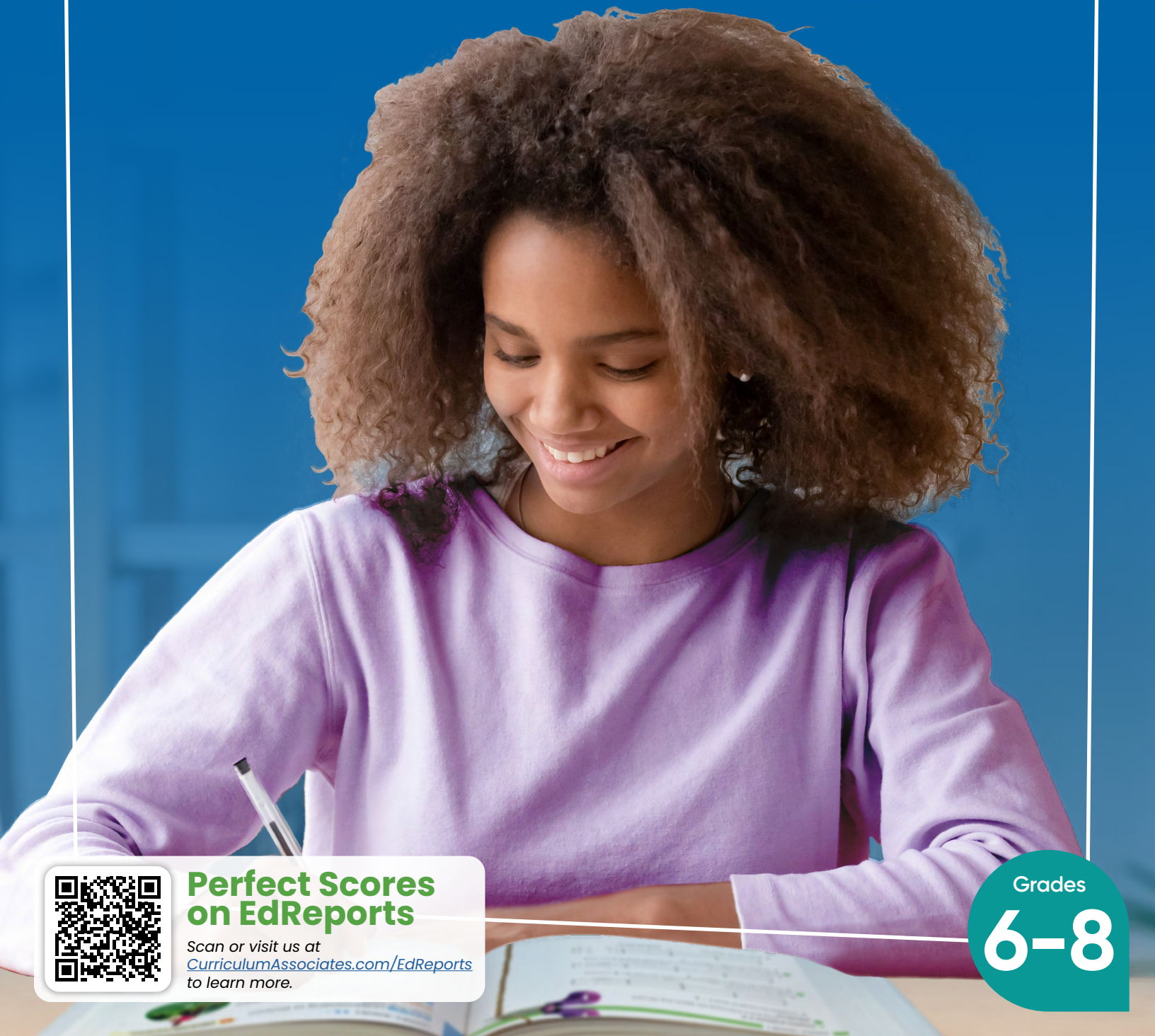
i-Ready Classroom Mathematics

SOUTH CAROLINA EDITION

Program Overview



Perfect Scores on EdReports

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

Grades 6–8

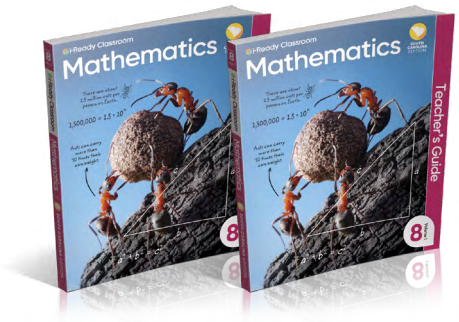
Impact EdReports: All Green. All Perfect. All Grades K–8.

