first four filled and the last one empty. Below the cat is a square box containing three red circles. Above the dog is a square box containing five red circles. At the bottom, there is a reading problem: 'Read the problem: The cat and dog both think they showed more than the number of counters in the 5-figure. Do you agree with the cat, the dog, or both? Why? Have children circle who they agree with.'

**Analyze It**  
Use error analysis to synthesize lesson content.

LESSON 8      SESSION 5 ●●●●● PRACTICE

Color. Add to find the hidden picture.

13:      14:      15:      16:

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SESSION 5 ●●●●● REFINE

Lesson Reflection

2 1 3

Have children use this lesson to c

Lesson 5 Cor

Memory

LESSON QUIZ

NAME: \_\_\_\_\_

LESSON 8

Solve.

1  $8 + 7 = ?$

$8 + 7 = 10 + \underline{\quad}$

$8 + 7 = \underline{\quad}$

2  $9 + 5 = ?$

$9 + 5 = 10 + \underline{\quad}$

$9 + 5 = \underline{\quad}$

3  $8 + 8 = ?$

Show your work.

**Centers and Practice**  
 Help students reflect on their learning from the lesson.  
**NCTM EMTP 6**

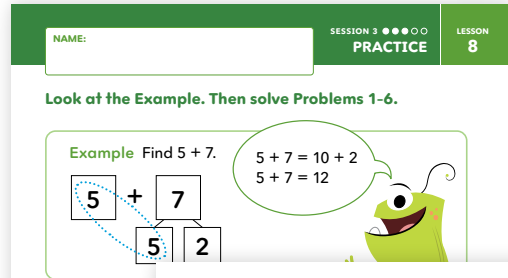
**Flexible Options for Assessment**  
 The second Refine session includes time for administering the assessment of your choice: Activity-Based (Grade K only), Paper/Pencil, or Digital. See more on [page 18](#).





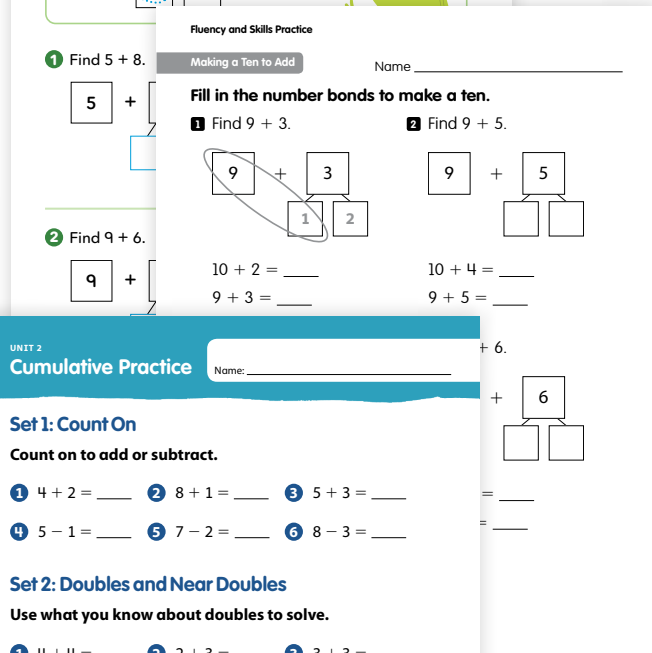
# Practice That's Just Right

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



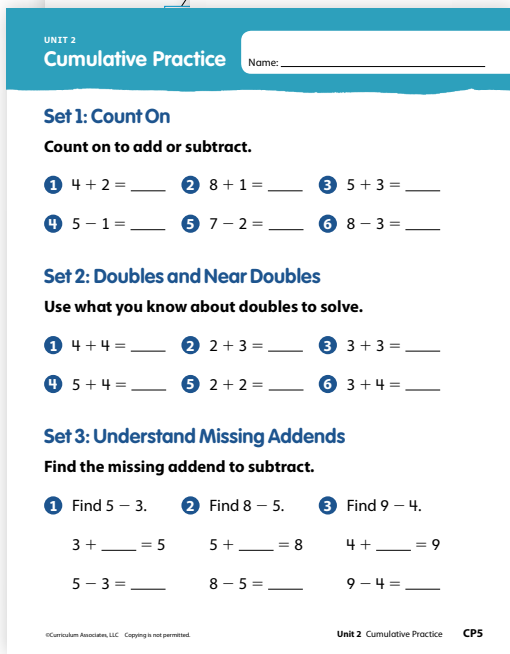
## Additional Practice in Student Worktext

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



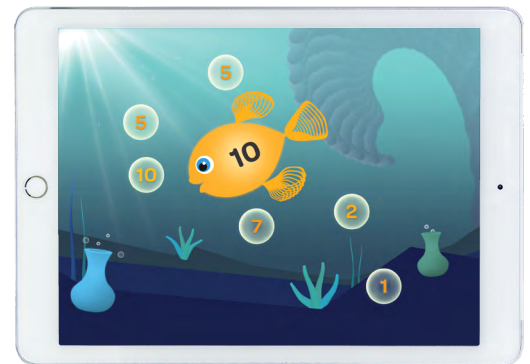
## Fluency and Skills Practice

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



## Cumulative Practice

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



## 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.

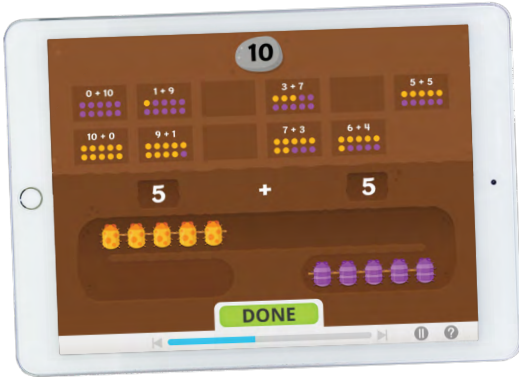
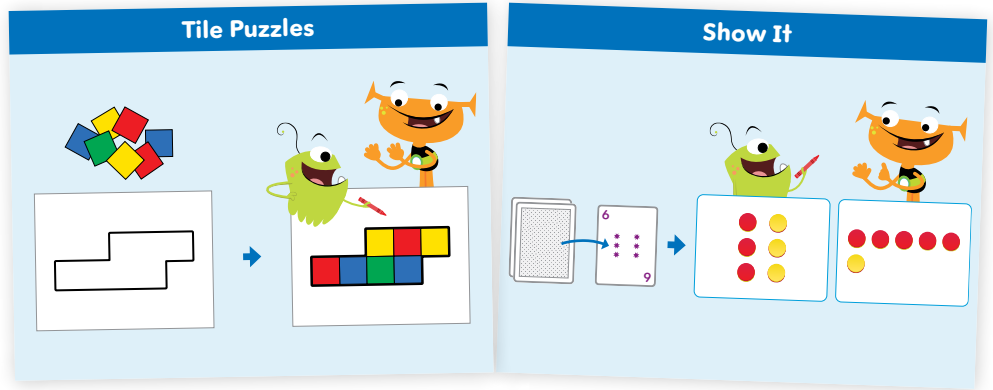


Google Classroom

Easily assign resources to Google Classroom. Student resources, including the digital Student Worktext and PDFs, work with most learning management systems.

## Centers

These centers offer opportunities for students to reinforce concepts and skills and build fluency. Once children are familiar with a center, the activity can be used independently with different content as the year progresses.



## Interactive Practice with Technology-Enhanced Items

This assignable and auto-graded digital practice reinforces understanding. Teachers receive performance reports, while students receive immediate, meaningful feedback to keep them on track.

## Hands-On Games

Unit Games are a fun way to review unit content. Grade Level Games help students build fluency and understanding of critical concepts.



**Unit 2 Game** Name \_\_\_\_\_

**Teen Number Totals**

**What You Need**  
For each pair:  
 • 3 sets of Number Cards 1–10  
 • Teen Number Totals Game Board  
 • 9 two-color counters  
 For each child:  
 • Teen Number Totals Recording Sheet

**What are the different partners for teen numbers?**

**How to Play**  
 • Mix and place the cards in a stack facedown. Take turns.  
 • Take 5 cards from the stack. Choose 2 or 3 of the numbers to add. Add to make a teen number.  
 • Put a counter on that number. If you cannot make a number that is open on the Game Board, skip your turn. Put your cards on the bottom of the stack.  
 • Write an addition equation on the Recording Sheet. Show what you added.  
 • Play until all numbers on the Game Board are covered. The player with the most counters on the Game Board wins.

