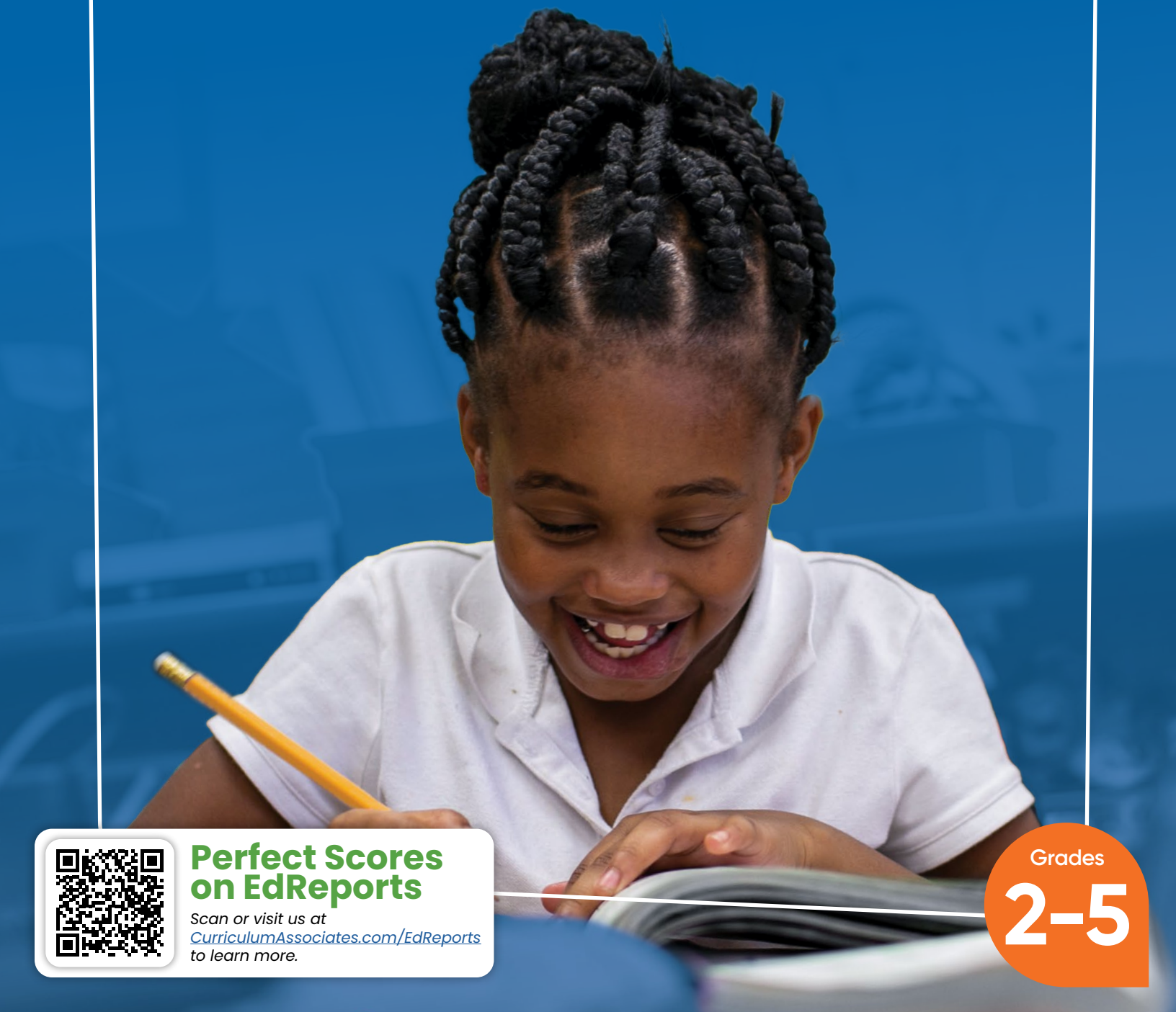
i-Ready Classroom Mathematics

Program Overview



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Grades 2–5

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 . . .

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.

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 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	***Understand* Lessons**	**Math in Action Lessons**
Majority of Lessons in the Program	*Lessons That Begin with* "Understand"	*Lesson at the End of Each Unit*
Help students make important connections and deepen their understanding while they acquire and develop mathematical skills and strategies.	Dedicate time to introduce students to new ideas conceptually before they use those ideas in problem situations.	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 multidimensional understanding of grade-level content through problem solving, discourse, practice, and application of new learning.			Strengthen skills and understanding with in-class time for practice and differentiation.

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.
- **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

1–3 Days
Develop Sessions

1 Day
Refine Session

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.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
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)

Activate and Assess Prior Knowledge

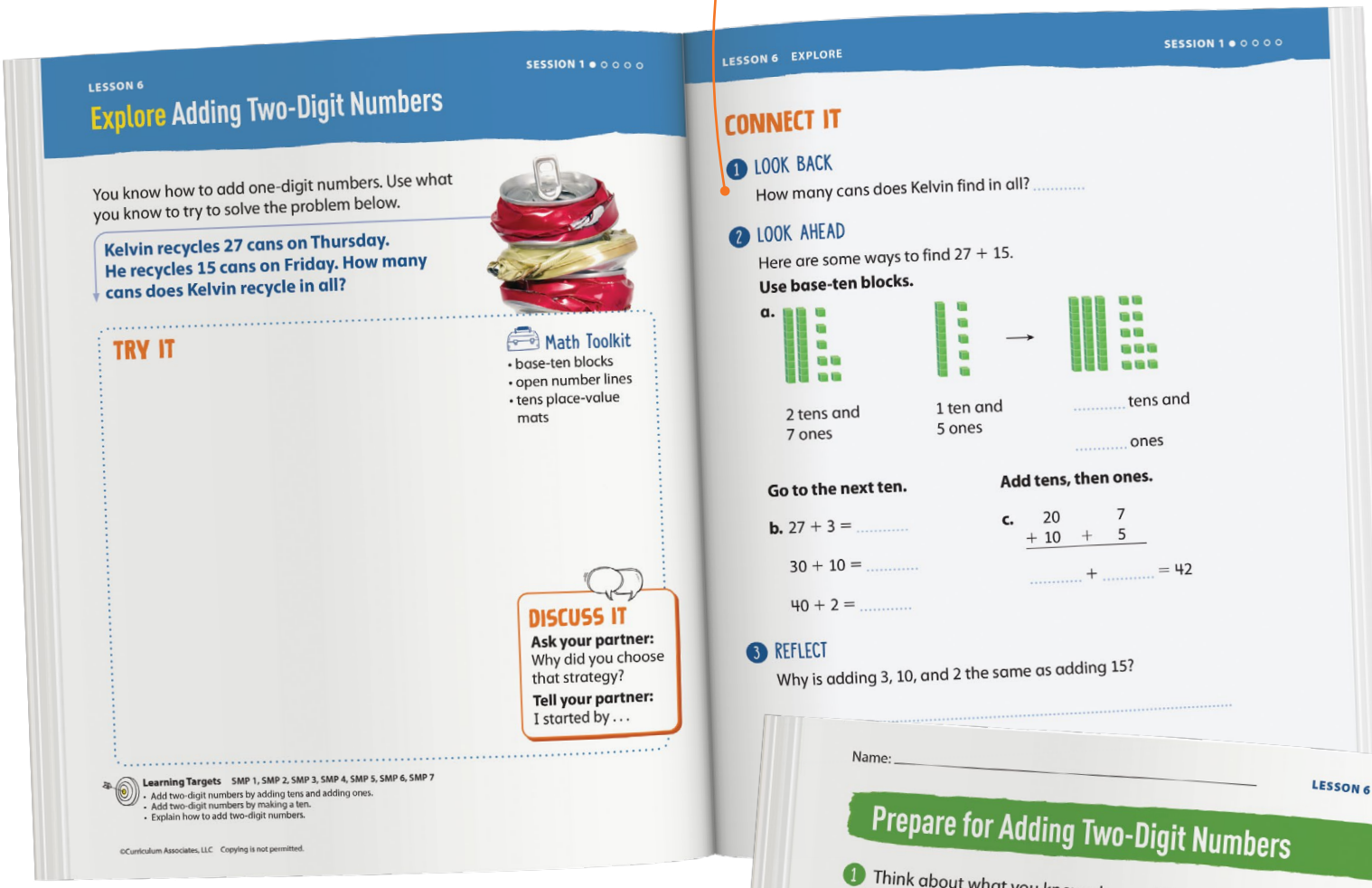
Students are introduced to lesson concepts with a problem they can solve using previously learned models and strategies that are relevant to the new content of the lesson.

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



LESSON 6

Explore Adding Two-Digit Numbers

SESSION 1

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

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

TRY IT

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

DISCUSS IT
Ask your partner: Why did you choose that strategy?
Tell your partner: I started by . . .

Learning Targets SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6, SMP 7
- Add two-digit numbers by adding tens and adding ones.
- Add two-digit numbers by making a ten.
- Explain how to add two-digit numbers.

LESSON 6 EXPLORE SESSION 1

CONNECT IT

1 LOOK BACK
How many cans does Kelvin find in all? .....

2 LOOK AHEAD
Here are some ways to find 27 + 15.

Use base-ten blocks.

a. 2 tens and 7 ones; 1 ten and 5 ones; ..... tens and ..... ones

Go to the next ten.

b. 27 + 3 = ...
30 + 10 = ...
40 + 2 = ...

Add tens, then ones.

c. 20 + 10 + 7 + 5
..... + ... = 42

3 REFLECT
Why is adding 3, 10, and 2 the same as adding 15?

Name: _____ LESSON 6 SESSION

Prepare for Adding Two-Digit Numbers

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

What Is It?

What I Know About It

regroup

Examples

Examples

Examples

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

Vocabulary Development

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

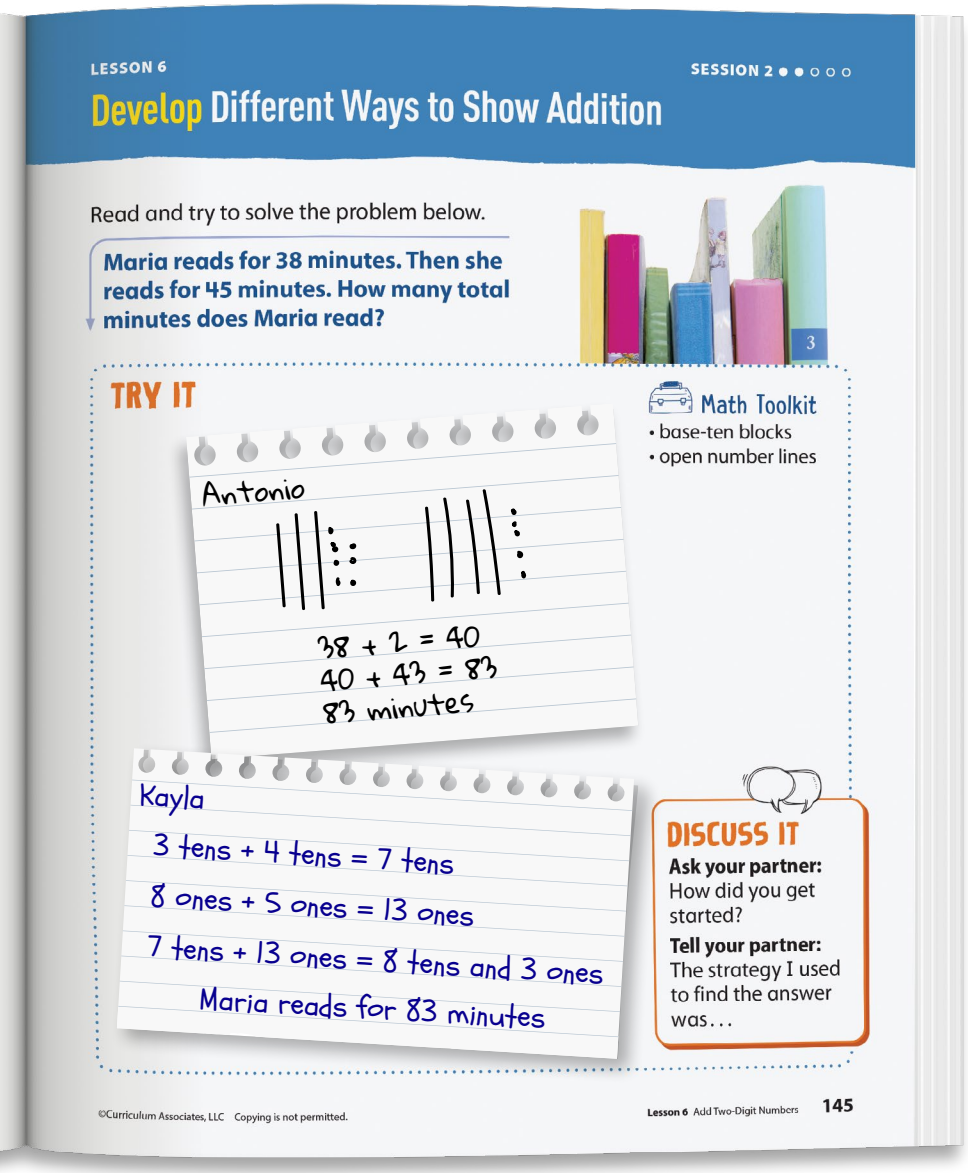
Build Understanding: *Develop Sessions*

1 Day Explore Session | **1–3 Days Develop Sessions** | 1 Day Refine Session

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.