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.

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 . . .

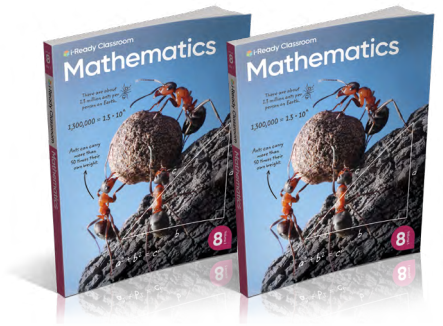
South Carolina Teacher's Guide

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.



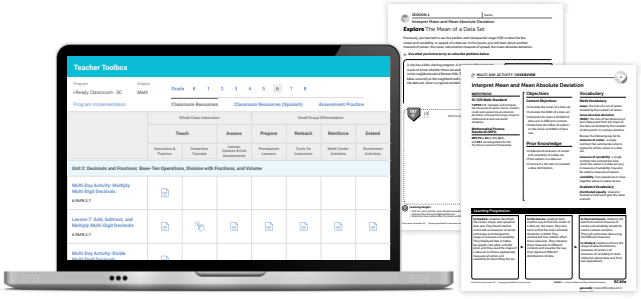
Student Worktext and South Carolina Student Companion

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 7 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 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.

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, South Carolina Edition* Make It All Possible

- **Address the SC CCRS for Mathematics** with rigorous, student-centered discourse and practice.
- **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

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

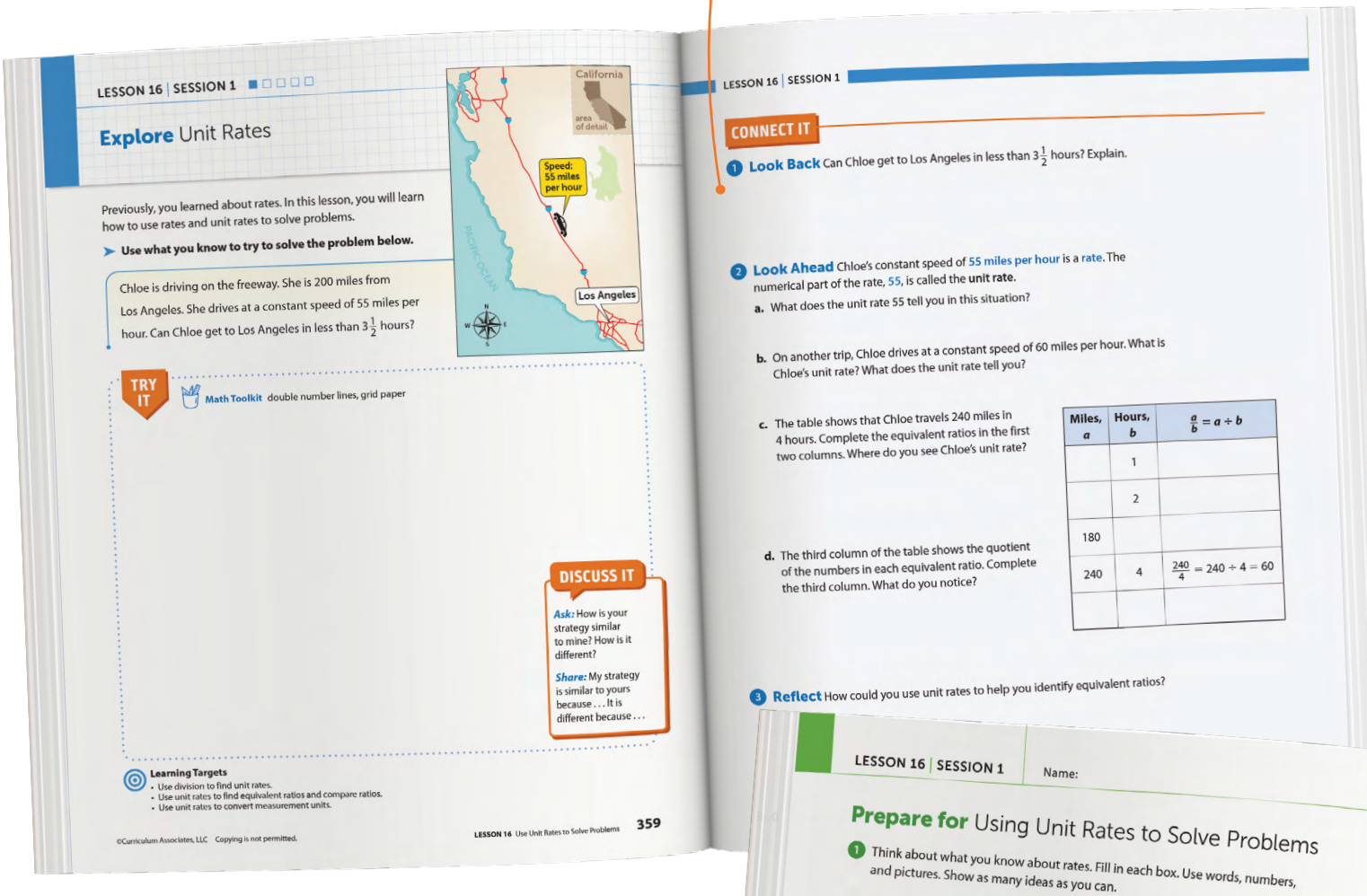
Students are introduced to lesson concepts with a problem they can solve using previously learned models and strategies that are relevant to the new content of the lesson.