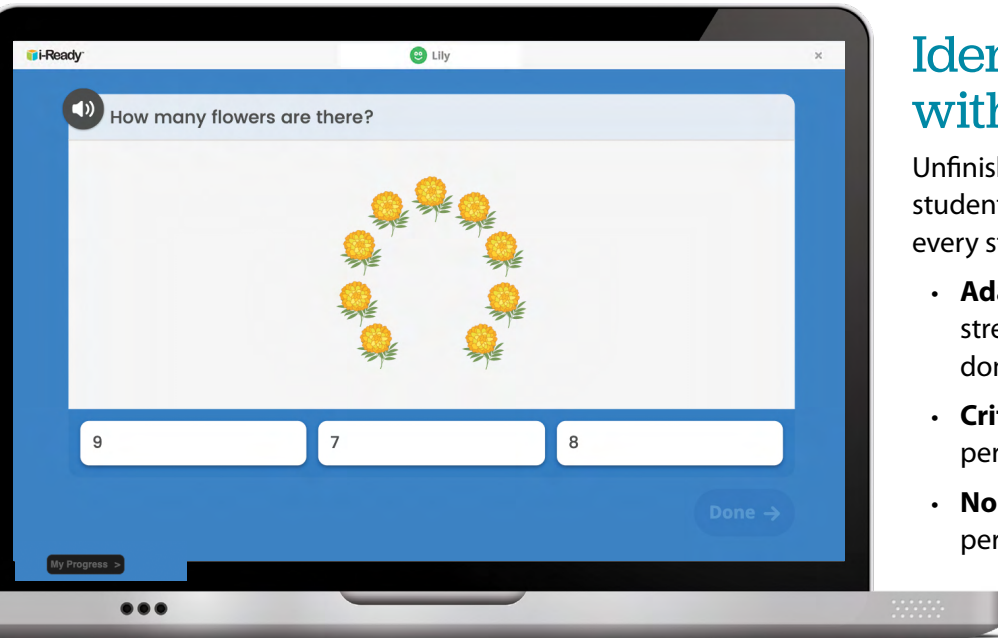
9 + 5 = 14

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# 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.



## 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.



Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)



Received high ratings from the National Center on Intensive Intervention

To see evidence that the Diagnostic is proven to work, visit [CurriculumAssociates.com/Research-and-Efficacy](https://CurriculumAssociates.com/Research-and-Efficacy).

# Accelerate Learning with a Custom Plan

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, South Carolina Edition*.

- 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, South Carolina Edition*.
- 3 Small Group Resources:** Understand students' needs for prerequisite skills for *i-Ready Classroom Mathematics, South Carolina Edition* lessons, and access embedded teacher-led, small group, and independent resources for individual skills at point of use.

Example of Grade 4 Report





# 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, South Carolina Edition* has the plan and resources for efficient differentiation.

**Grade-Level Planning (Prerequisites)**

Subject: Math | Class/Report Group: I. Graves - Grade 4, S... | Grade: 4

Unit: Unit 3 (Lessons 14–16)

**Know the Math: i-Ready Classroom Mathematics Unit Overview**

Unit 3: Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area  
In Lessons 14–16 of this unit, students use what they know about place value, multiplication, and division to divide three- and four-digit numbers by one-digit divisors. They will also build on the...

**Identify Class Prerequisite Needs**

3 6 8 3

Group A | Group B | Group C | Group D

Unit Group A: Understand Grouping (3 Students)  
Unit Group B: Understand Grouping (6 Students)  
Unit Group C: Understand Grouping (8 Students)  
Unit Group D: Understand Grouping (3 Students)

**Maximize Whole Class Instruction**

Focus on grade-level instruction, integrating On-the-Spot Teaching Tips to support students' connections to prerequisite skills. As needed, use the Recommended Resources to provide additional support for addressing prerequisite content ahead of upcoming lessons.

View All Students

Unit and Lesson Support (On-the-Spot Teaching Tips)  
Yearly Pacing for Prerequisites

## Proactively Address Prerequisite Skills during Instruction

**Yearly Pacing for Prerequisites** provides guidance on when and how to use Prerequisite Lessons to address unfinished learning throughout the year.

**Grade-Level Planning (Prerequisites)**

Recommended Resources for Prerequisite Skill:  
**Understand the relationship between multiplication and division** (Priority Prerequisite Skill)

Supporting: Lesson 14: Divide Three-Digit Numbers, Lesson 15: Divide Four-Digit Numbers, (Grade 4, Unit 3)

View Resources: All Students

3 6 8 3  
Group A | Group B | Group C | Group D

Focus on grade-level instruction, emphasizing connections to prerequisite skills. Consider small group instruction as time permits.

**Prerequisite skill learning progression for Lessons 14, 15**

Grade 3: Understand the Meaning of Division (Lesson 10) → Grade 3: Understand How Multiplication and Division Are Connected (Lesson 11) (Priority Prerequisite Skill)

**Teacher-Led Small Groups**

Tools for Instruction: Solve Problems Involving Equal Shares, Relate Multiplication and Division, Understand How Multiplication and Division Are Connected

**Student-Led Small Groups**

Center Activity: Use Related Fact, Find the Missing Number

**Embedded Recommended Resources**  
Save time searching for small group resources to maintain pace with on-grade level instruction.





## Centers, Differentiation, and Practice

### CENTERS | Student-Led Practice

#### Session Centers

##### Counter Compare

Children strengthen understanding that they can compare two groups of objects to determine which has more or less, or whether they have the same, by continuing the activity in a center.

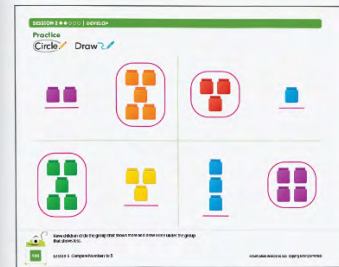
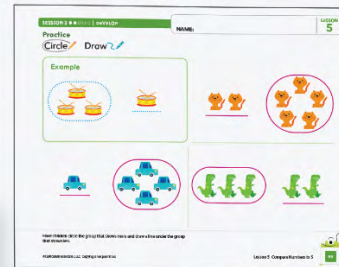
#### Centers Library

**SKILL REVIEW:** Tile Puzzles

**FLUENCY:** Show It

### INDEPENDENT PRACTICE

#### Student Worktext



#### Digital Practice

Learning Games: **Hungry Guppy, Bounce**

i-Ready Personalized Instruction

### DIFFERENTIATION | Teacher-Led Small Group

#### RETEACH

Use with children who need support to decide which group has more or less.

**Materials:** 5 markers with removable caps

- Remove the cap from each marker. Give the 5 caps to the child.
- Instruct the child to place some or all of the caps in front of them.
- Choose some or all of the markers and place them in front of the child.
- Have the child arrange both groups into rows and count to tell how many in each row.
- Ask questions like: *Is there a cap for each marker? Not enough caps? Too many markers?* Ask the child which group has more and how they know. Repeat with asking the child to determine which group has less.

#### EXTEND

Use with children who easily compare two given numbers.

**Materials:** 5 two-color counters, Number and Dot Row Cards (0 to 5, 2 sets)

- Shuffle the number cards. Randomly lay 10 cards faceup on the table.
- Put out a group of 1 to 4 counters.
- Children work to quickly pick up as many cards as they can that show *more*.
- Replace cards to make 10 total and repeat with new counters.
- Repeat, varying the game by having children pick up cards that show *less*.

### CLOSE

**MATH REFLECTION** *Think about some ways you compared numbers. What did you discover about more, less, and the same?*

**SELF REFLECTION** *Why is it important to keep your workspace organized?*

### Just-in-Time Supports

Reteach or extend learning using the activities provided under the purple Differentiation heading.

Dedicated class time is built into the schedule so students can work in centers while teachers lead small group differentiation.