LESSON 6 SESSION 2

Develop Different Ways to Show Addition

Read and try to solve the problem below.

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

TRY IT

Math Toolkit
- base-ten blocks
- open number lines

Antonio

38 + 2 = 40
40 + 43 = 83
83 minutes

Kayla

3 tens + 4 tens = 7 tens
8 ones + 5 ones = 13 ones
7 tens + 13 ones = 8 tens and 3 ones
Maria reads for 83 minutes

DISCUSS IT

Ask your partner: How did you get started?

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

Try It

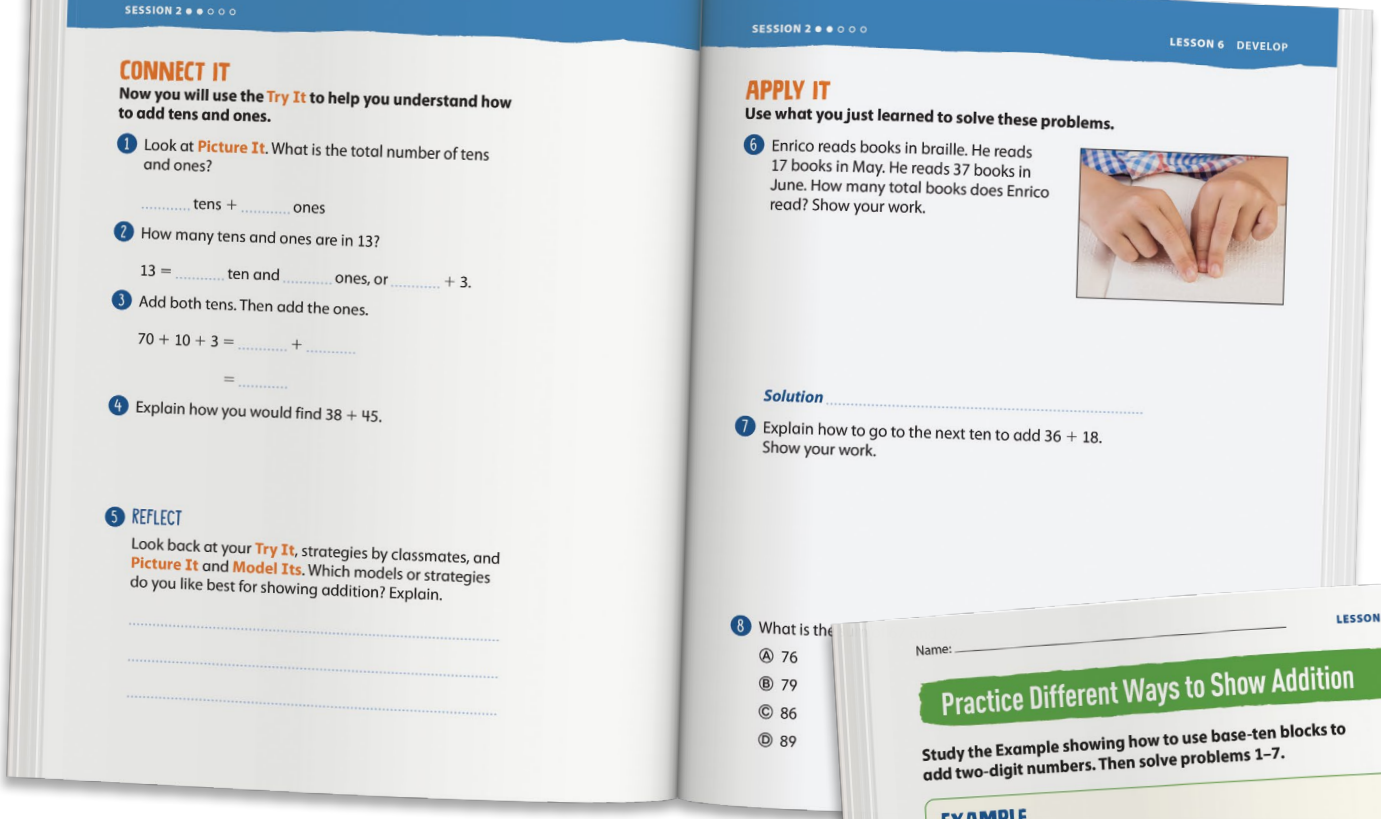
Students make sense of the problem and persevere in solving and supporting their thinking. NCTM EMTP 7

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.



SESSION 2 ● ● ○ ○ ○

CONNECT IT

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

1. Look at Picture It. What is the total number of tens and ones?

   ..... tens + ... ones

2. How many tens and ones are in 13?

   13 = ... ten and ..... ones, or ..... + 3.

3. Add both tens. Then add the ones.

   70 + 10 + 3 = ... + ...

   = ...

4. Explain how you would find 38 + 45.

5. REFLECT

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

SESSION 2 ● ● ○ ○ ○ LESSON 6 DEVELOP

APPLY IT

Use what you just learned to solve these problems.

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

Solution .....

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

8. What is the

   Ⓐ 76
   Ⓑ 79
   Ⓒ 86
   Ⓓ 89

Name: _____ LESSON 6 SESSION 2

Practice Different Ways to Show Addition

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

EXAMPLE

Find 18 + 24.

1 ten and 8 ones + 2 tens and 4 ones = 3 tens and 12 ones

3 tens 12 ones = 30 + 10 + 2
= 40 + 2
= 42

Noe makes 29 pita breads. Then he bakes 15 more.

1. Write the tens and ones. Then add the tens and ones.

..... tens ..... ones + ... ten ..... ones = ... tens ..... ones

2. How many tens and ones are in 14?

   14 = ... ten and ..... ones, or 10 + ...

3. Add the tens. Then add the ones.

   30 + 10 + 4 = ... + ..., or .....

   Noe makes ..... pita breads.

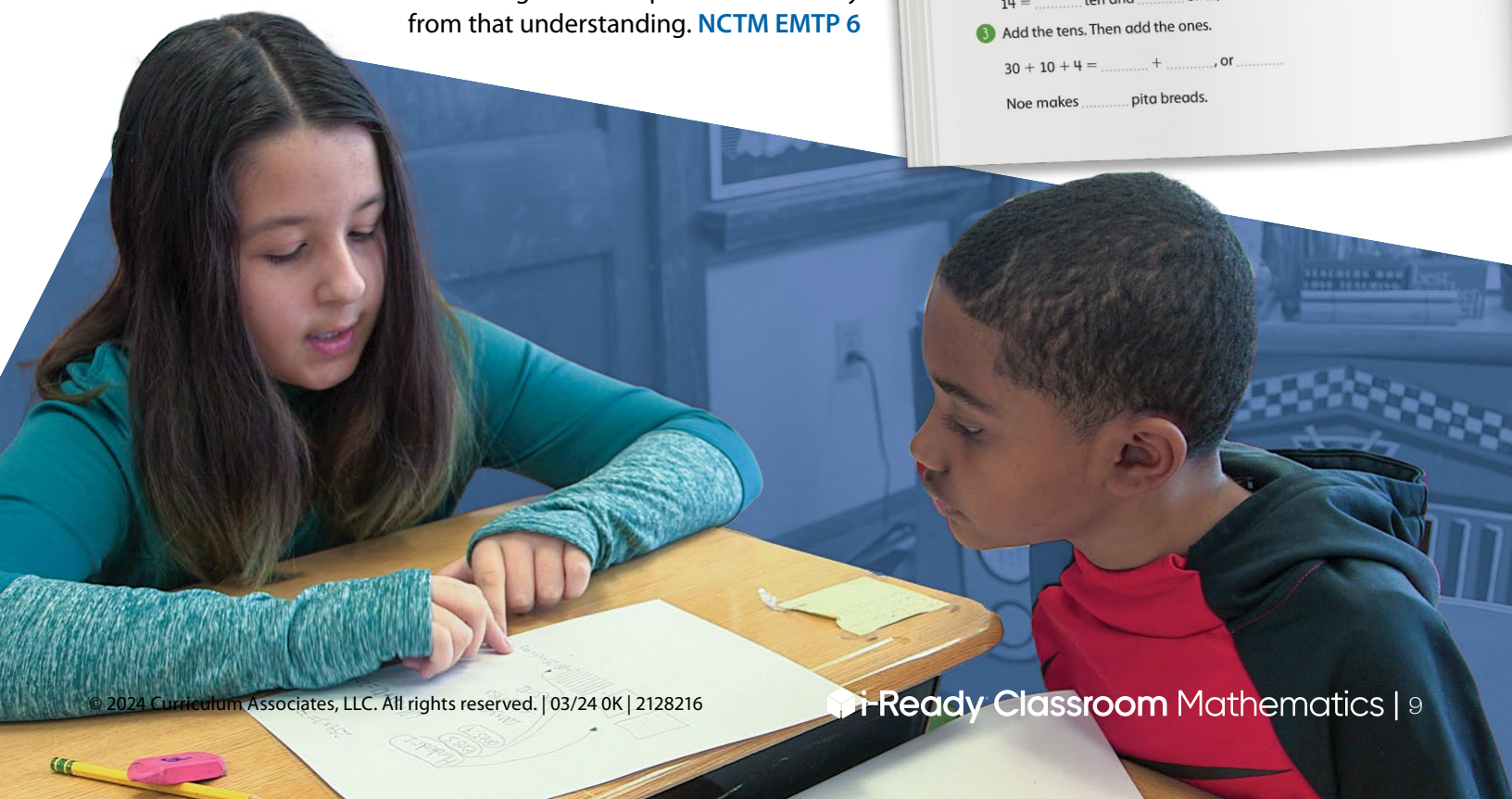
Connect It

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**



Make Learning Stick: *Refine Sessions*

1 Day Explore Session | 1–3 Days Develop 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

Monitor students' work on the Start activity and initial problem set.

Assess students' understanding using the Error Analysis guide and observations of students' work.
NCTM EMTP 8

Provide differentiated options for additional practice and to support students' needs.

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

Use a hundred chart to add two-digit numbers.

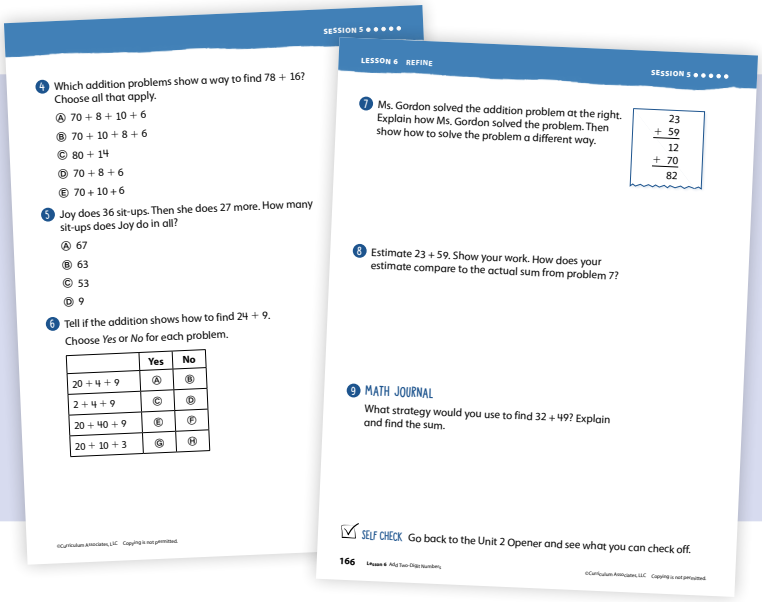
Students approaching proficiency with adding two-digit numbers will benefit from additional work using a number model to add two-digit numbers.

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

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

Meeting Proficiency:
Reinforce learning with additional practice problems in the Student Worktext.

NCTM EMTP 6


SESSION 5

4 Which addition problems show a way to find 78 + 16? Choose all that apply.

Ⓐ 70 + 8 + 10 + 6
Ⓑ 70 + 10 + 8 + 6
Ⓒ 80 + 14
Ⓓ 70 + 8 + 6
Ⓔ 70 + 10 + 6

5 Joy does 36 sit-ups. Then she does 27 more. How many sit-ups does Joy do in all?

Ⓐ 67
Ⓑ 63
Ⓒ 53
Ⓓ 9

6 Tell if the addition shows how to find 24 + 9. Choose *Yes* or *No* for each problem.

	Yes	No
20 + 4 + 9	Ⓐ	Ⓑ
2 + 4 + 9	Ⓒ	Ⓓ
20 + 40 + 9	Ⓔ	Ⓕ
20 + 10 + 3	Ⓖ	Ⓗ

LESSON 6 REFINE SESSION 5

7 Ms. Gordon solved the addition problem at the right. Explain how Ms. Gordon solved the problem. Then show how to solve the problem a different way.

23 + 59
12 + 70
82

8 Estimate 23 + 59. Show your work. How does your estimate compare to the actual sum from problem 7?

9 MATH JOURNAL
What strategy would you use to find 32 + 49? Explain and find the sum.

SELF CHECK Go back to the Unit 2 Opener and see what you can check off.