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 16 | SESSION 1

Explore Unit Rates

Previously, you learned about rates. In this lesson, you will learn how to use rates and unit rates to solve problems.

➤ **Use what you know to try to solve the problem below.**

Chloe is driving on the freeway. She is 200 miles from Los Angeles. She drives at a constant speed of 55 miles per hour. Can Chloe get to Los Angeles in less than $3\frac{1}{2}$ hours?

TRY IT

Math Toolkit double number lines, grid paper

DISCUSS IT

Ask: How is your strategy similar to mine? How is it different?

Share: My strategy is similar to yours because . . . It is different because . . .

Learning Targets
- Use division to find unit rates.
- Use unit rates to find equivalent ratios and compare ratios.
- Use unit rates to convert measurement units.

LESSON 16 | SESSION 1

CONNECT IT

1 **Look Back** Can Chloe get to Los Angeles in less than $3\frac{1}{2}$ hours? Explain.

2 **Look Ahead** Chloe's constant speed of 55 miles per hour is a rate. The numerical part of the rate, 55, is called the **unit rate.**

a. What does the unit rate 55 tell you in this situation?

b. On another trip, Chloe drives at a constant speed of 60 miles per hour. What is Chloe's unit rate? What does the unit rate tell you?

c. The table shows that Chloe travels 240 miles in 4 hours. Complete the equivalent ratios in the first two columns. Where do you see Chloe's unit rate?

Miles, a	Hours, b	$\frac{a}{b} = a \div b$
	1	
	2	
180		
240	4	$\frac{240}{4} = 240 \div 4 = 60$

d. The third column of the table shows the quotient of the numbers in each equivalent ratio. Complete the third column. What do you notice?

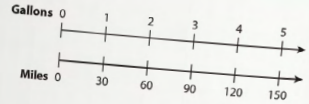
3 **Reflect** How could you use unit rates to help you identify equivalent ratios?

LESSON 16 | SESSION 1 Name:

Prepare for Using Unit Rates to Solve Problems

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

2 What two rates can you write for the ratios shown by the double number line? What do they tell you?



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.