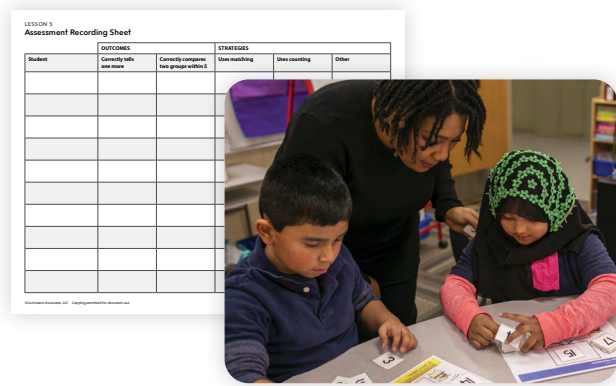


# Track, Support, and Celebrate Students' Growth

Know what your students know. *i-Ready Classroom Mathematics, South Carolina Edition* 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.

## Flexible, Intentional Assessments

With multiple assessment options, you can choose how you want to gather data on students' strengths and dig deeper into their individual needs.

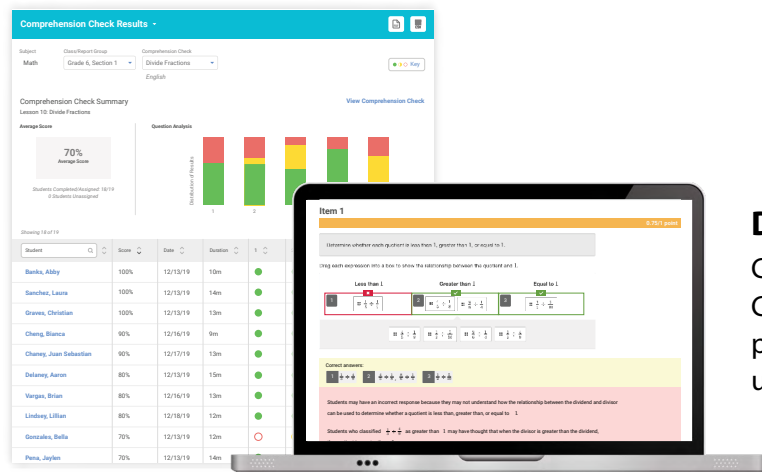
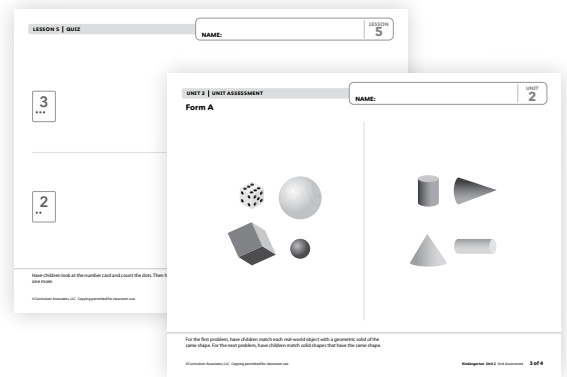


### Activity-Based Assessments (Grade K only)

Assess students' understanding in a developmentally appropriate, low-stakes setting with a small group activity. Use the recording sheet to document observations.

### Paper/Pencil Assessment

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

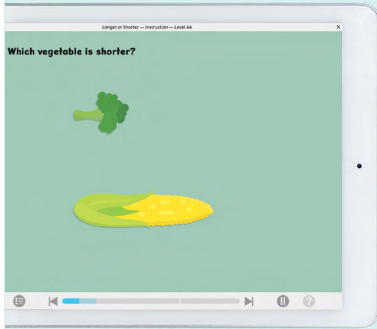


### Digital Assessments

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

# 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.

**Tools for Instruction**

**Make a Ten to Add Within 20**

**Objective:** Use a ten frame to solve addition facts for 7, 8, and 9. **Materials:** Ten-Frame (page 31)

**Engaging and understanding ten frames, students can look for the number sentence and to use patterns and structure as they calculate. Knowing different ways to make a ten, such as 1 + 9, 2 + 8, and 3 + 7, can help students add and subtract quickly and reliably. In this activity, students make a ten to help them understand and solve basic addition facts. For example, when adding 7 + 6, they will add 3 to 7 to make a 10, and then add 3 more. Later, students will use this understanding to make tens while adding three numbers and while computing mentally. The idea of making a ten can also provide a base for the subtraction strategy of breaking apart numbers to make tens in subtraction.**

**Step by Step** 20–30 minutes

- 1 Make a ten.**
  - Give the student a Blank Ten Frame (page 31).
  - Have the student put 8 counters in the ten frame, as shown.
  - Ask: How do you know 8 + 2 is ten? Use ten frames! Guide the student to add two counters to fill in the two open spots.
  - Explain that filling all of the ten spaces on the ten frame is “making a ten.”
- 2 Model 8 + 3.**
  - Ask: What would happen if you had to show 8 + 3 on the ten frame? Use counters to show that the ten frame would be filled, with one left over.
  - Help the student evaluate that the “make a ten” and “left over counter” are used.
  - Ask: How do you write the number for 1 ten and 1 leftover one? (11)
  - Write the number sentence shown. Use counters to illustrate that when you add 8 + 3, you can break the 3 into 2 + 1, giving you 8 + 2 = 10. Point out that you can add the 8 and 2 first to “make a ten,” and then add the 1 to find the answer.
- 3 Use the make-a-ten strategy to add other facts.**
  - Use this approach to teach other facts with 7, 8, and 9.
  - Have the student use ten frames and counters. Record the corresponding number sentences, emphasizing to the student how to “make a ten” in each problem.

**Reteach:** Tools for Instruction are mini-lessons for reteaching lesson concepts.

**Center Activity 1.08** Recording Sheet

Player A \_\_\_\_\_  
Player B \_\_\_\_\_

**Make Ten to Add**

Player A	Player B
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____

**Student-Led Small Groups:** Leveled Math Center Activities are collaborative games to reinforce concepts and skills.

**Enrichment Activity** Name \_\_\_\_\_

**Can You Prove It?**

**Your Challenge**  
Soo uses the make a ten strategy to make the total of 14. How many ways can you make 14 using numbers that make ten?

Use your **Recording Sheet** to show the different ways and then answer the questions.

Example

$$\begin{array}{l} 10 + 4 = 14 \\ 7 + 3 + 4 = 14 \end{array}$$

**Extension:** Enrichment Activities challenge students with higher-order thinking tasks.



**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.

Rico has 4 toy cars. He gets 3 more cars. How many cars does Rico have now?

Complete the addition equation for the problem.

$$4 + 3 = \square$$

1 2 3 4 5 6 7 8 9 10



# Embrace Students as Individuals

Allow students to explore the world through the lens of mathematics. Authentic learning not only increases student engagement, but it honors the diverse backgrounds of our students and helps them make better connections to the content.

## Motivate and Engage

Each lesson centers on a real-world theme to reflect the diverse backgrounds and experiences of students. This theme is revisited in sessions throughout the lesson.

SESSION 2 ●●○○○ DEVELOP LESSON 8

**Make 10 to Add**

? 8 children are on a bigger bus. 5 more get on the bus. How many are on the bus now?

**Math Toolkit**  
counters  
10-frames  
number bonds

**Session Tools**  
number cubes (4-9)

**TRY IT**

**Discuss It**  
How can thinking about 10 help you solve the problem?

Lesson 8 Make Ten to Add 185

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**Start How Many?**

What can you count?

LESSON 8 | SESSION 1 ●○○○○ | EXPLORE

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**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

**Action and Expression:**

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



### Discuss It

**Representation:**

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



### Connect It

**Engagement:**

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

## Connect to Context

Use these activities to provide background on selected problem contexts. Engage children in talking and learning about the theme throughout the lesson.



### SESSION 1 | Number Sense

After completing **Notice and Wonder**, have children share where families in their community get the things they want. Point out that places might be indoors or outdoors.

**ASK:** *What are some places families in our community go to get the things they need and want?*

Have children turn and talk with a partner to think of three places families might get food, clothing, etc.

Call the class together and make a collaborative T-chart with columns labeled *Place*, *Where* (indoor or outdoor), and *What We Get*.



### SESSION 2 | Try It

Show children the slide to launch a discussion.

**SAY:** *Outdoor markets can be big or small. Sometimes people put things they no longer want in their yard or garage and sell them to others who are happy to have them.*

**ASK:** *Have you ever been to a garage sale or a yard sale? What did you see there?*

Invite children to share what they see for sale in the slide, noting any objects that there are more than one of.

**ASK:** *If you went to this garage sale, what would you like to take home? Why?*



### ANYTIME DURING THE LESSON

During read-aloud or other whole class times, guide an exploration of different kinds of markets based on children's questions and curiosity. Show children the slide.