166 Lesson 6 Add Two-Digit Numbers

Extending Proficiency:
Deepen students' understanding with the Challenge Activity in the Teacher's Guide.

NCTM EMTPs 2 and 3

EXTEND

Challenge Activity

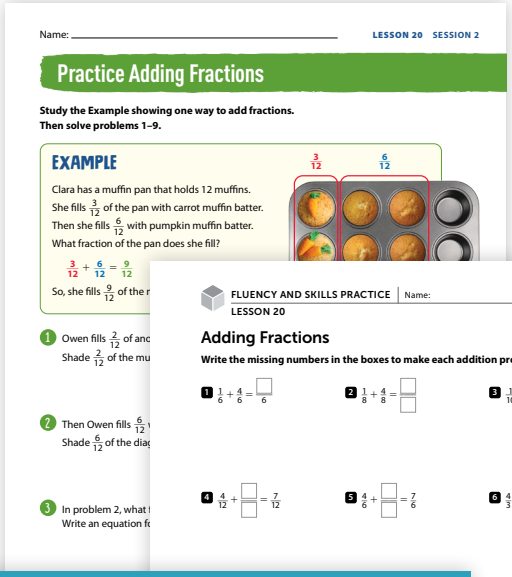
Add three two-digit numbers.

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

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

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


Name: _____ LESSON 20 SESSION 2

Practice Adding Fractions

Study the Example showing one way to add fractions.
Then solve problems 1–9.

EXAMPLE

Clara has a muffin pan that holds 12 muffins.
She fills $\frac{3}{12}$ of the pan with carrot muffin batter.
Then she fills $\frac{6}{12}$ with pumpkin muffin batter.
What fraction of the pan does she fill?

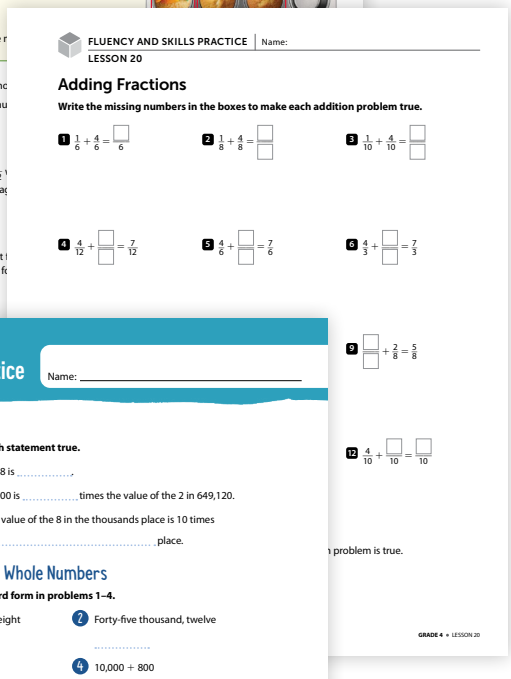
$\frac{3}{12} + \frac{6}{12} = \frac{9}{12}$

So, she fills $\frac{9}{12}$ of the r

1 Owen fills $\frac{2}{12}$ of anc
Shade $\frac{2}{12}$ of the mu

2 Then Owen fills $\frac{6}{12}$
Shade $\frac{6}{12}$ of the diag

3 In problem 2, what
Write an equation fo


FLUENCY AND SKILLS PRACTICE | Name: _____
LESSON 20

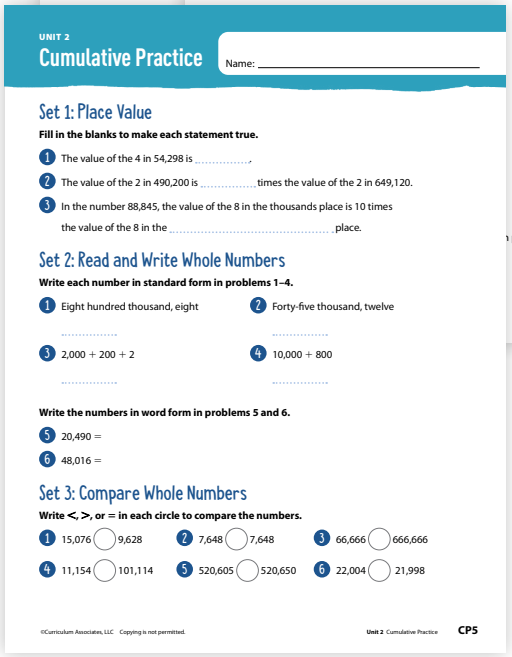
Adding Fractions

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$
2 $\frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$
3 $\frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$
4 $\frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$
5 $\frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$
6 $\frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$
9 $\frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$
12 $\frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$

problem is true.

GRADE 4 • LESSON 20


UNIT 2
Cumulative Practice
Name: _____

Set 1: Place Value

Fill in the blanks to make each statement true.

1 The value of the 4 in 54,298 is _____.
2 The value of the 2 in 490,200 is _____ times the value of the 2 in 649,120.
3 In the number 88,845, the value of the 8 in the thousands place is 10 times the value of the 8 in the _____ place.

Set 2: Read and Write Whole Numbers

Write each number in standard form in problems 1–4.

1 Eight hundred thousand, eight
2 Forty-five thousand, twelve
3 2,000 + 200 + 2
4 10,000 + 800

Write the numbers in word form in problems 5 and 6.

5 20,490 =
6 48,016 =

Set 3: Compare Whole Numbers

Write <, >, or = in each circle to compare the numbers.

1 15,076 ◯ 9,628
2 7,648 ◯ 7,648
3 66,666 ◯ 666,666
4 11,154 ◯ 101,114
5 520,605 ◯ 520,650
6 22,004 ◯ 21,998

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 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.

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 2 also includes Grade Level Games to help students build fluency and understanding of critical concepts.

GAME
UNIT 4

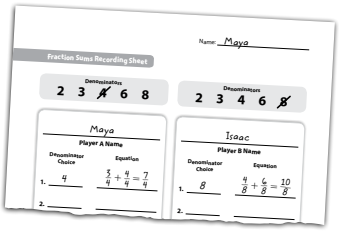
Name:

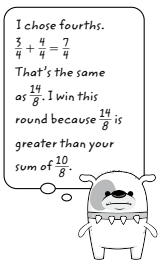
Fraction Sums

What you need: *Fraction Sums* Recording Sheet, 2 number cubes (1–6)

Directions

- Players each choose a denominator from the list on the Recording Sheet. rite their numbers in the ator Choice column of the g Sheet.
- rolls the number cubes and vo fractions using the rolled as the numerators th the chosen denominator.
- writes and solves an addition with the two fractions as the on the Recording Sheet.
- akes a turn following the same steps A.
- ompare the two fraction sums. The th the greater sum wins the round.
- ound, players choose a denominator have not used yet. The player with s after 5 rounds wins the game.





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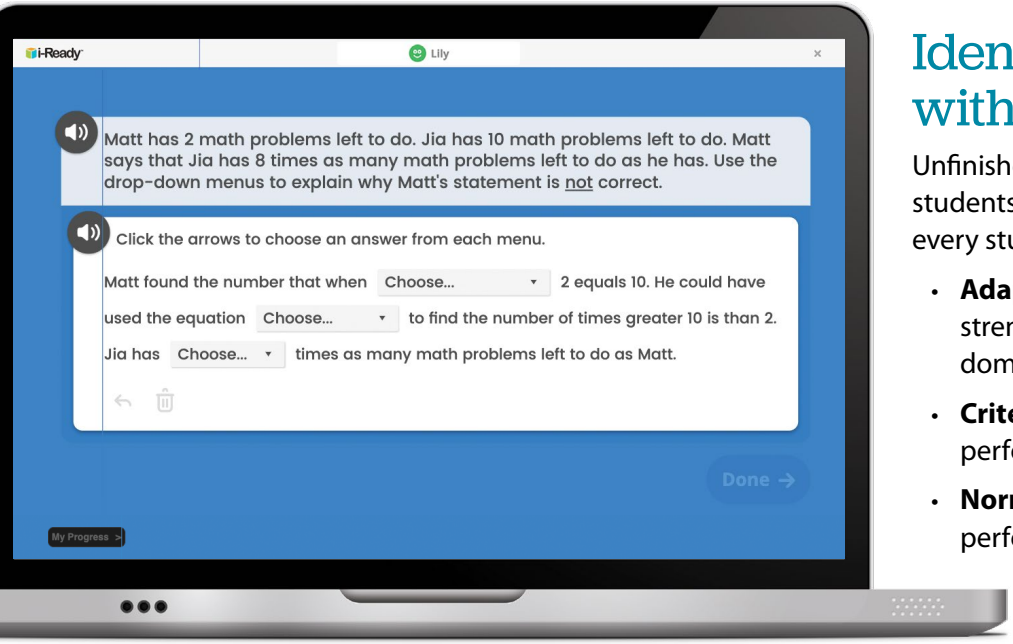
GRADE 4 • UNIT 4 Page 1 of 2

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.

2020 NEW PRODUCT AWARD — THE Journal

THE EDTECH AWARDS — COOL TOOL WINNER 2022

TECH & LEARNING BEST of SHOW ISTE20 LIVE Winner

TECH & LEARNING AWARDS OF EXCELLENCE REMOTE LEARNING WINNER

//CODiE// 2022 SIIA CODiE FINALIST

BUROS CENTER FOR TESTING

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

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research

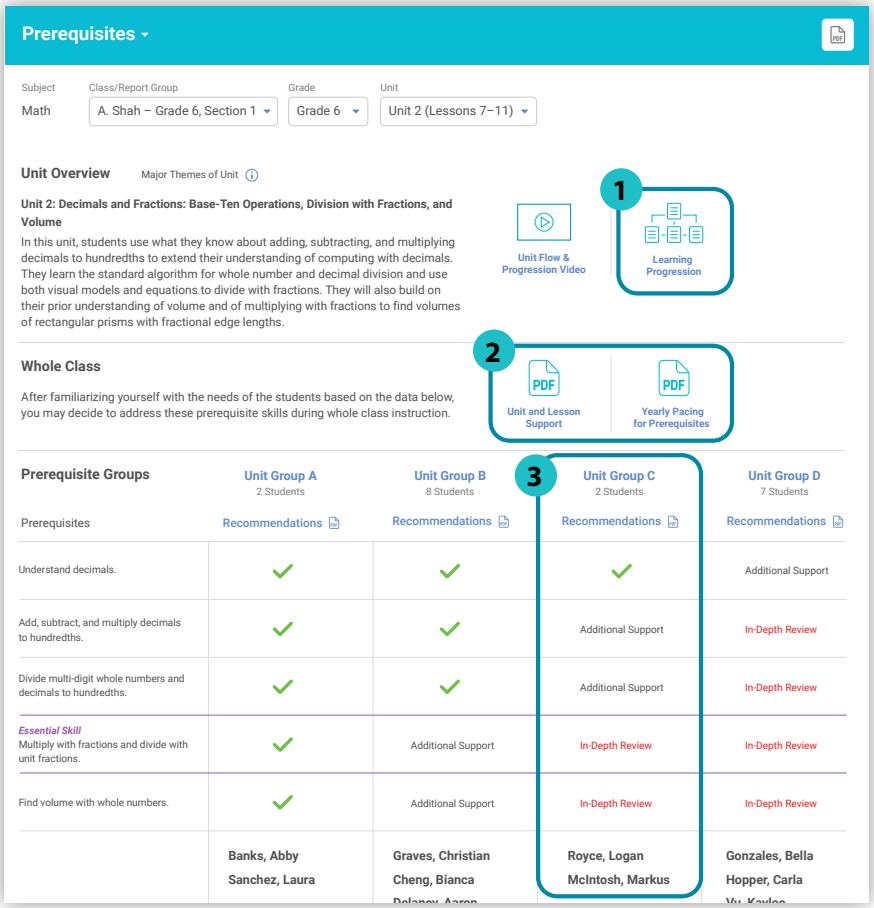
i-Ready received high ratings from the National Center on Intensive Intervention (NCII).

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

Accelerate Learning with a Custom Plan

Based on results from the Diagnostic, the Prerequisites report identifies the essential prerequisite skills to focus on for every student for every lesson.