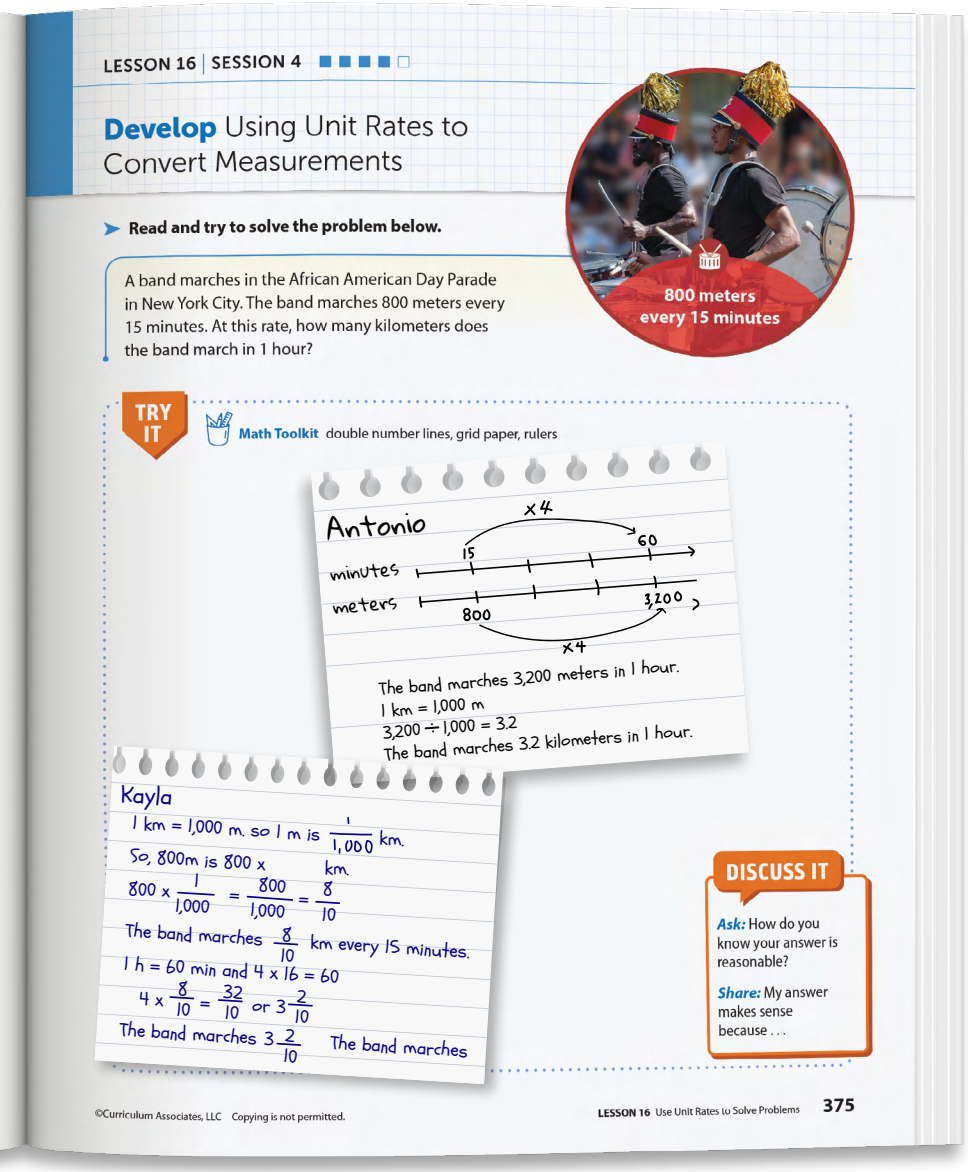
Build Understanding: *Develop Sessions*

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 processes, and effective teaching practices into instruction.


LESSON 16 | SESSION 4

Develop Using Unit Rates to Convert Measurements

Read and try to solve the problem below.

A band marches in the African American Day Parade in New York City. The band marches 800 meters every 15 minutes. At this rate, how many kilometers does the band march in 1 hour?

800 meters every 15 minutes

TRY IT

Math Toolkit double number lines, grid paper, rulers

Antonio

minutes 15 60

meters 800 3,200

×4 ×4

The band marches 3,200 meters in 1 hour.
1 km = 1,000 m
3,200 ÷ 1,000 = 3.2
The band marches 3.2 kilometers in 1 hour.

Kayla

1 km = 1,000 m. so 1 m is $\frac{1}{1,000}$ km.
So, 800m is 800 x $\frac{1}{1,000}$ km.
800 x $\frac{1}{1,000}$ = $\frac{800}{1,000}$ = $\frac{8}{10}$
The band marches $\frac{8}{10}$ km every 15 minutes.
1 h = 60 min and 4 x 16 = 60
4 x $\frac{8}{10}$ = $\frac{32}{10}$ or 3$\frac{2}{10}$
The band marches 3$\frac{2}{10}$ The band marches

DISCUSS IT

Ask: How do you know your answer is reasonable?

Share: My answer makes sense because . . .

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LESSON 16 Use Unit Rates to Solve Problems 375