**ASK:** *What do you notice? How is this market the same or different from markets you have seen? Share that this is a market in Morocco, called a souk.*

**ASK:** *What do you wonder? What questions do you have about markets where you live and in other places?*

Use videos, online searches, books, and information from children and families to explore kinds of markets.

## Protocols for Engagement

Suggested Protocol	Where in Lesson
<b>Call and Response</b> Call to children and have them respond, "I say 'One, two!' You say 'Eyes on you!'"	Any transition to Whole Class Discussion
<b>Somebody Who</b> Use a random identifier (for example, plays soccer) and invite those children to share an idea.	Any Whole Class Discussion or Reflect Discussion
<b>Silent Partner</b> Children find a partner without speaking, using gestures and eye contact.	Any transition to Partner Discussion

### Engage Students

Every lesson includes instructional protocols to engage students while affirming and validating their identities.

### Make Connections

Each lesson includes three Connect to Context activities to help students make personal connections and leverage their curiosity.






# 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, South Carolina Edition* 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 processes, and develop language.

 Try It	 Discuss It	 Connect It
<p><b>Language Routines</b></p> <ul style="list-style-type: none"> <li>• Three Reads</li> <li>• Co-Craft Questions</li> <li>• Notice and Wonder</li> <li>• Say It Another Way</li> </ul> <p><b>Teacher Moves</b></p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Individual Think Time</li> </ul>	<p><b>Language Routines</b></p> <ul style="list-style-type: none"> <li>• Compare and Connect</li> <li>• Collect and Display</li> </ul> <p><b>Teacher Moves</b></p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Individual Think Time</li> <li>• Four Rs</li> </ul> <p><b>Conversation Tips</b></p>	<p><b>Language Routines</b></p> <ul style="list-style-type: none"> <li>• Collect and Display</li> <li>• Compare and Connect</li> </ul> <p><b>Teacher Moves</b></p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Individual Think Time</li> <li>• Four Rs</li> </ul>

## Differentiation for English Learners

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

### DIFFERENTIATION | English Learners Use with Investigate It

#### Levels 1–3 Listening/Speaking

Support children in comparing piles by reviewing Lesson 2 comparison language. **SAY:** *We compared two lengths by saying longer than or shorter than. When we compare groups of things, we say more than or less than.* Have children repeat the phrases. Show a group of red counters and fewer yellow counters. **SAY:** *The red group has more than the yellow group.* Make new groups. **ASK:** *Does the red group have more than or less than the yellow group?* Have children respond using the phrases.

#### Levels 2–4 Listening/Speaking

Support children in comparing piles by reviewing Lesson 2 comparison language. **SAY:** *We compared two lengths by saying longer than or shorter than. When we compare groups of things, we say more than or less than. If the groups are not different, we say the same as.* Have children repeat the phrases. Show equal groups of red counters and yellow counters. **SAY:** *The red group has the same as the yellow group.* Have children make new groups to compare using: *The red group has \_\_\_\_ the yellow group.*

#### Levels 3–5 Listening/Speaking

Support children in comparing piles by reviewing Lesson 2 comparison language. **ASK:** *What did you say to compare the lengths of two objects?* Encourage children to recall and use the phrases *longer than*, *shorter than*, and *the same as* in sentences. Then model using the phrases to compare groups of red counters and yellow counters. Example: *The red group has more than the yellow group.* Have partners make their own groups of counters and use the new phrases to compare them.

VOCABULARY

- Mathematical**
- 5-frame
  - count
  - how many
  - number
- Academic**
- arrange
  - compare
- Additional**
- zero
  - one
  - two
  - three
  - four
  - five

**Cognate Support Routine**

- Ask children to identify terms that look or sound like words in their home language.
- Check to see if the identified words are cognates.
- Write the Spanish cognate for children to copy next to the English word in their book.
- Say each cognate aloud and invite a native speaker to model pronunciation of the Spanish cognate for all to repeat.

**Academic Vocabulary Spanish Cognate**  
compare | *comparar*

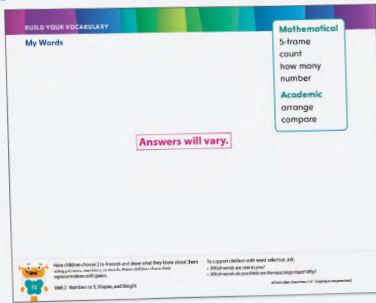
**Build Your Vocabulary**

What do you know about these words?

**Vocabulary Routine**

**Before the Unit**

- Present each word or phrase one at a time.
- Pronounce the word and have children repeat it.
- If children are speakers of Spanish or other Latin-based languages, use the **Cognate Support Routine**.
- Have children rate their familiarity with each word on a scale from 1 to 3:
  - 1 This word is new to me.
  - 2 I've heard it, but I'm not sure what it means.
  - 3 I know this word and can use it.
- Briefly have children talk about when they have heard the word. Model using the word in context, using topics that connect with children in meaningful ways.
- Encourage children to listen for the words in the days ahead.



**During the Unit**

- Provide the meaning of the terms as they arise in context during sessions. Definitions for each lesson's vocabulary can be found on the Lesson Overview. For pictorial representations of mathematical terms, have children refer to the Glossary in the Student Worktext.
- Invite children to share their own connections or examples as they encounter vocabulary.
- Use the **Collect and Display** routine to help children connect their everyday language to more precise academic language.

**After the Unit**

- Have children choose 2 to 4 words and show what they know about them using pictures, numbers, or words.
- Have children share their representations with peers.

Slides with illustrated words are available on **Teacher Toolbox**.

# Teach Academic Language

## Academic Vocabulary Activities and Routine

Help students learn and practice math terms and academic vocabulary with routines, activities, and in-context use.

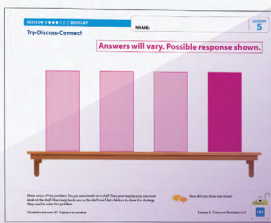
**MATERIALS**

- Math Toolkit**
- Counters
  - Connecting cubes
  - 5-Frames Workmat

**Try-Discuss-Connect**

How can you show one more than a number?

**Try It** | PS.1, RC.1, C.1, A.1.1  
Read the problem aloud:  
*You put some books on a shelf. Then your teacher puts one more book on the shelf. How many books are on the shelf now?*



**Make Sense of the Problem**  
Use **Act It Out** to help children understand that they choose a way to show a number of books on the shelf. Then they need to show one more.

**Discuss It** | MPS.RC.1, A.1.1  
**Support Partner Discussion**  
Have children respond to the Discuss It question with a partner:  
*How did you show one more?*

**Facilitate Whole Class Discussion**

Have two or three selected children share their strategies in the order you have chosen.

- **ASK** How does [child name]'s strategy show one more?
- **LISTEN FOR** an understanding that drawings or manipulatives can show the original quantity along with one more, allowing the ability to then count to find the new total.

Guide children to **Compare and Connect** the strategies.

**Connect It** | MPS.RC.1, C.1, A.1.1

Help children understand that they can use counting to tell the number that is one more.

- **ASK** [Draw to show 4 counters.] How can I show one more?
- **LISTEN FOR** children to say to draw one more counter.

- **ASK** Let's count to 4 together: 1, 2, 3, 4. What number will we say next? [5] Draw one more counter. How did knowing the next number tell you what one more is?
- **LISTEN FOR** children to identify that when counting, the next number is one more.

In the next **Apply It** activity, children connect numbers that are one more and counting.

## Develop Academic Language

**Why?** Support children as they explain their ideas clearly to their audience.

**How?** Remind children to speak so everyone can hear. Encourage children to check with the audience to make sure they understand.