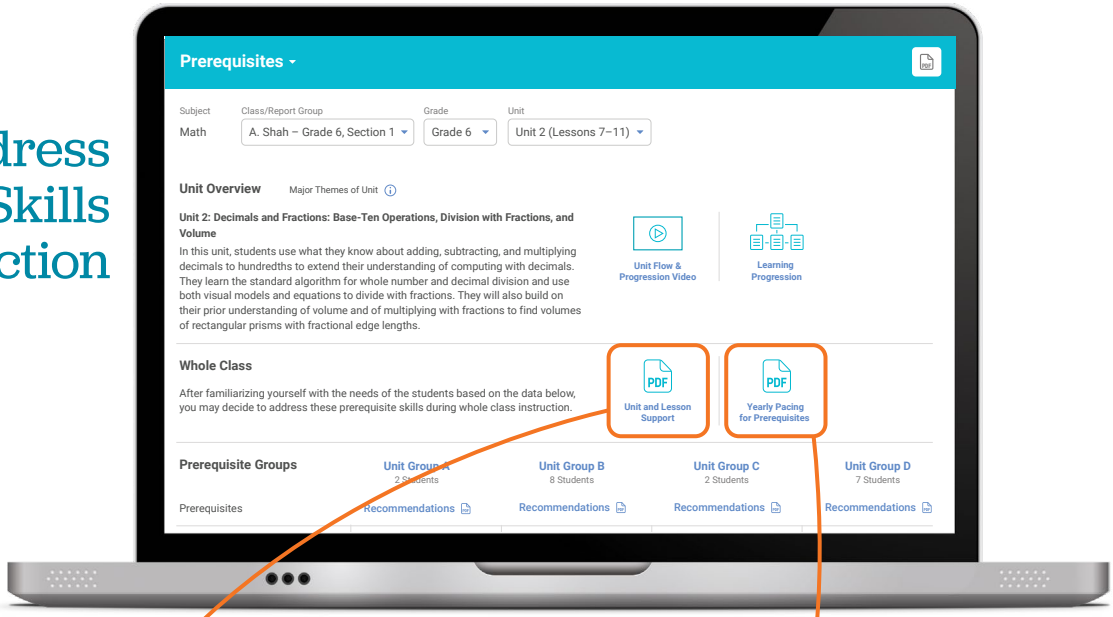
1. **Learning Progression:** Understand the progression of standards going back two-plus years.
2. **Whole Class Guidance and Pacing Support:** Integrate and scaffold prerequisite skills into the grade-level content scope and sequence.
3. **Small Group Resources:** Address specific in-depth needs with targeted resources for teacher-led, partner, and independent activities.



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.

Proactively Address Prerequisite Skills during Instruction



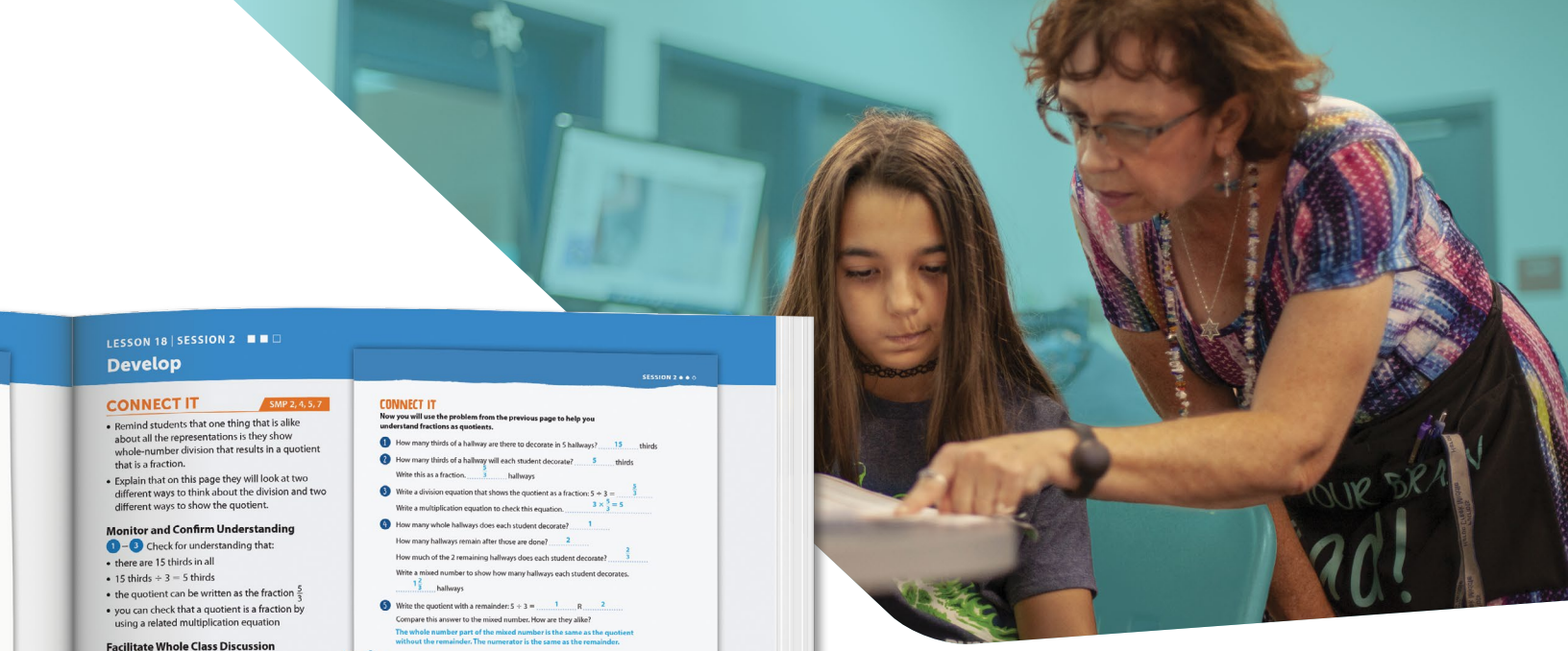
ON-THE-SPOT TEACHING TIPS FOR GRADE 4

- **Spend extended time using visual models.** Students may need more practice with visual models before moving into abstract strategies. It is okay if students want to model every problem, as this will support in-depth understanding. Students will want to leave visual models behind when they are ready.
- **Connect visual models and equations.** Support students by continually making connections between visual models and equations during class discussions and student work time. Over time, students will learn to visualize relationships mentally rather than relying on drawings.
- **Make sense of word problems.** Help students develop an internal dialogue in which they ask themselves, "How many of these are in that?" when they work with division problems. Doing so will help students determine which quantity is the dividend and which is the divisor and be able to estimate the result.
- **Provide multiplication tables.** Students who are still learning multiplication facts can solve problems by referring to a multiplication table. As long as they understand the concepts of multiplication and division, students can work productively on problem-solving even before they are fluent with all their facts.
- **Use manipulatives.** Students can group counters to find multiples and factors as they deepen their understanding of the factor-multiple relationship. As students have more experiences with multiplication models, such as arrays, and become fluent with multiplication and division facts, they will learn to find factors and multiples without using manipulatives.

Unit 2 Operations: Multiplication, Division, and Algebraic Thinking	
PREPARE for Unit 2, Lessons 6–8 by reviewing basics of multiplication and division to support students in solving word problems and exploring factors and multiples. **Grade 3, Lesson 11** Understand How Multiplication and Division Are Connected **Grade 3, Lesson 12** Multiplication and Division Facts **Grade 3, Lesson 17** Solve One-Step Word Problems Using Multiplication and Division	0 to 6 days
Lesson 6 Understand Multiplication as a Comparison	3 days
Lesson 7 Multiplication and Division in Word Problems	4 days
Lesson 8 Multiples and Factors	2 to 5 days
Lesson 9 Number and Shape Patterns	2 to 4 days
PREPARE for Unit 2, Lesson 10 by reviewing two-step word problems to support students in modeling and solving multi-step word problems. **Grade 3, Lesson 18** Solve Two-Step Word Problems Using the Four Operations	0 to 2 days
Lesson 10 Model and Solve Multi-Step Problems	4 days

On-the-Spot Teaching Tips suggest additional scaffolding to support students with unfinished learning as they engage in grade-level work.

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



Authentically Respond to Students in the Moment

Monitor Understanding

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

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.

6 How does the bar in a fraction represent division?

The bar means that the numerator is divided by the denominator.

7 REFLECT

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

Students may respond that they like using fraction models or number lines to visualize dividing an amount into equal shares, or that they like representing a problem as a division equation that shows the quotient as a fraction.

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DIFFERENTIATION | EXTEND

Hands-On Activity

Connect fractions to equivalent division expressions.

If students are unsure about how to interpret a fraction as division, then use this activity to rewrite fractions as equivalent division expressions.

Materials For each student: base-ten blocks (1 tens rod, 2 ones units), Activity Sheet *Digit Cards* (3, 4, 5)

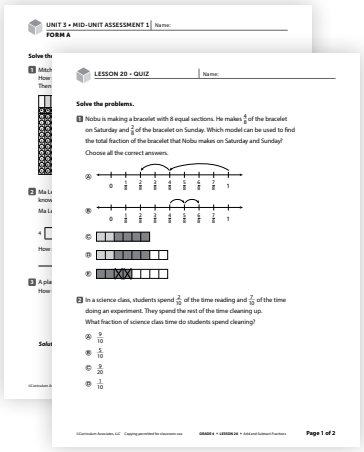
- Distribute materials to students. Have students use the digit cards and base-ten blocks to "build" the fraction used to solve the Try It problem, $\frac{5}{3}$, using the rod as the fraction bar and placing a digit card for *5* above the rod and a digit card for *3* below it.
- Ask students to alter the fraction they built to show the division expression used to represent the problem, *5 ÷ 3*, moving the digit cards and using the ones units along with the rod to make a division symbol (÷). Discuss where students placed the numerator and denominator to make the expression.
- Repeat the activity, using the situation from Explore Try It: 4 fluid ounces of paint shared equally by 5 students. This time, have students first show the division expression and then turn it into the fraction quotient.

Track, Support, and Celebrate Students' Growth

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.

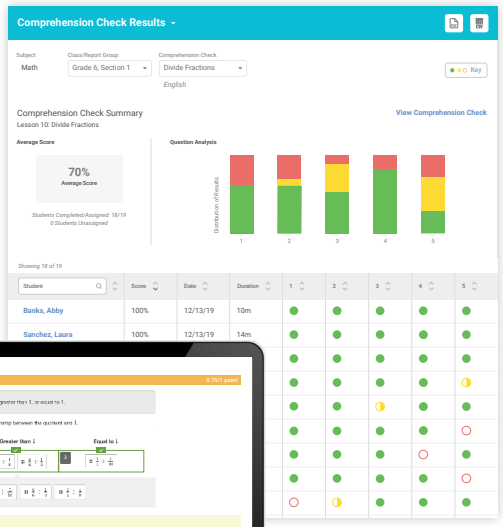
Assess Students' Understanding and Monitor Progress

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 print-based option, use the editable Lesson Quizzes and Mid-Unit and Unit Assessments.

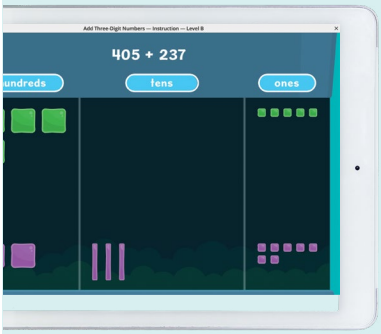


Digital Assessments

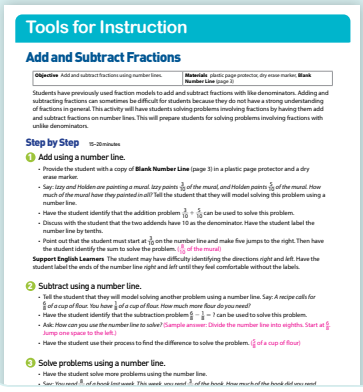
Comparable to the paper/pencil options, digital Comprehension Checks with audio support provide in-depth reports analyzing students' understanding of concepts.

Differentiation Resources for Each Lesson

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

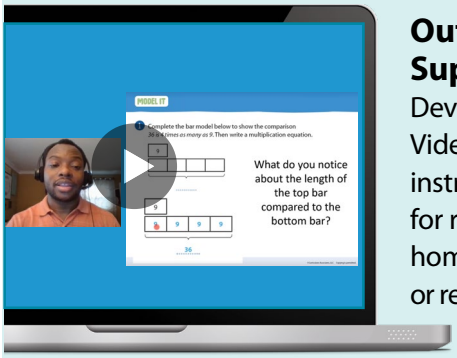


Unfinished Learning: Prerequisite Lessons and Interactive Tutorials can address skills to help students access grade-level content.

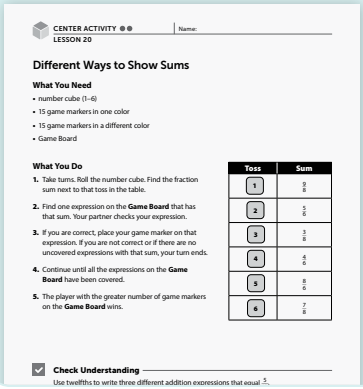

Tools for Instruction

Add and Subtract Fractions

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

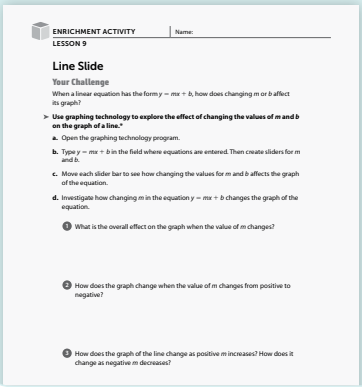


Out-of-Class Support: The Develop Session Video Library provides instructional videos for remote learning, homework supports, or reteaching concepts.