Try It

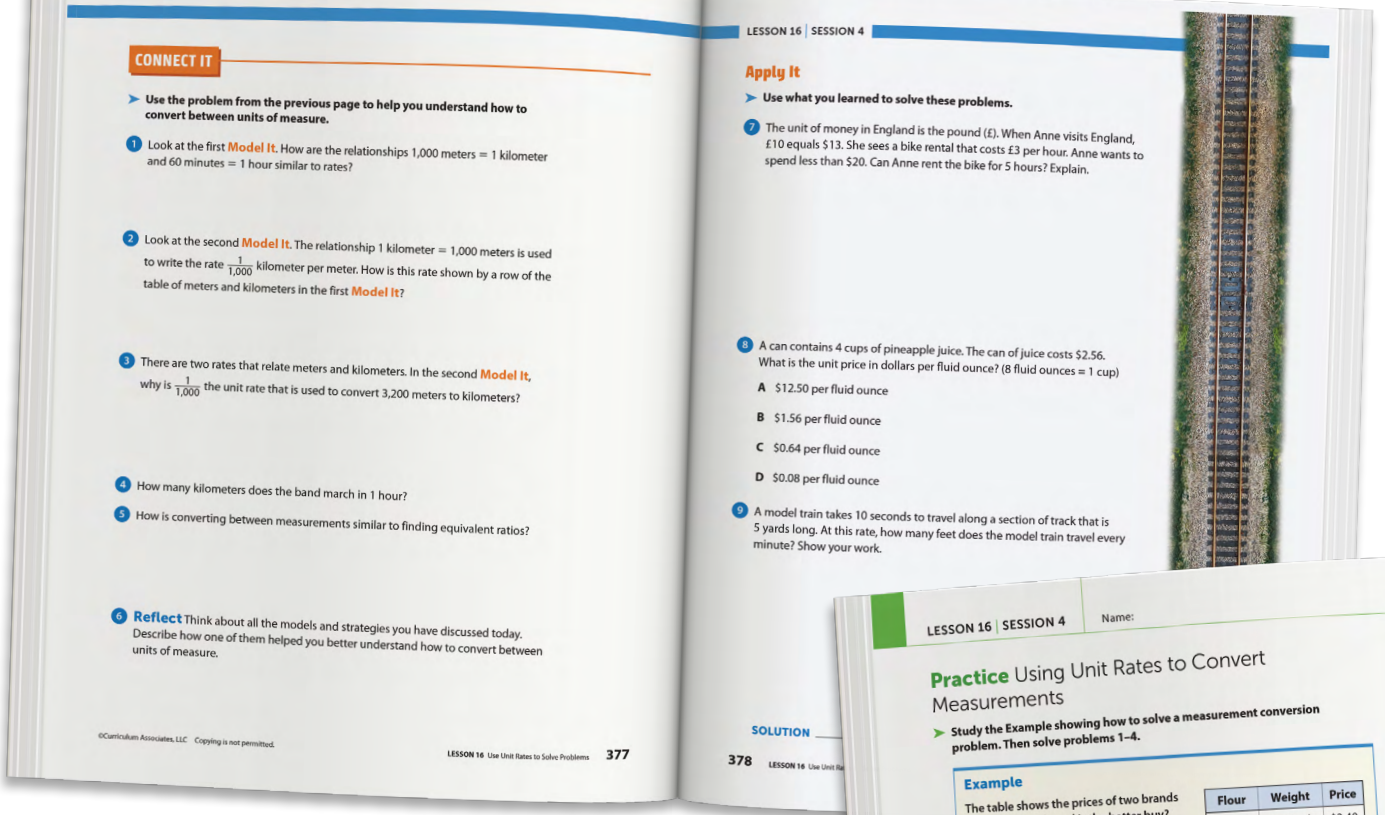
Students make sense of the problem and persevere in solving and supporting their thinking. NCTM EMTP 7

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

Discuss It

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

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



CONNECT IT

Use the problem from the previous page to help you understand how to convert between units of measure.

1. Look at the first **Model It**. How are the relationships 1,000 meters = 1 kilometer and 60 minutes = 1 hour similar to rates?
2. Look at the second **Model It**. The relationship 1 kilometer = 1,000 meters is used to write the rate $\frac{1}{1,000}$ kilometer per meter. How is this rate shown by a row of the table of meters and kilometers in the first **Model It**?
3. There are two rates that relate meters and kilometers. In the second **Model It**, why is $\frac{1}{1,000}$ the unit rate that is used to convert 3,200 meters to kilometers?
4. How many kilometers does the band march in 1 hour?
5. How is converting between measurements similar to finding equivalent ratios?
6. **Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to convert between units of measure.

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LESSON 16 Use Unit Rates to Solve Problems 377

LESSON 16 | SESSION 4

Apply It

Use what you learned to solve these problems.

7. The unit of money in England is the pound (£). When Anne visits England, £10 equals $13. She sees a bike rental that costs £3 per hour. Anne wants to spend less than $20. Can Anne rent the bike for 5 hours? Explain.
8. A can contains 4 cups of pineapple juice. The can of juice costs $2.56. What is the unit price in dollars per fluid ounce? (8 fluid ounces = 1 cup)
   - A $12.50 per fluid ounce
   - B $1.56 per fluid ounce
   - C $0.64 per fluid ounce
   - D $0.08 per fluid ounce
9. A model train takes 10 seconds to travel along a section of track that is 5 yards long. At this rate, how many feet does the model train travel every minute? Show your work.