Suggest that speakers ask:

- *Can you understand me?*
- *Do you have any questions?*

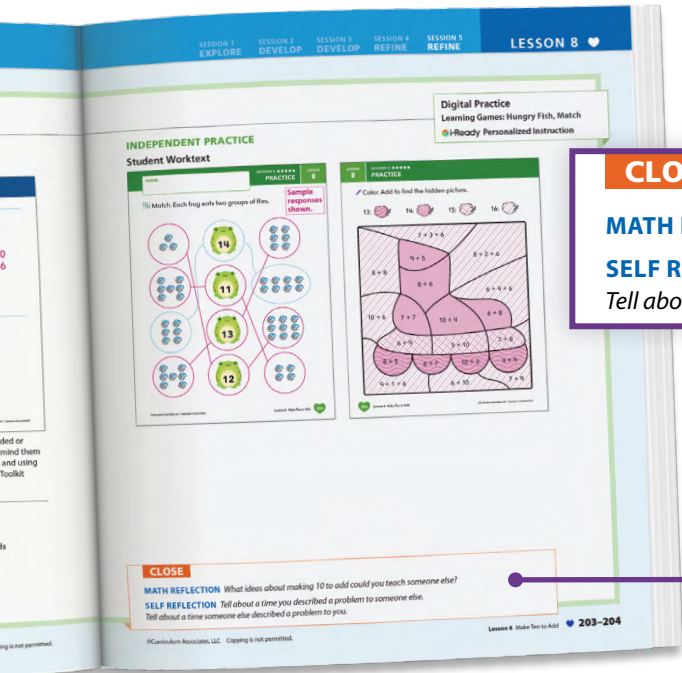
## Support at the Word, Sentence, and Discourse Levels

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



# 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.



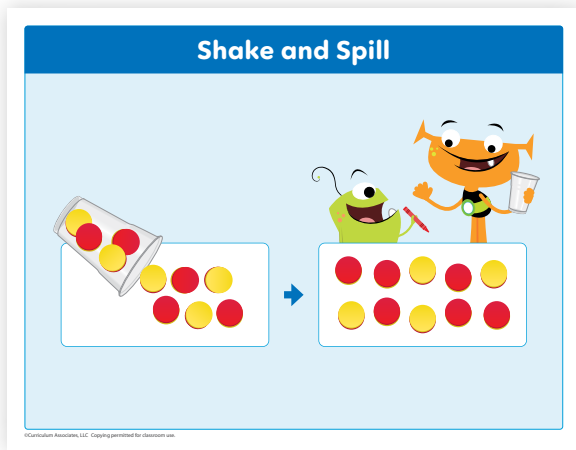
## CLOSE

**MATH REFLECTION** What ideas about making 10 to add could you teach someone else?

**SELF REFLECTION** Tell about a time you described a problem to someone else. Tell about a time someone else described a problem to you.

## Support Student Agency

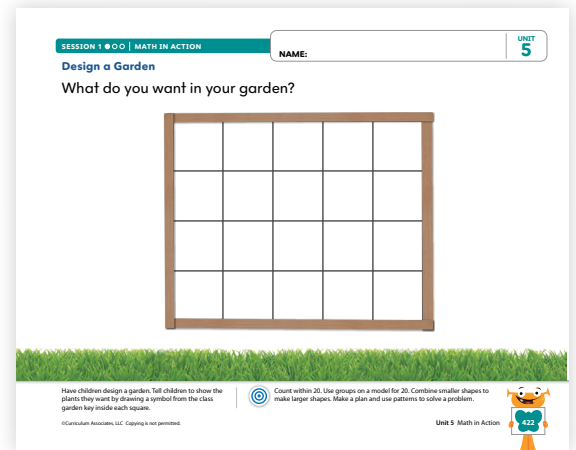
The Self Reflection question lets students reflect on their mindset toward learning and the skills required to thrive as a learner.



## Foster Independence with the Centers Library

The activities in the Centers Library are simple to teach and learn. This allows students to use the activity on their own. Students can repeat the activity throughout the year using different content. For example, Shake and Spill can review:

- Compare within 5
- Compare within 10
- Compose and Decompose within 10



## Build Mathematical Thinking Habits

Math in Action lessons help students apply and connect the content of a unit together while putting the math processes into action.



# 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**

Students persevere through a novel problem independently.



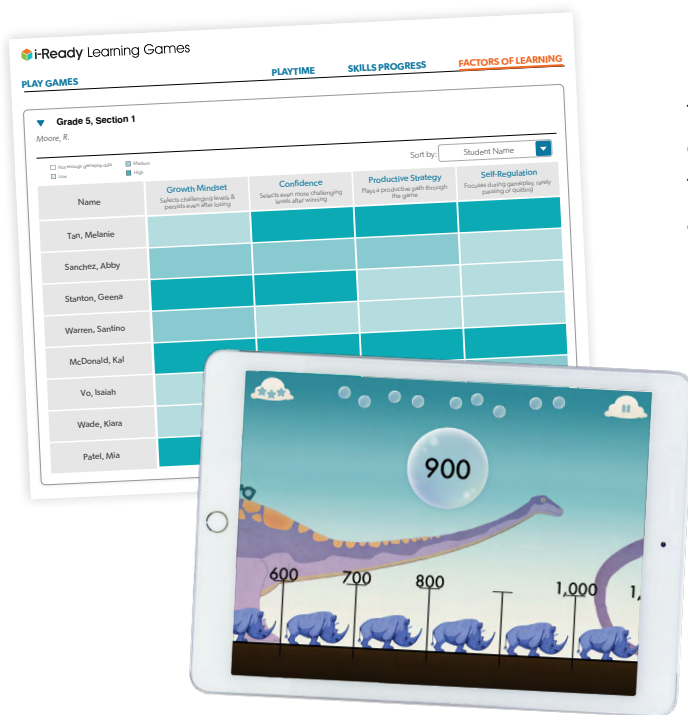
**Discuss It**

Students share their thinking and learn how to agree or disagree respectfully.



**Connect It**

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.

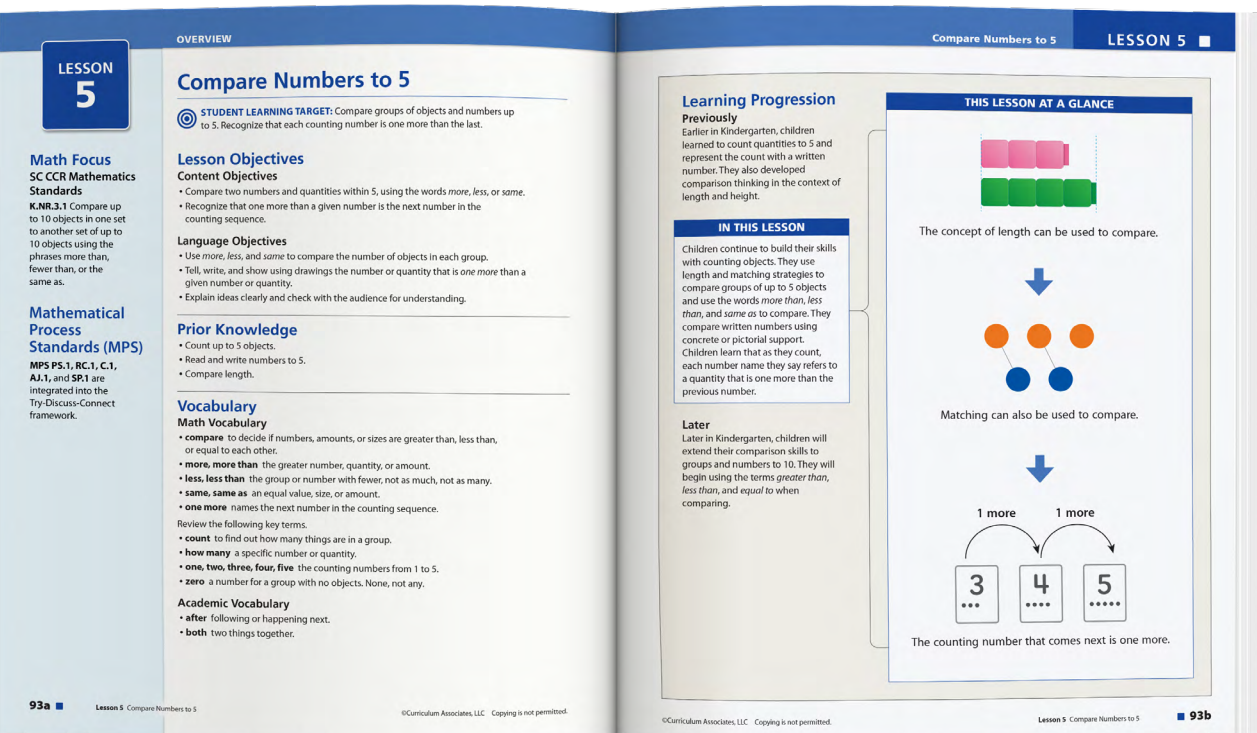


# Get What You Need, When You Need It

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-the-moment guidance are available in the South Carolina Teacher's Guide.