CENTER ACTIVITY
LESSON 20

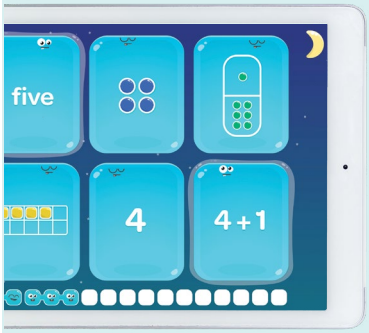
Different Ways to Show Sums

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

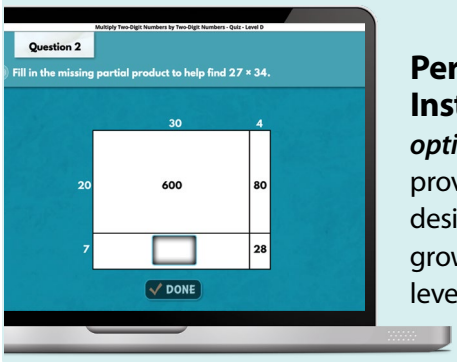

ENRICHMENT ACTIVITY
LESSON 9

Line Slide

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.



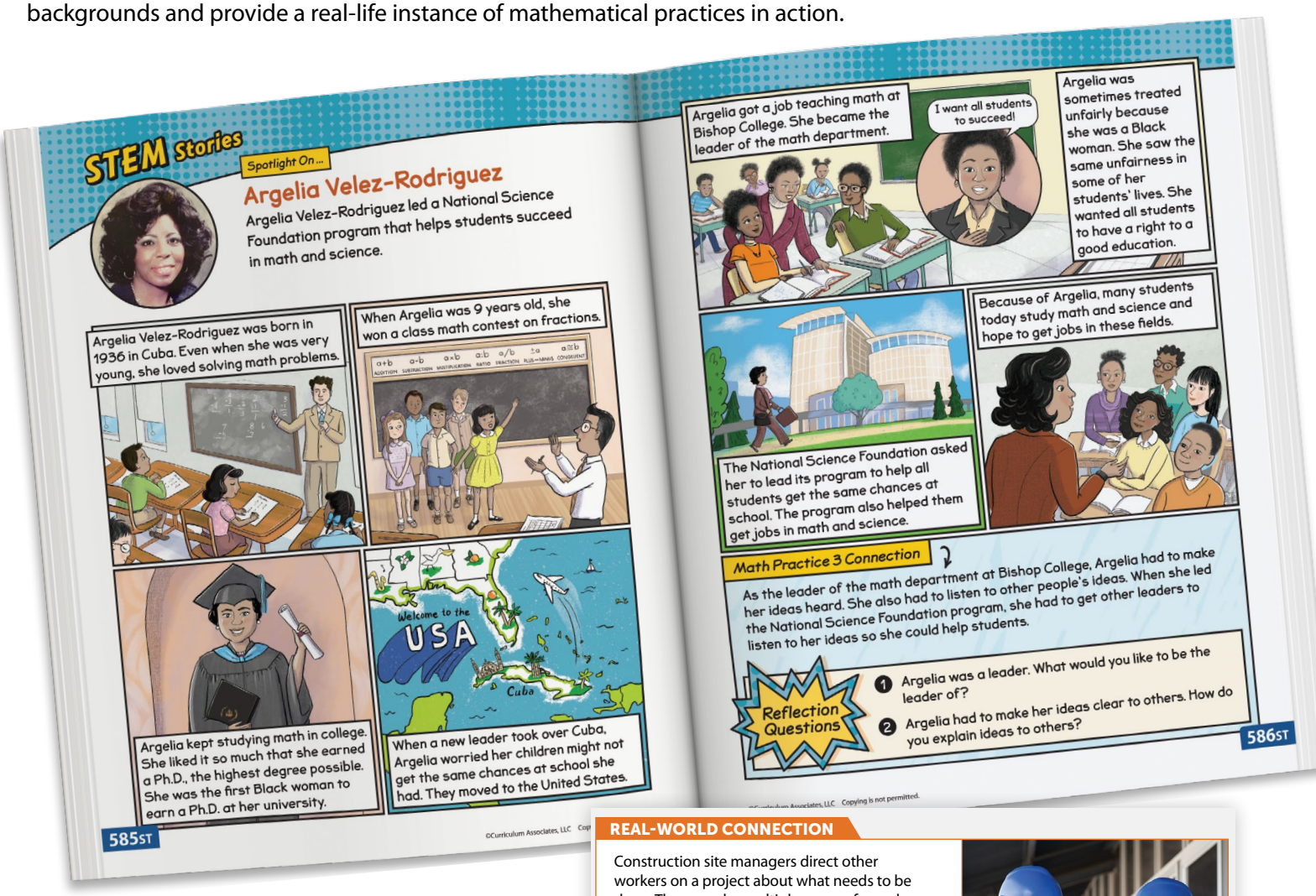
Personalized Instruction: This ***optional add-on*** provides lessons designed to accelerate growth and grade-level learning.

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.

REAL-WORLD CONNECTION

Construction site managers direct other workers on a project about what needs to be done. There can be multiple crews of people working at the same time, such as plumbers and electricians. The manager may need to add to know how many people are working each day. They also make sure that all the crews are safe. Everyone working needs to wear the right safety equipment on the job site. Usually this includes a hard hat and safety glasses. Other types of safety equipment, such as yellow vests, may be needed on road construction projects. The construction site manager may need to add to find the total number of each kind of safety equipment. Ask students to think of other real-world examples when adding two-digit numbers 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.

Connect to Culture

➤ **Use these activities to connect with and leverage the diverse backgrounds and experiences of all students. Engage students in sharing what they know about contexts before you add the information given here.**

Session 2 **Use with *Apply It* problem 9.**

A Tsikuri (see KOO ree) is made by weaving string or yarn across two crossed sticks. The design originated with the Huichol (wee CHOHL) peoples in northwestern Mexico and symbolizes *the power to see and understand things unknown*. The four points represent earth, air, fire, and water. Ask students if they have ever made or seen a Tsikuri.

Session 3 **Use with *Try It*.**

Pho (fuh) is a popular Vietnamese soup that dates back over 100 years. Today, it is considered to be the national dish of Vietnam. Although there are many variations, pho has a tasty broth, rice noodles, and meat, tofu, or chicken. It can be served with lime and ginger or it may include a variety of spices, bean sprouts, or herbs. Ask students to describe some of their favorite soups and what makes them so delicious.

Session 5 **Use with *Apply It* problem 5.**

Explain to students that a Spanish tortilla is different than a corn or flour tortilla. It is a dish, popular in Spain, made with eggs and potatoes. There are many versions of similar egg dishes throughout the world, including frittatas from Italy, omelettes from France, and kuku sabzi from Iran. Have students share some of their favorite egg dishes.

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

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.

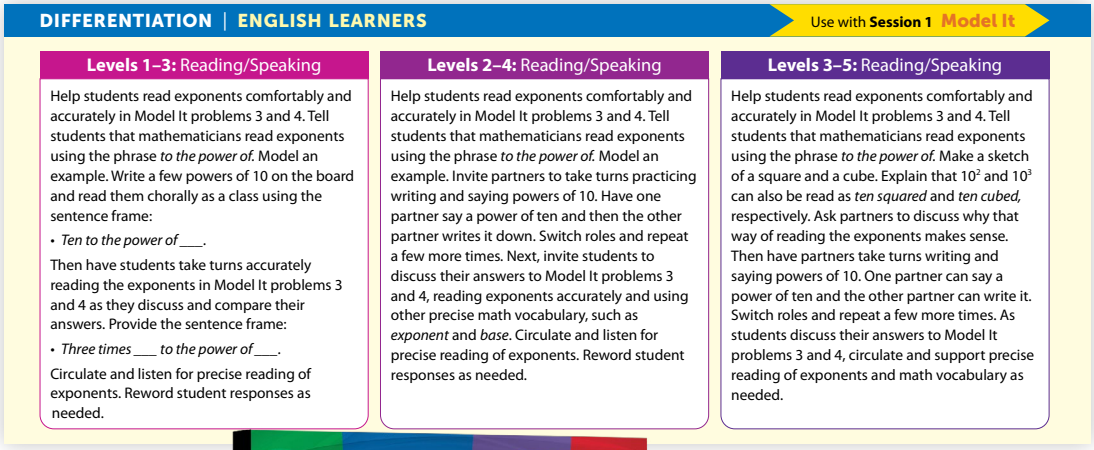
Increase Student Engagement

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.

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

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 Session 1 Model It

Levels 1–3: Reading/Speaking

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

- *Ten to the power of ___.*

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

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

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

Levels 2–4: Reading/Speaking

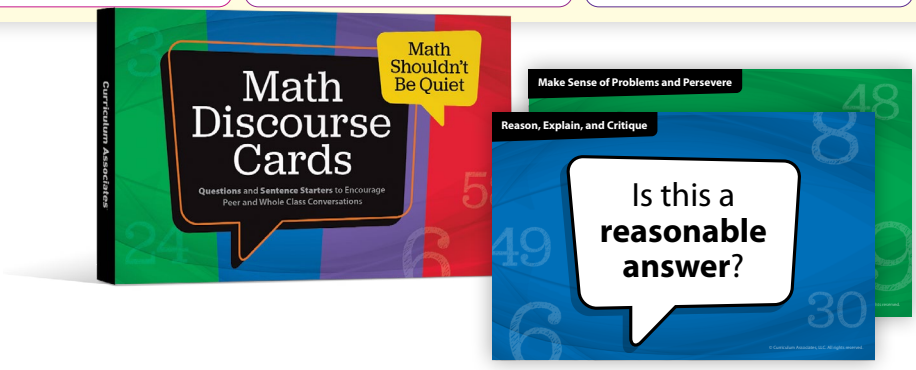
Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase *to the power of.* Model an example. Invite partners to take turns practicing writing and saying powers of 10. Have one partner say a power of ten and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

Levels 3–5: Reading/Speaking

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

Additional Language and Discourse Supports

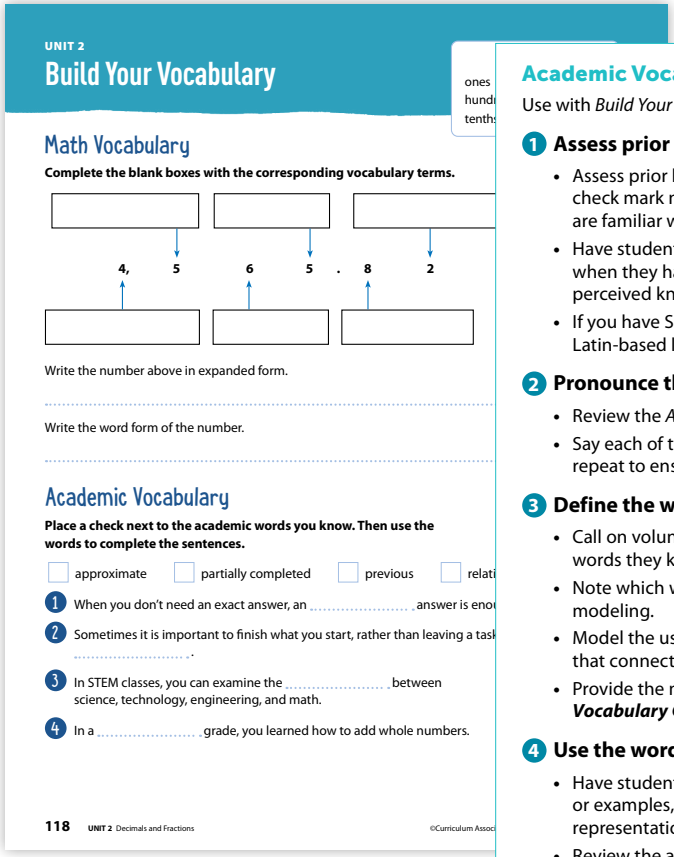
Resources like the Discourse Cards and Multilingual Glossaries help students talk through their ideas using academic language.



Teach Academic Language

Academic Vocabulary Activities and Routine

Engage students in rigorous mathematics and encourage effective communication.



UNIT 2

Build Your Vocabulary

Math Vocabulary

Complete the blank boxes with the corresponding vocabulary terms.

4, 5 6 5 . 8 2

Write the number above in expanded form.

Write the word form of the number.

Academic Vocabulary

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

☐ approximate ☐ partially completed ☐ previous ☐ relati

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

118 UNIT 2 Decimals and Fractions ©Curriculum Assoc

Academic Vocabulary Routine

Use with *Build Your Vocabulary*.