SOLUTION

378 LESSON 16 Use Unit Rates

LESSON 16 | SESSION 4 Name:

Practice Using Unit Rates to Convert Measurements

Study the Example showing how to solve a measurement conversion problem. Then solve problems 1–4.

Example

The table shows the prices of two brands of flour. Which brand is the better buy?

Flour	Weight	Price
Brand A	5 pounds	$2.40
Brand B	48 ounces	$1.92

Convert the weight of Brand A to ounces.

1 pound = 16 ounces

The rate is 16 ounces per pound.

pounds ↓ ounces per pound ↓

$5 \times 16 = 80$

Brand A weighs 80 ounces.

Find the unit prices in dollars per ounce, as shown in the tables.

Brand A costs $0.03 per ounce.

Brand B costs $0.04 per ounce.

Brand A is the better buy.

Brand A (÷ 80)

Dollars	2.40	0.03
Ounces	80	1

Brand B (÷ 48)

Dollars	1.92	0.04
Ounces	48	1

1. Show how you can solve the problem in the Example by comparing the unit prices in dollars per pound.

Vocabulary

convert

to write an equivalent measurement using a different unit.

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LESSON 16 Use Unit Rates to Solve Problems 379

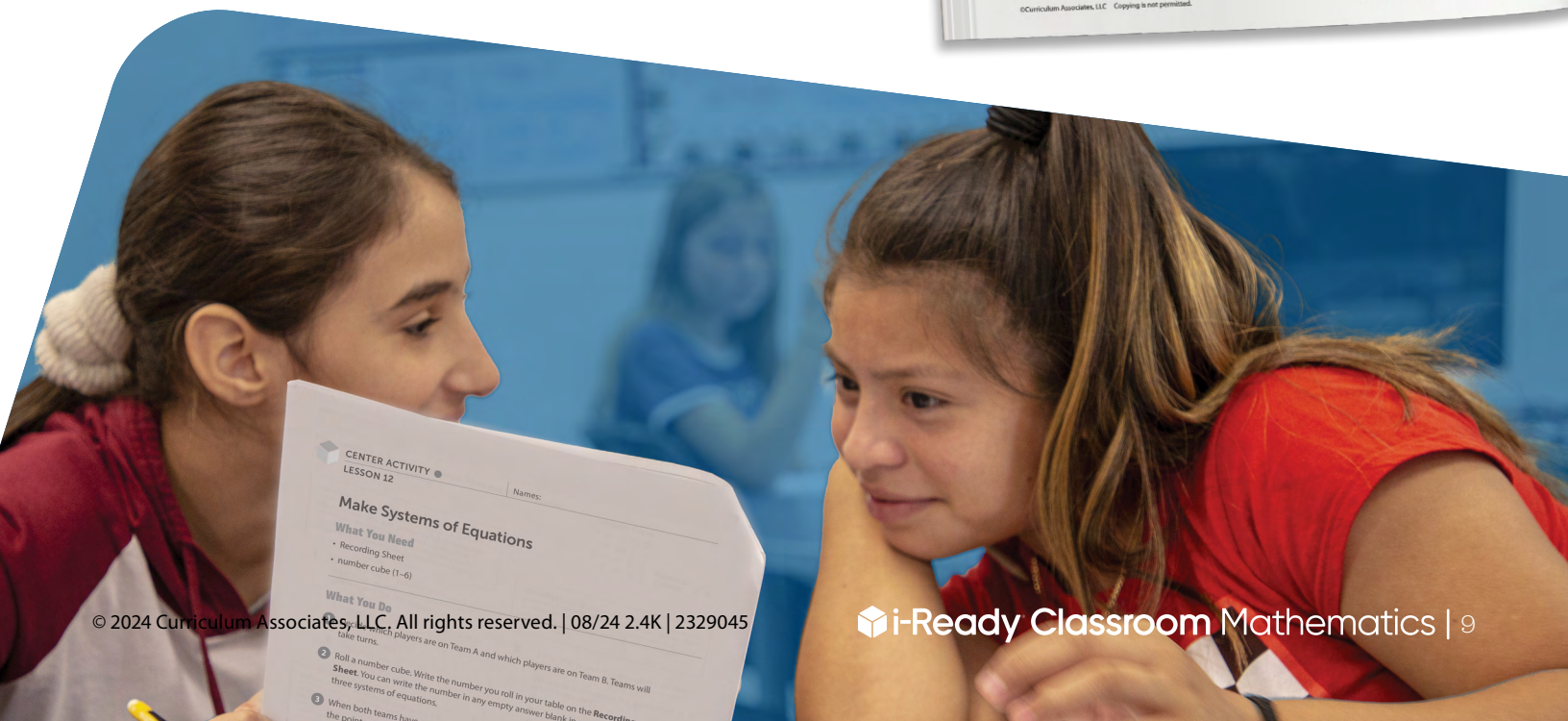
Connect It

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 Session*

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 South Carolina Teacher's Guide.