#### Select and Sequence Strategies

One possible order for whole class discussion:

- Using connecting cubes
- Using counters and a 5-frame
- Using drawings
- Counting on 1 from the original number

#### Error Alert

If the number of counters shown does not match the number on the card, encourage the child to check their work by matching each dot on the card with one of their counters.

#### Sentence Frames

To support children explaining their strategies when speaking or writing:

- *We compared \_\_\_\_\_ and \_\_\_\_\_.*
- *I know \_\_\_\_\_ is more because \_\_\_\_\_.*

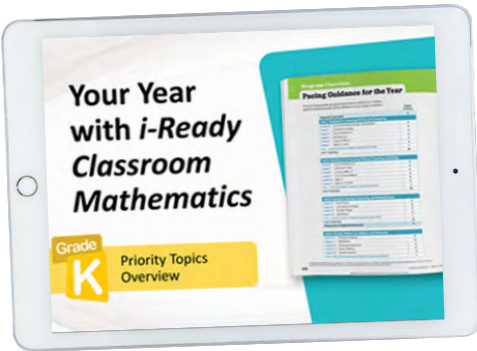


# Professional Learning (PL) That Empowers

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*.

Numbers to 5, Shapes, and Weight UNIT 2

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**Building Understanding of Numbers Through 5 (continued)**

**INSIGHTS ON:**  
**Comparing Within 5**

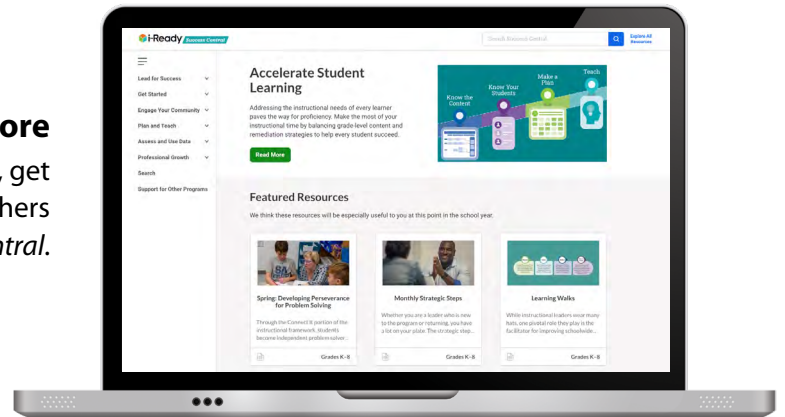
- ✔ **Error Alert** Many children have difficulty comparing numbers because they simply do not understand the meaning of the terms *more*, *less*, or *fewer*. Before asking children to compare numbers or quantities, it is good practice to ensure that they understand the meaning of each term.
- ✔ Begin by comparing quantities with concrete objects or pictorial groups of objects and then progress to number symbols (numerals).
- ✔ Start with groups of objects that are visually easy to compare and do not need to be physically counted.
- ✔ As children count and produce numbers to 5, a 5-frame can be an excellent tool to help children organize quantities and visualize structure as they begin to use 5 as a benchmark. For example, looking at the 5-frame images provided, a child might say, "I know 2 is less than 4 because there are more blank spots in the group of 2."

Which set has less?

Which set has more?

What is 1 more than 3?

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## Onsite, Online, and On-Demand Professional Learning

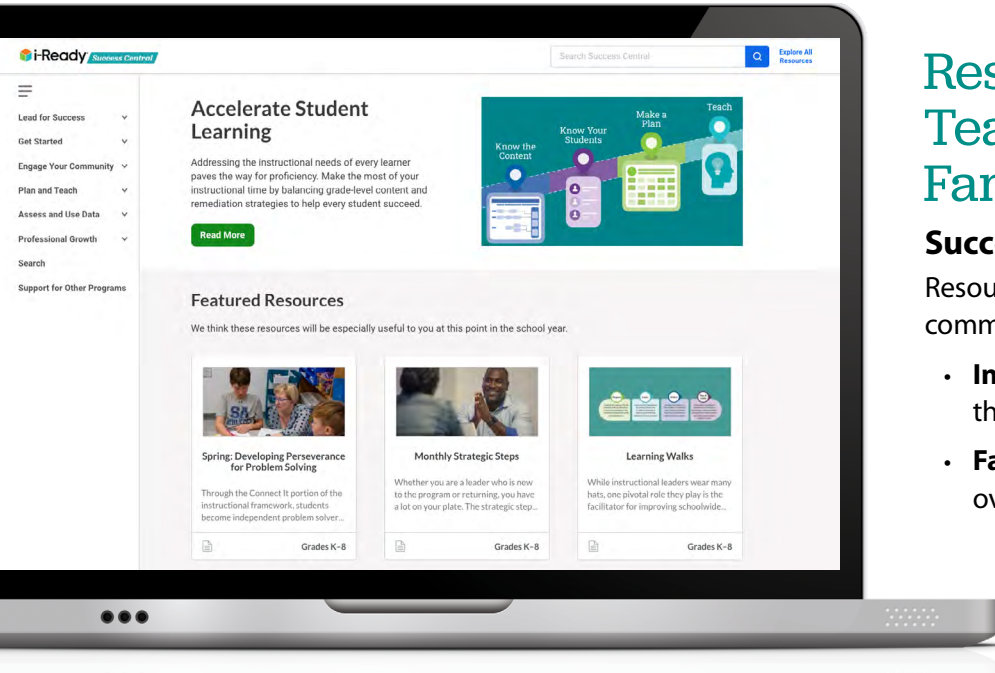
Our ongoing, classroom-focused PL supports teachers in using students' thinking and mathematical processes to transform mathematics classrooms.