1 Assess prior knowledge.

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

2 Pronounce the words.

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

3 Define the words.

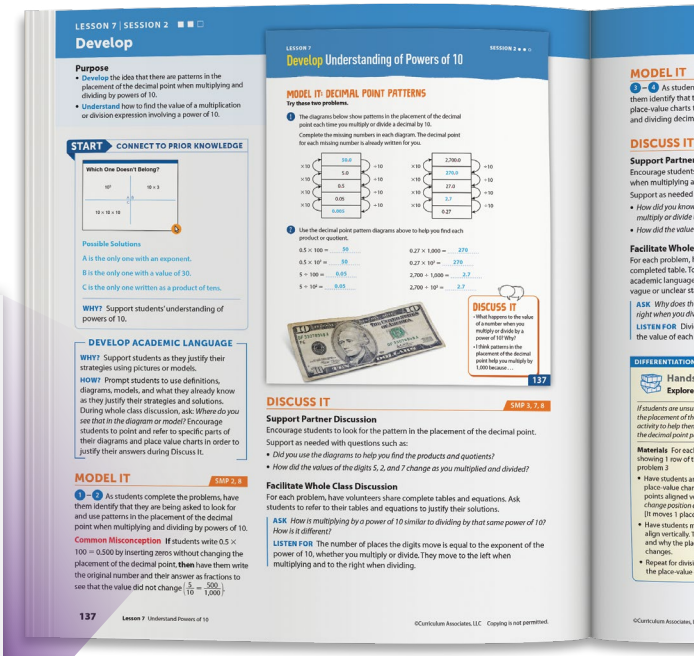
- Call on volunteer pairs to provide meanings of the words they know.
- Note which word(s) need more direct instruction and modeling.
- Model the usage of the word(s) in context, using topics that connect with students in a meaningful way.
- Provide the meaning of the word(s). See ***Academic Vocabulary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

4 Use the words.

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

Support at the Word, Sentence, and Discourse Levels

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



LESSON 7 | SESSION 2

Develop

Develop Understanding of Powers of 10

MODEL IT: DECIMAL POINT PATTERNS

DISCUSS IT

Support Partner Discussion

Facilitate Whole Class Discussion

MODEL IT

DEVELOP ACADEMIC LANGUAGE

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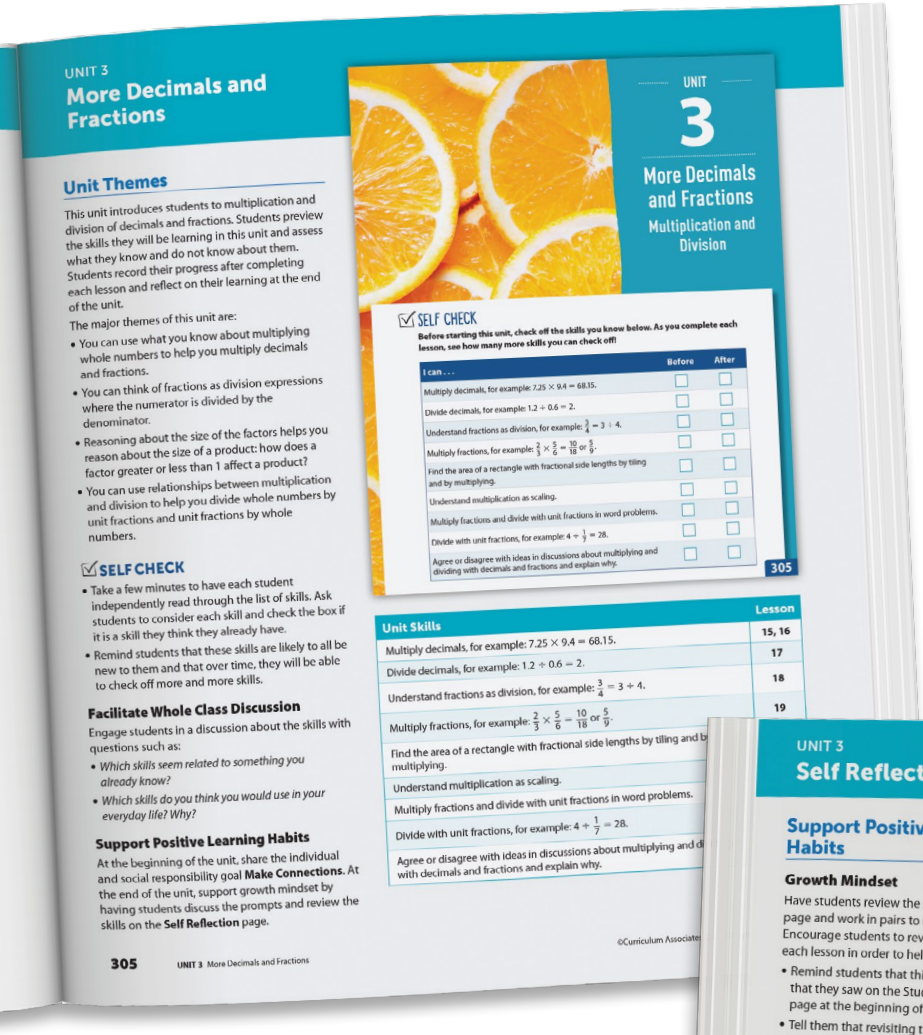
DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they justify their strategies using pictures or models.

HOW? Prompt students to use definitions, diagrams, models, and what they already know as they justify their strategies and solutions. During whole class discussion, ask: *Where do you see that in the diagram or model?* Encourage students to point and refer to specific parts of their diagrams and place value charts in order to justify their answers during Discuss It.

Cultivate a Mindset for Learning

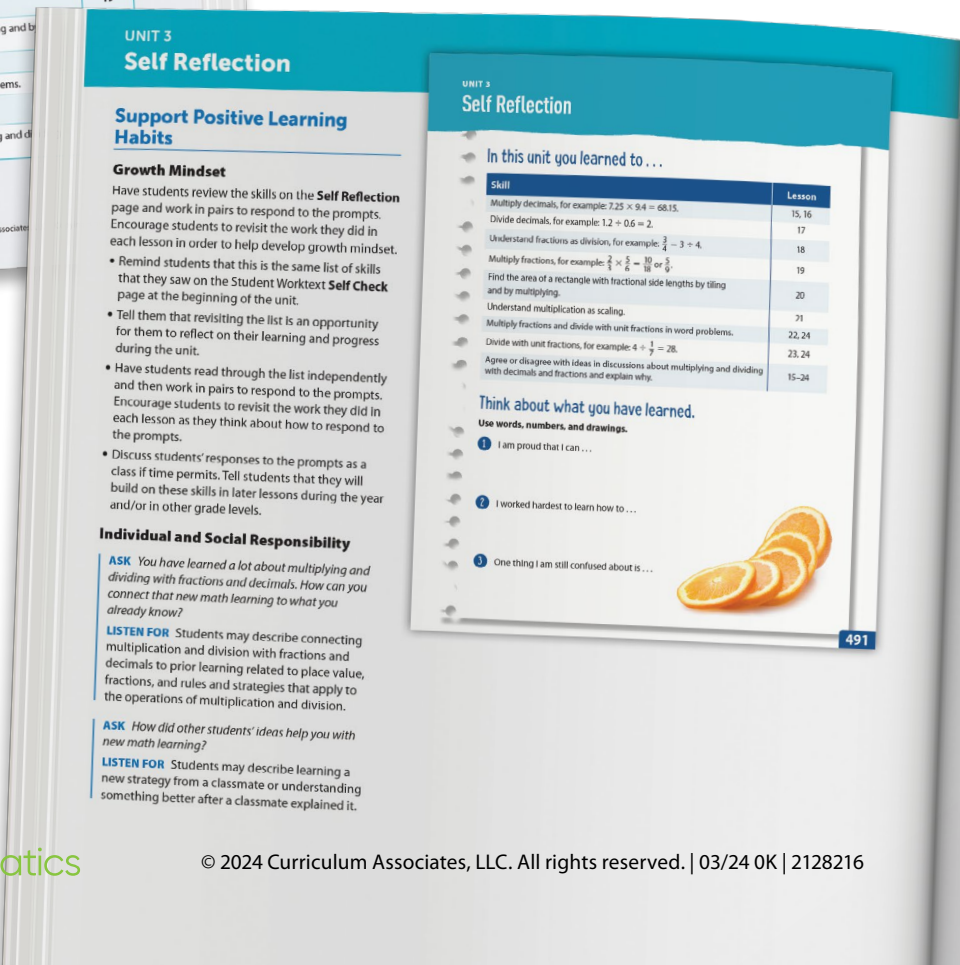
Create a community of interconnected learners. By developing the whole child, encouraging collaboration, and making time to reflect on their thinking, students not only become good mathematicians, but they also develop important life skills.



Support Student Agency

Self Check

Let students check off skills they already know before starting a unit, and then reflect on their progress at the end of a unit.



Support Positive Learning Habits

Embedded support helps teachers promote and maintain healthy learning environments.

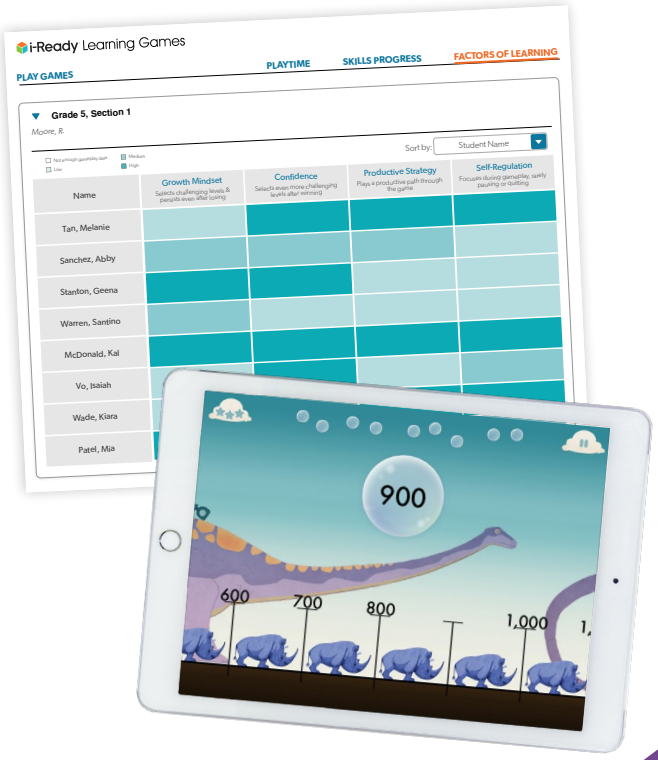
Encourage Individual and Social Responsibility

Students reflect on their understanding and develop self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

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.

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.

ld and Subtract Fractions

Objectives

Content Objectives

- Add fractions with like denominators.
- Subtract fractions with like denominators.
- Decompose fractions as a sum of fractions with the same denominators in more than one way.
- Use fraction models, number lines, and equations to represent word problems.

Language Objectives

- Explain in writing how knowing about equal parts helps to add and subtract fractions.
- Justify multiple ways to decompose a fraction as a sum of fractions.
- Connect representations of fractions to word problems in partner discussion.
- Use drawings and/or models to explain reasoning when disagreeing with an idea.

Prior Knowledge

- Understand addition as joining parts.
- Understand subtraction as separating parts.
- Know addition and subtraction basic facts.
- Understand the meaning of fractions.
- Identify numerators and denominators.
- Write whole numbers as fractions.
- Compose and decompose fractions.

Vocabulary

Math Vocabulary

There is no new vocabulary. Review the following key terms.

decompose to break into parts. You can break apart numbers and shapes.

denominator the number below the line in a fraction that tells the number of equal parts in the whole.

fraction a number that names equal parts of a whole. A fraction names a point on the number line.

numerator the number above the line in a fraction that tells the number of equal parts that are being described.

unit fraction a fraction with a numerator of 1. Other fractions are built from unit fractions.

Academic Vocabulary

altogether in all.

rest the part that is left over.

This lesson extends students' understanding of fraction addition and subtraction. Here students begin to deal with addition and subtraction in the abstract. They learn to decompose fractions as a sum of fractions with the same denominators in more than one way. Students use visual models to represent word problems involving the addition and subtraction of fractions with the same whole. Students also use equations to solve word problems.

In the next lesson students will add and subtract mixed numbers with like denominators. The focus in Grade 4 is on adding and subtracting fractions with like denominators. In Grade 5, students begin to add and subtract fractions with unlike denominators.

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Pacing Guide

Items marked with are available on the Teacher Toolbox.

	MATERIALS	DIFFERENTIATION
SESSION 1 Explore Adding and Subtracting Fractions (35–50 min) • Start (5 min) • Try It (5–10 min) • Discuss It (10–15 min) • Connect It (10–15 min) • Close: Exit Ticket (5 min) Additional Practice (pages 415–416)	Math Toolkit counters, fraction bars, fraction circles, fraction models, fraction tiles, number lines Presentation Slides	PREPARE Interactive Tutorial RETEACH or REINFORCE Hands-On Activity Materials For each student: scissors, ruler, heavy paper or card stock
SESSION 2 Develop Adding Fractions (45–60 min) • Start (5 min) • Try It (10–15 min) • Discuss It (10–15 min) • Connect It (15–20 min) • Close: Exit Ticket (5 min) Additional Practice (pages 421–422)	Math Toolkit fraction bars, fraction circles, fraction models, fraction tiles, index cards, number lines Presentation Slides	RETEACH or REINFORCE Hands-On Activity Materials For each student: Activity Sheet *Fraction Bars* REINFORCE Fluency & Skills Practice EXTEND Deepen Understanding
SESSION 3 Develop Subtracting Fractions (45–60 min) • Start (5 min) • Try It (10–15 min) • Discuss It (10–15 min) • Connect It (15–20 min) • Close: Exit Ticket (5 min) Additional Practice (pages 427–428)	Math Toolkit fraction bars, fraction circles, fraction models, fraction tiles, index cards, number lines Presentation Slides	RETEACH or REINFORCE Hands-On Activity Materials For each student: paper plates, markers, scissors REINFORCE Fluency & Skills Practice EXTEND Deepen Understanding
SESSION 4 Develop Decomposing Fractions (45–60 min) • Start (5 min) • Try It (10–15 min) • Discuss It (10–15 min) • Connect It (15–20 min) • Close: Exit Ticket (5 min) Additional Practice (pages 433–434)	Math Toolkit counters, fraction bars, fraction circles, fraction models, fraction tiles, number lines Presentation Slides	RETEACH or REINFORCE Hands-On Activity Materials For each pair: 1 set of fraction tiles or fraction circles REINFORCE Fluency & Skills Practice EXTEND Deepen Understanding (Model It) Deepen Understanding (Connect It)
SESSION 5 Refine Adding and Subtracting Fractions (45–60 min) • Start (5 min) • Monitor & Guide (15–20 min) • Group & Differentiate (20–30 min) • Close: Exit Ticket (5 min)	Math Toolkit Have items from previous sessions available for students. Presentation Slides	RETEACH Hands-On Activity Materials markers, Activity Sheet *Fraction Bars* REINFORCE Problems 4–8 EXTEND Challenge i-Ready Personalized Instruction
Lesson 20 Quiz or Digital Comprehension Check		RETEACH Tools for Instruction REINFORCE Math Center Activity EXTEND Enrichment Activity

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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 Teacher's Guide.