NCTM EMTPs 2 and 3

RETEACH

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

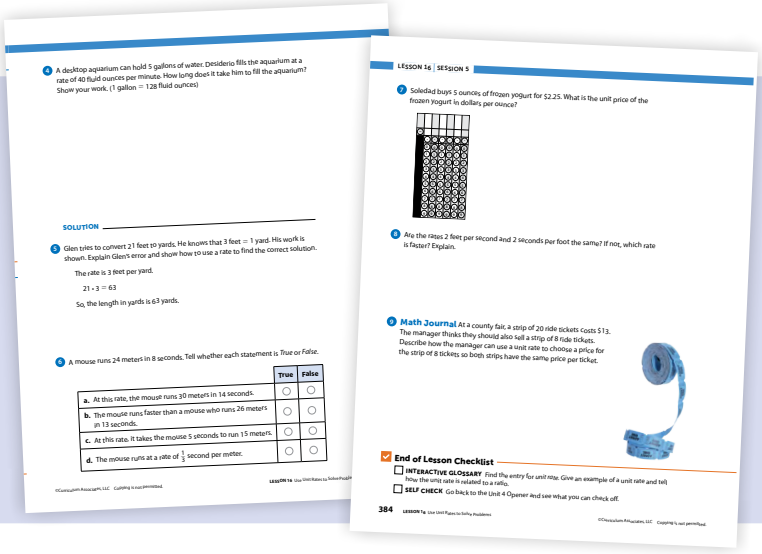
Students approaching proficiency with using unit rates to solve problems will benefit from modeling the process for finding unit rates and using unit conversions.

Materials For each group: 15 sticky notes

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

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

NCTM EMTP 6



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

NCTM EMTPs 2 and 3

EXTEND

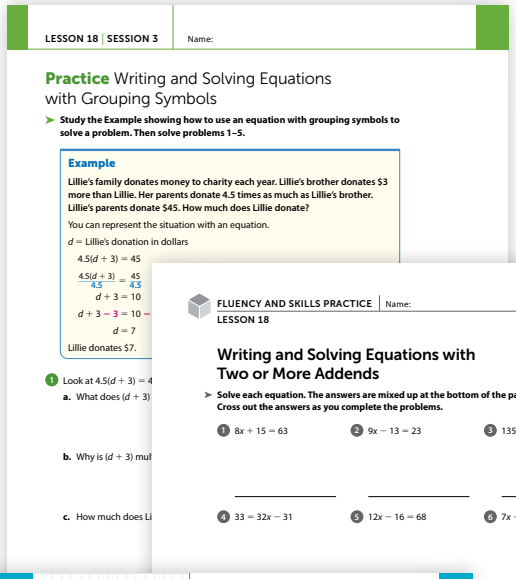
Challenge
Solve rate problems involving conversions between systems.

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

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

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**


LESSON 18 | SESSION 3 Name:

Practice Writing and Solving Equations with Grouping Symbols

➤ **Study the Example showing how to use an equation with grouping symbols to solve a problem. Then solve problems 1–5.**

Example

Lillie's family donates money to charity each year. Lillie's brother donates $3 more than Lillie. Her parents donate 4.5 times as much as Lillie's brother. Lillie's parents donate $45. How much does Lillie donate?

You can represent the situation with an equation.

d = Lillie's donation in dollars

$4.5(d + 3) = 45$

$\frac{4.5(d+3)}{4.5} = \frac{45}{4.5}$

$d + 3 = 10$

$d + 3 - 3 = 10 -$

$d = 7$

Lillie donates $7.