# Bring Classrooms and Communities Together

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

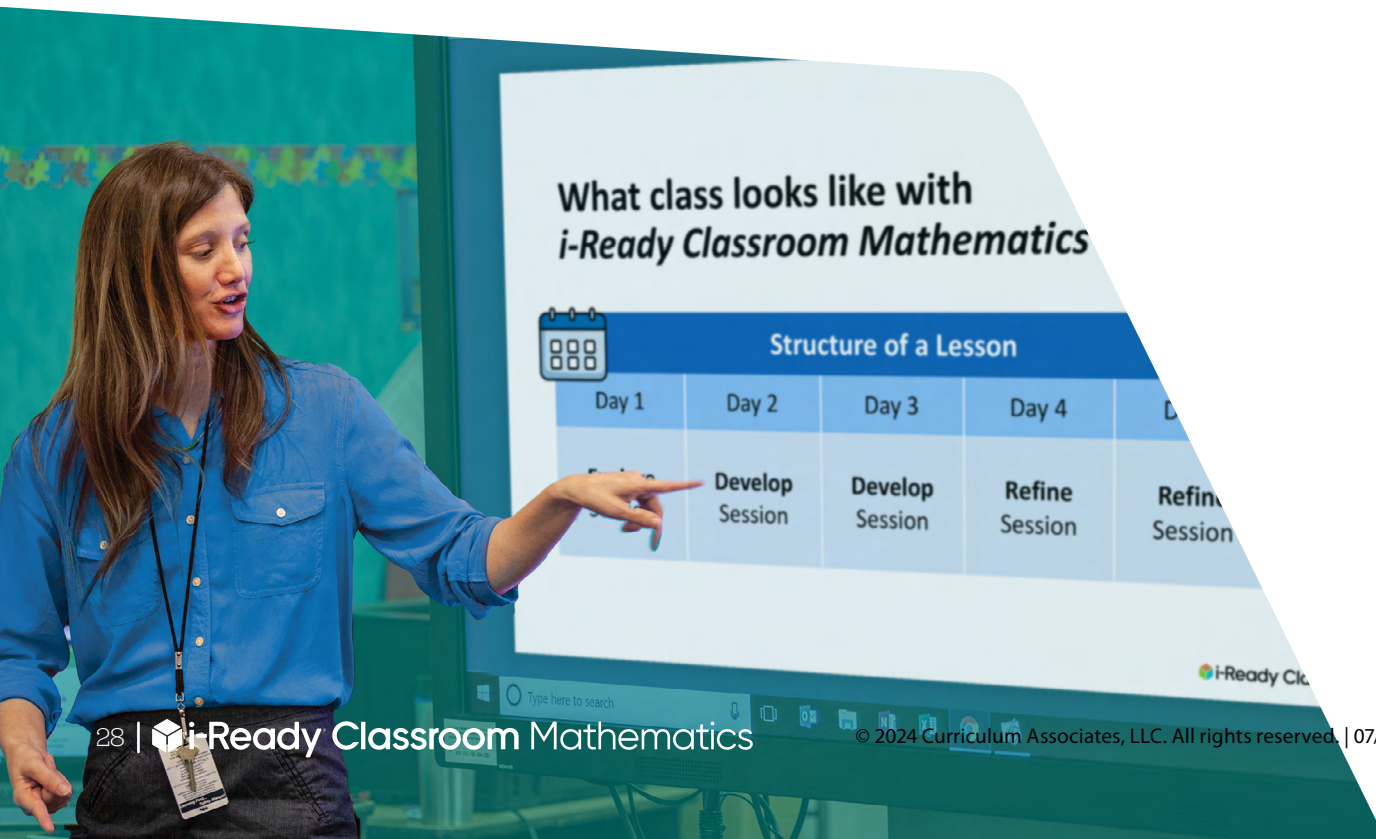


## Resources to Help Teachers Engage Families

### 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.



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



#### Structure of a Lesson

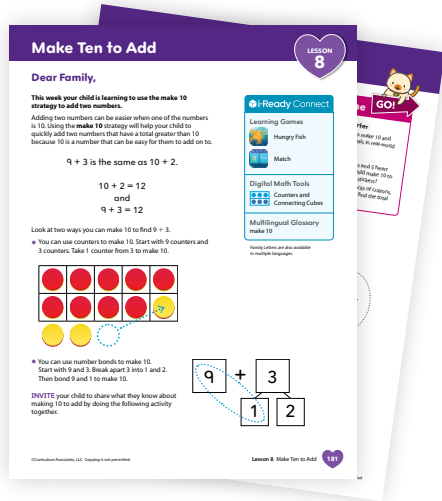
Day 1	Day 2	Day 3	Day 4	Day 5
Engage	Develop Session	Develop Session	Refine Session	Refine Session

# Resources for Families



## Resources Families Can Use to Understand Math Ideas

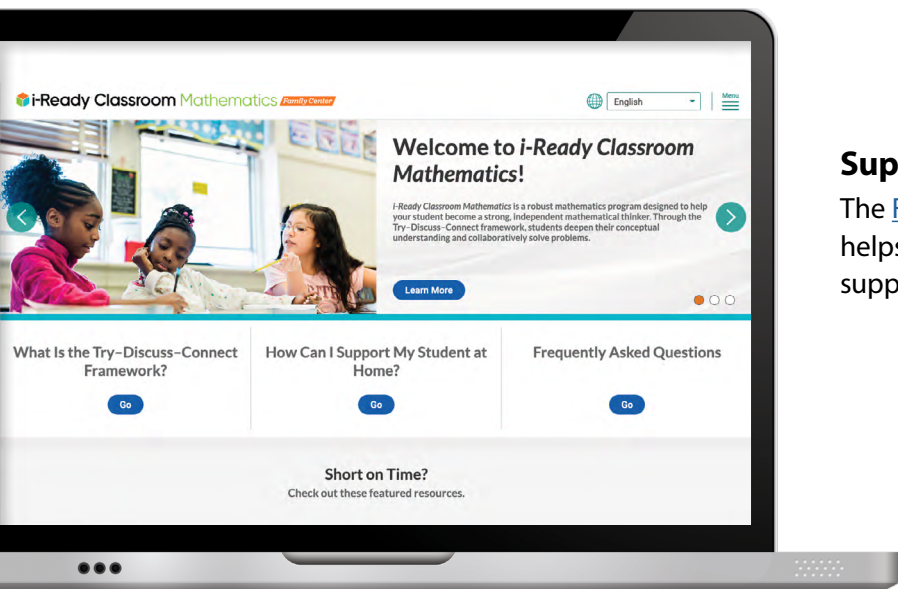
The Student Bookshelf provides access to the Student Worktext in a digital format and other Family Resources.



**Family Letters**, available in 11 languages for every lesson, provide math background and an activity related to the lesson.



**Unit Flow & Progression Videos** help families support their student with the ideas and concepts taught in the curriculum. Closed captioning is available in English and Spanish.



## Support Website Dedicated to Families

The [Family Center](#), available in English and Spanish, helps families explore the program and provide support at home.



# 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 data-driven practices in classrooms



Every District Is Surrounded by Support

## Flexible PL

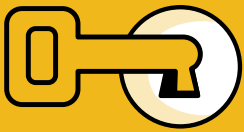
Tailored PL pathways to optimize the use of our products supported by industry-leading online tools and resources



## 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*



## Guidance on Education Trends and Implications

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

*“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





# 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.



*Ready® Mathematics* receives a **perfect score and an exemplary rating** during the Oregon Instructional Materials Evaluation Process.

2015



*Ready Mathematics* was the **only program approved** for Grades K–5 and 6–8 by the Idaho State Department of Education's mathematics review.

2016



Louisiana rates *Ready Mathematics* for Grades K–5 as Tier 1, signifying that the program **“meets all non-negotiable criteria and meets all required indicators of superior quality.”**  
In 2019, *Ready Mathematics* for Grades 6–8 was also rated as Tier 1.

2018

2019

*Ready Mathematics* for Grades K–8 received **all-green ratings from EdReports.**





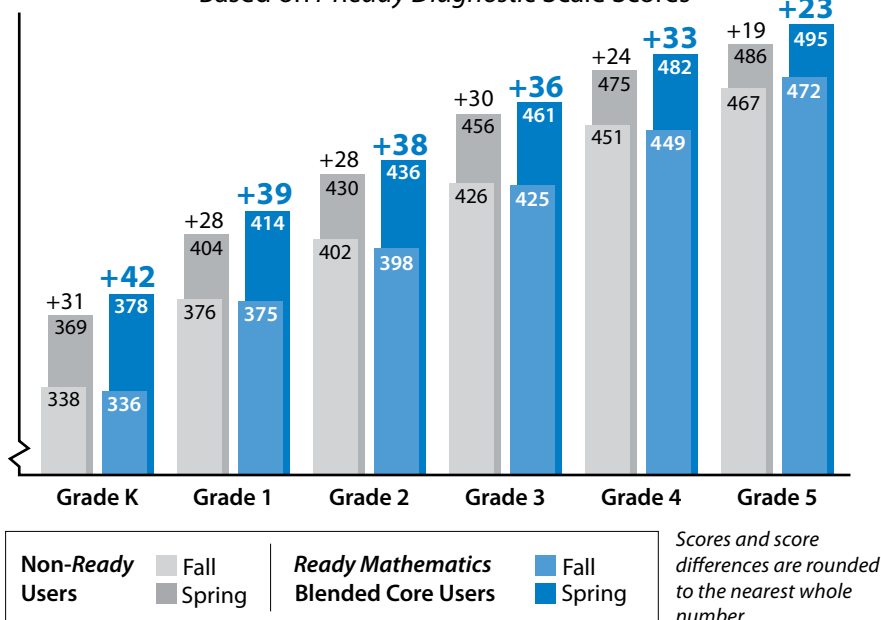
Third-party research conducted in three states, with 32 schools and 21,000 students, provides evidence of *Ready Mathematics*' success.

Read the full report: [CurriculumAssociates.com/Ready-Math-Blended-ESSA](https://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.**

### Growth in Student Performance

Based on *i-Ready Diagnostic Scale Scores*



2020

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

2021

2022

2023

2024

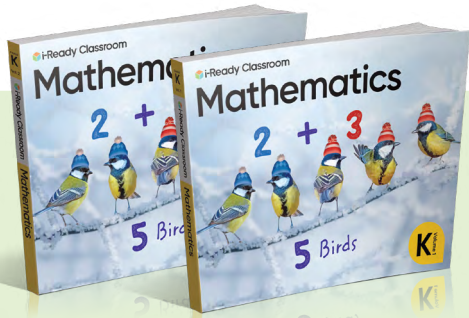
*i-Ready Classroom Mathematics* ©2024 received **all-green ratings and a perfect score for all Grades K–8 from EdReports.**

**Perfect Scores on EdReports**

Scan to learn more!