Common Misconception Look for students who accurately model the problem but have difficulty identifying what constitutes one equal share from all the equal parts represented. As students present solutions, ask them to identify Jade's share in the model.

Select and Sequence Student Strategies

One possible order for whole class discussion:

- physical parts showing tenths
- drawings representing tenths
- whole-number solutions showing that 7 out of 10 parts are painted $\left(\frac{7}{10}\right)$
- number lines marked in tenths

Facilitate Whole Class Discussion

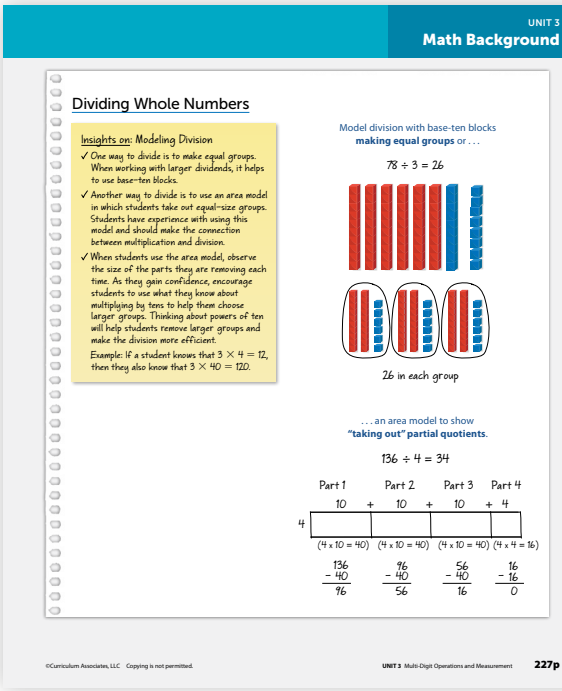
4–5 Have students think about modeling the way of dividing up the work described in problem 4. Guide them to connect writing the quotient with a remainder and as a mixed number.

ASK *How would you change the fraction model in* Picture It *to show this way of dividing up the work? What would a number line model of this way look like?*

LISTEN FOR In Picture It, each of the first three rectangles would be labeled with a single letter, J, M, and H. On a number line, you could label from 0 to 1 with J, from 1 to 2 with M, and from 2 to 3 with H. For the other two sections, label $\frac{1}{3}$ of each section with J, $\frac{1}{3}$ with M, and $\frac{1}{3}$ with H.

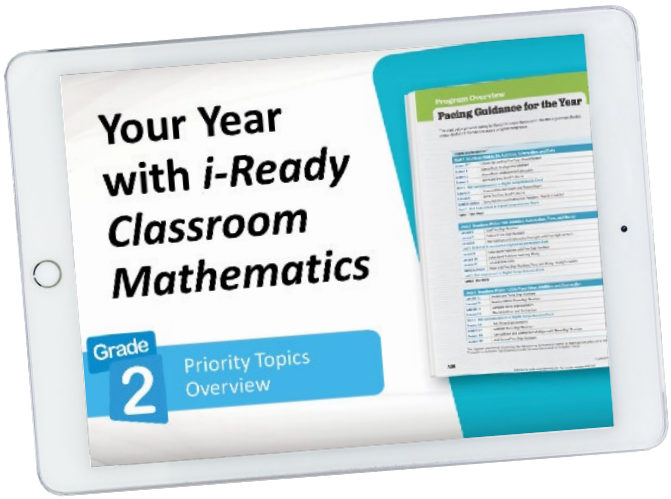
Professional Learning That Empowers

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.

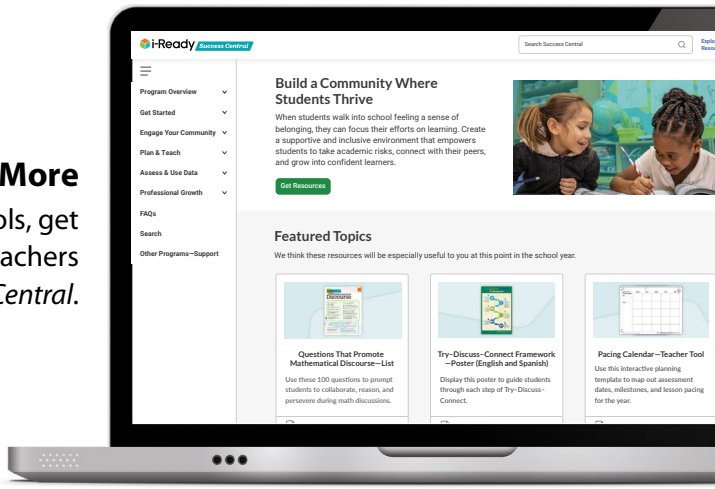


Pacing Video Series

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*.

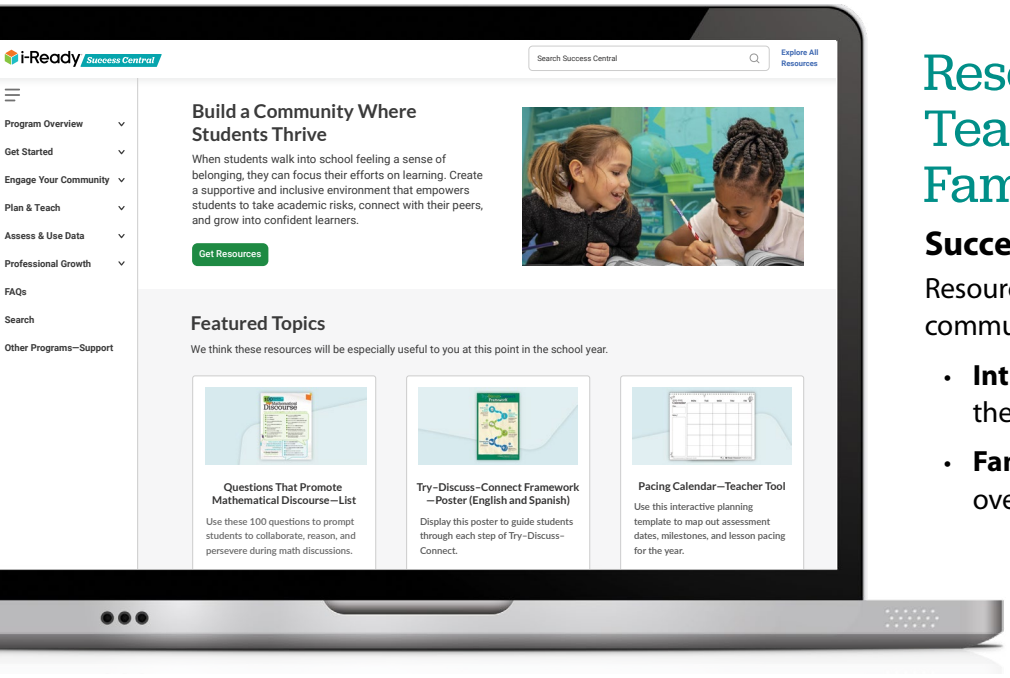


Onsite, Online, and On-Demand Professional Development (PD)

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

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.

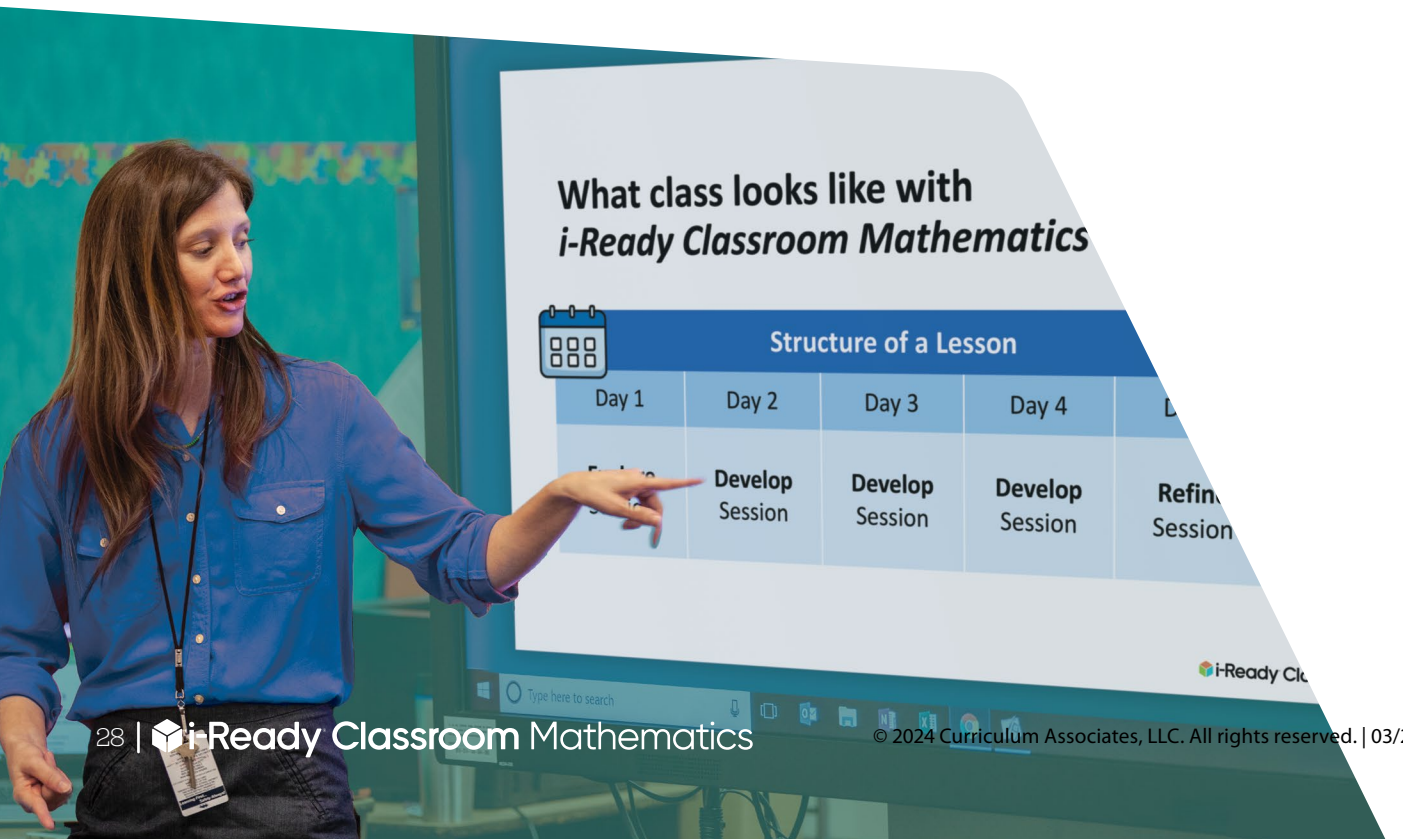


Resources to Help Teachers Engage Families

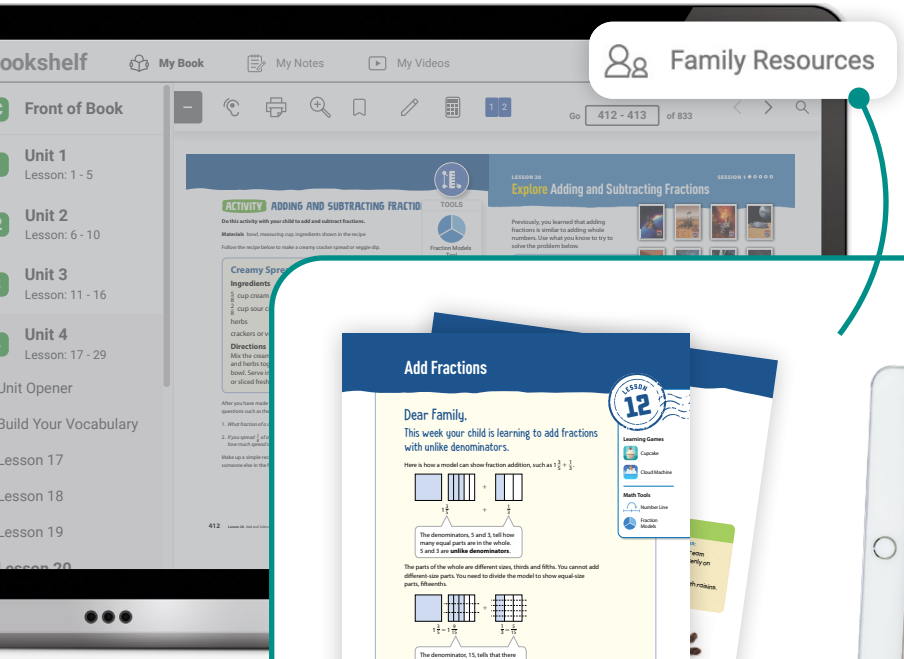
Success Central

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.

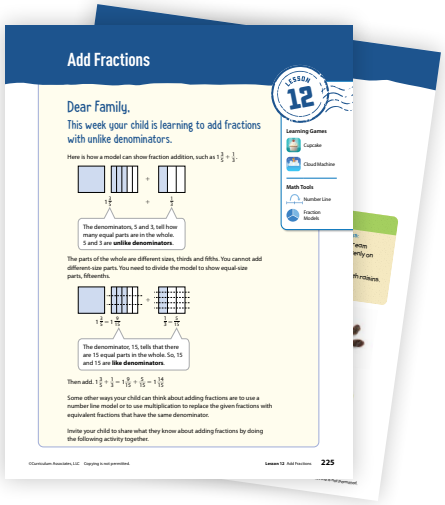


Resources for Families

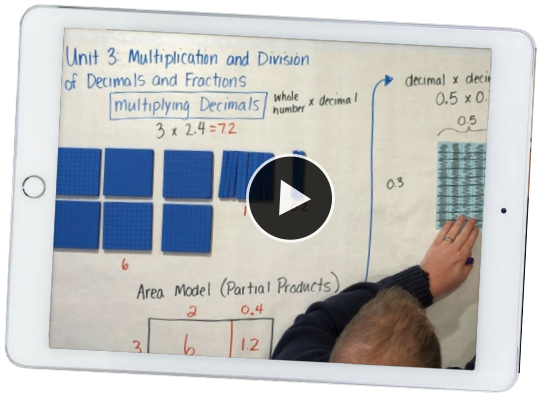


Resources Families Can Use to Understand Math Ideas

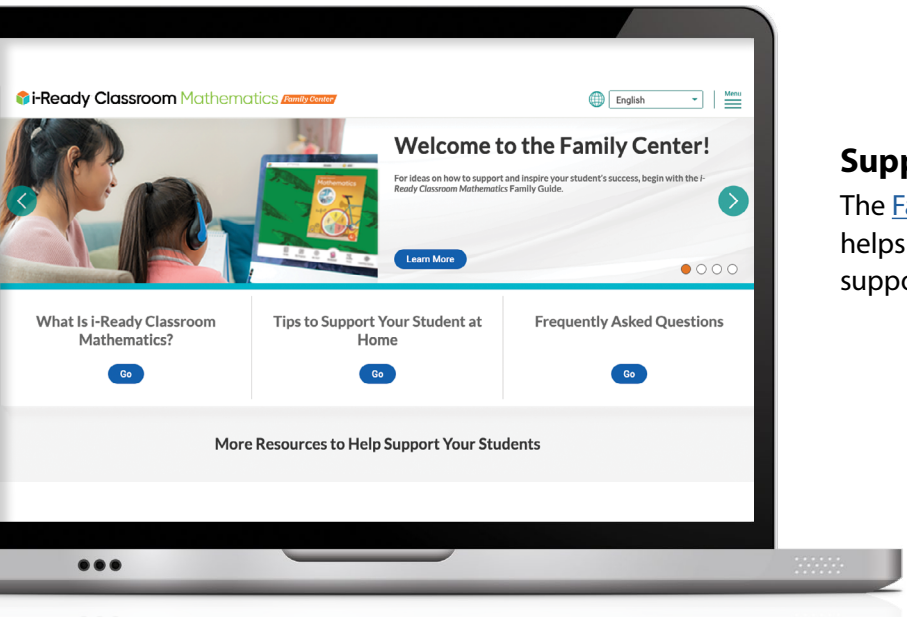
The Student Bookshelf provides access to the Student Worktext in a digital format and other Family Resources.



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.

"*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.

2015

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

2016

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

2017

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.

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

2018

2019

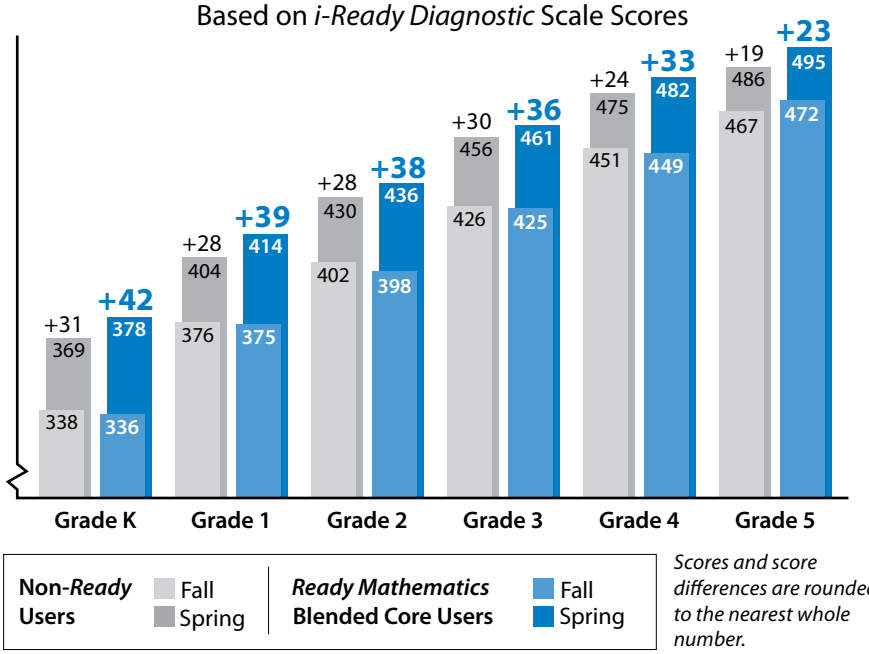
Third-party research conducted in three states, with 32 schools and 21,000 students, provides evidence of *Ready Mathematics'* success.

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**.

Growth in Student Performance

Based on *i-Ready Diagnostic* Scale Scores



Scores and score differences are rounded to the nearest whole number.

2020 | 2021 | 2022 | 2023 | 2024

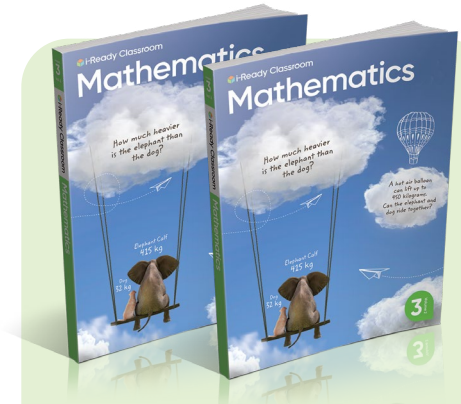
i-Ready Classroom Mathematics ©2020 for Grades K–8—the next evolution of *Ready Mathematics*—received **all-green ratings from EdReports**.

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

Perfect Scores on EdReports

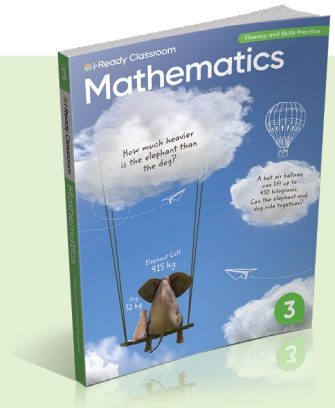
Scan to learn more!

Student Materials



Student Worktext E/S

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:* Hand2Mind.com/Curriculum-Associates

Student Digital Experience

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

Student Bookshelf provides online access to student resources, including:

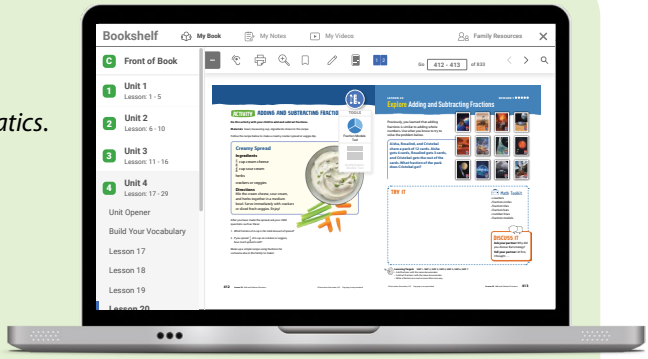
- **Digital Student Worktext** E/S includes tools, such as note-taking, text-to-speech, highlighting, and a calculator.
- **Family Resources** E/S include a Family Letter for every lesson and Unit Flow & Progression Videos.
- **Multilingual Glossary** E/S available in 11 languages
- **Student Handbook** E/S 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 provide virtual representations of various models.

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

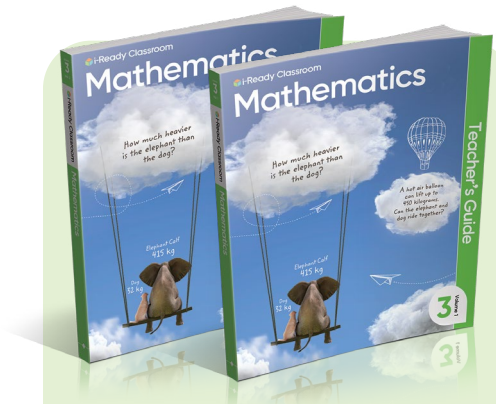
Interactive Practice E/S helps students build procedural fluency and skills by providing immediate, meaningful feedback.

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



E/S = Available in English and Spanish

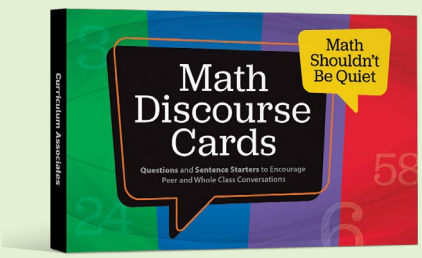
Teacher Materials



Teacher's Guide E/S

Two volumes include discourse-based instructional support, math background, and embedded professional learning.

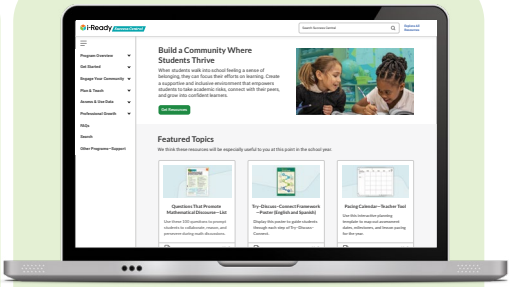
Available in print and online



Discourse Cards E/S

This resource provides questions and sentence starters to get students talking about mathematics.

Available in print and online



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, 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 E/S
- Digital Math Tools
- Lesson PowerPoint® Slides E/S
- Fluency and Skills Practice E/S
- Center Activities E/S
- Enrichment Activities E/S
- Assessment Resources E/S
- Unit Flow & Progression Videos*
- Literacy Connections E/S
- Grade Level Games (K–2) E/S
- Unit Games E/S
- Develop Session Video Library

Digital Practice Resources

- Learning Games E/S
- Interactive Practice E/S

Digital Assessments

- Diagnostic E/S
- Comprehension Checks E/S

Reports

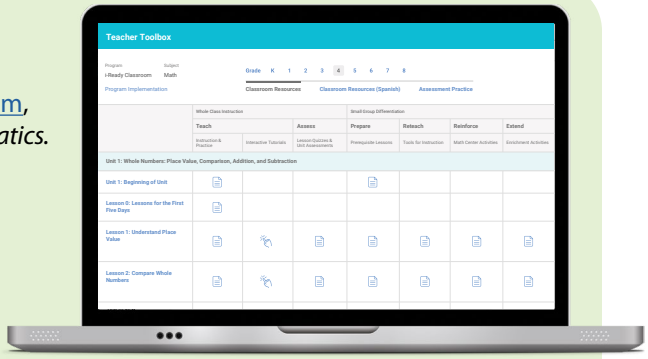
- Diagnostic Results
- Comprehension Check Results
- Prerequisites
- Learning Games

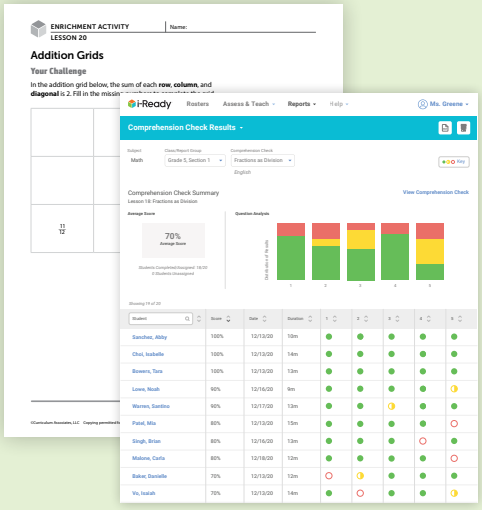
Professional Learning

- Online Educator Learning

Optional Add-On

- *i-Ready Personalized Instruction* E/S





*Closed captioned in English and Spanish

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Learn more at
i-ReadyClassroomMathematics.com/24.

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

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Curriculum Associates

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