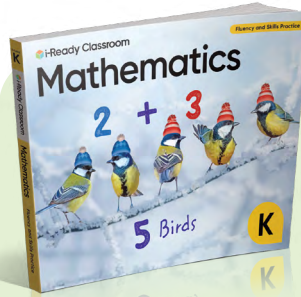


## Student Materials



### Student Worktext <sup>E/S</sup> and South Carolina Student Companion

Students take ownership of their learning as they work through the rich tasks and practice new skills in each lesson. The South Carolina Student Companion contains additional lessons and activities to ensure all the new SC CCRS for Mathematics are addressed.



### Fluency and Skills Practice Book

Targeted fluency practice for every lesson



### South Carolina Manipulative Kits

Engage students in hands-on learning.

## Student Digital Experience

The Student Digital Experience, accessible through [i-ReadyConnect.com](https://www.iredyconnect.com), provides access to all student components of *i-Ready Classroom Mathematics, South Carolina Edition*.

**Student Bookshelf** provides online access to student resources, including:

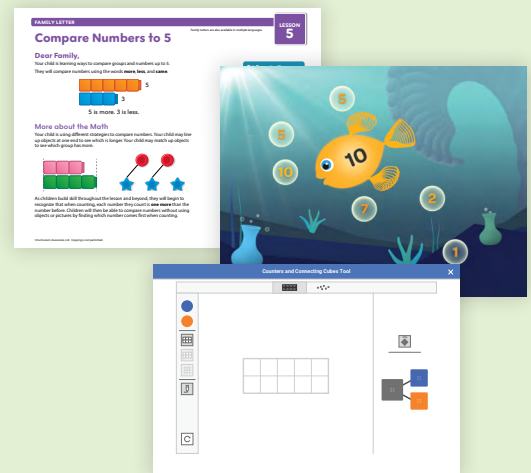
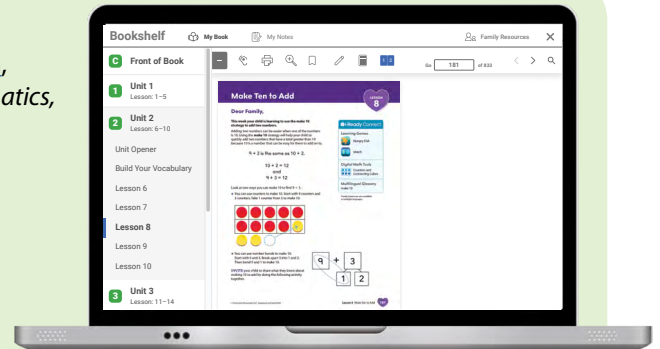
- **Digital Student Worktext <sup>E/S</sup>** includes tools, such as note-taking, text-to-speech, highlighting, and a calculator.
- **Family Resources <sup>E/S</sup>** include a Family Letter for every lesson and Unit Flow & Progression Videos.
- **Multilingual Glossary <sup>E/S</sup>** available in 11 languages
- **Student Handbook <sup>E/S</sup>** with a guide to the Mathematical Habits, a mathematical language reference tool, and 100 Mathematical Discourse Questions

**Digital Math Tools** provide virtual representations of various models.

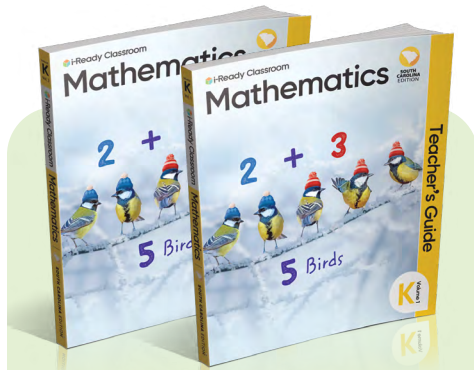
**Interactive Learning Games <sup>E/S</sup>** develop conceptual understanding, improve fluency, and build a positive relationship to challenge.

**Interactive Practice <sup>E/S</sup>** helps students build procedural fluency and skills by providing immediate, meaningful feedback.

**Optional Add-On: *i-Ready Personalized Instruction* <sup>E/S</sup>**

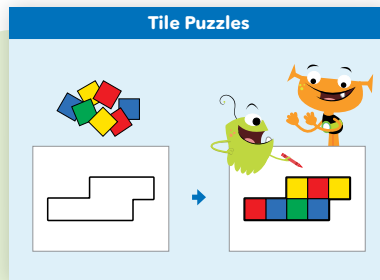


# Teacher Materials



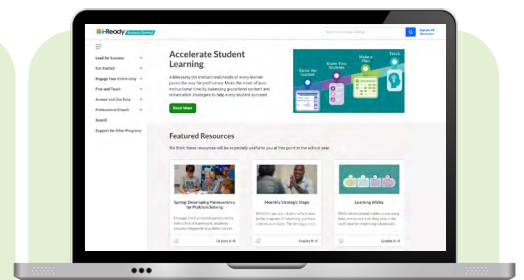
## South Carolina Teacher's Guide <sup>E/S</sup>

Two volumes include discourse-based instructional support, math background, and embedded PL.  
*Available in print and online*



## Centers Library <sup>E/S</sup>

A variety of center options designed to help students review skills and build fluency



## 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 [i-ReadyConnect.com](https://i-ReadyConnect.com), provides access to all teacher components of *i-Ready Classroom Mathematics, South Carolina Edition*.

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

- **South Carolina Enhancement Activities**
- Centers Library <sup>E/S</sup>
- Interactive Tutorials <sup>E/S</sup>
- Digital Math Tools
- Lesson PowerPoint® Slides <sup>E/S</sup>
- Fluency and Skills Practice <sup>E/S</sup>
- Learning Activities <sup>E/S</sup>
- Enrichment Activities <sup>E/S</sup>
- Assessment Resources <sup>E/S</sup>
- Unit Flow & Progression Videos\*
- Literacy Connections <sup>E/S</sup>
- Grade Level Games (K–2) <sup>E/S</sup>
- Unit Games <sup>E/S</sup>

### Digital Practice Resources

- Learning Games <sup>E/S</sup>
- Interactive Practice <sup>E/S</sup>

### South Carolina Assessment Resources

- South Carolina Lesson Quizzes
- South Carolina Unit Assessments—Forms A and B
- Diagnostic <sup>E/S</sup>
- Comprehension Checks <sup>E/S</sup>

### Reports

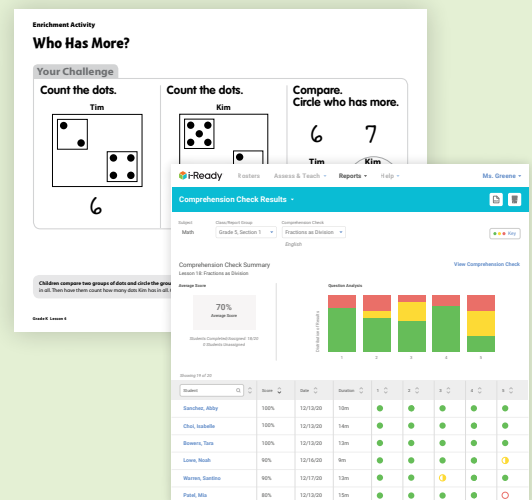
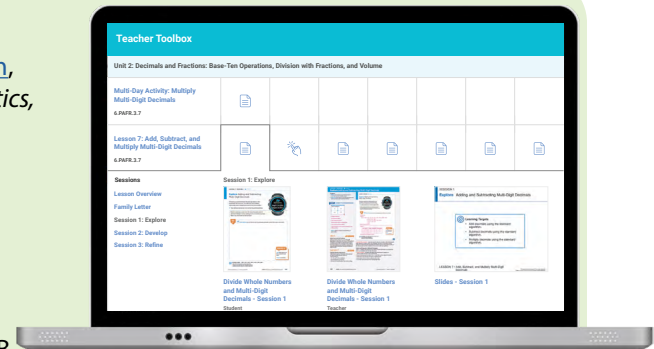
- Diagnostic Results
- Comprehension Check Results
- Grade-Level Planning (Prerequisites)
- Learning Games

### Professional Learning

- Online Educator Learning

### Optional Add-On

- *i-Ready Personalized Instruction* <sup>E/S</sup>



\*Closed captioned in English and Spanish  
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