1 Look at $4.5(d + 3) = 4$

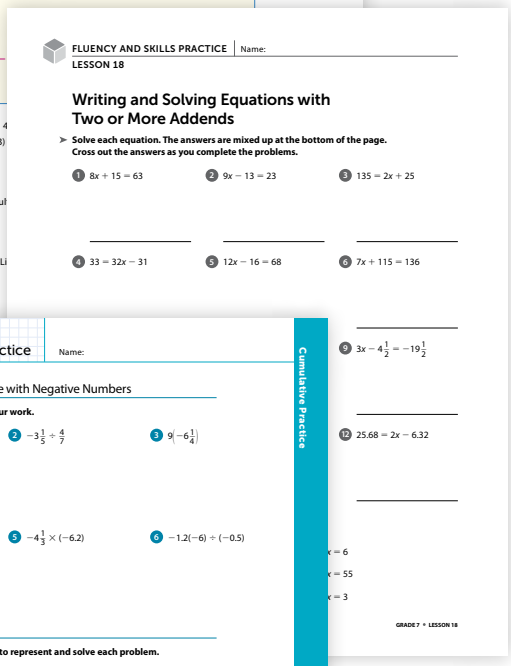
a. What does $(d + 3)$

b. Why is $(d + 3)$ mul

c. How much does Li

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 Name:

LESSON 18

Writing and Solving Equations with Two or More Addends

➤ **Solve each equation. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.**

1 $8x + 15 = 63$ 2 $9x - 13 = 23$ 3 $135 = 2x + 25$

4 $33 = 32x - 31$ 5 $12x - 16 = 68$ 6 $7x + 115 = 136$

9 $3x - 4\frac{1}{2} = -19\frac{1}{2}$

12 $25.68 = 2x - 6.32$

$x = 6$

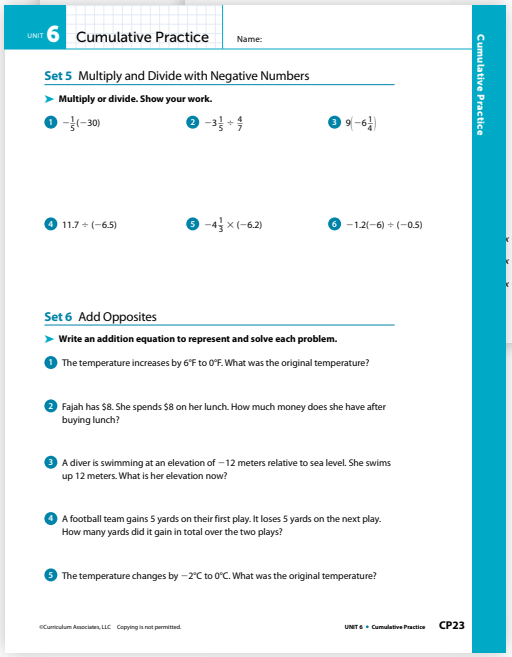
$x = 55$

$x = 3$

GRADE 7 • LESSON 18

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.


UNIT 6 Cumulative Practice Name:

Cumulative Practice

Set 5 Multiply and Divide with Negative Numbers

➤ **Multiply or divide. Show your work.**

1 $-\frac{1}{5}(-30)$ 2 $-3\frac{1}{5} \div \frac{4}{7}$ 3 $9\left(-6\frac{1}{4}\right)$

4 $11.7 \div (-6.5)$ 5 $-4\frac{1}{3} \times (-6.2)$ 6 $-1.2(-6) \div (-0.5)$

Set 6 Add Opposites

➤ **Write an addition equation to represent and solve each problem.**

1 The temperature increases by 6°F to 0°F. What was the original temperature?

2 Fajah has $8. She spends $8 on her lunch. How much money does she have after buying lunch?

3 A diver is swimming at an elevation of −12 meters relative to sea level. She swims up 12 meters. What is her elevation now?

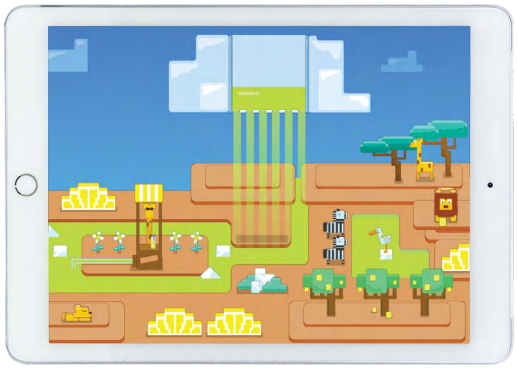
4 A football team gains 5 yards on their first play. It loses 5 yards on the next play. How many yards did it gain in total over the two plays?

5 The temperature changes by −2°C to 0°C. What was the original temperature?

UNIT 6 • Cumulative Practice CP23

Cumulative Practice

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



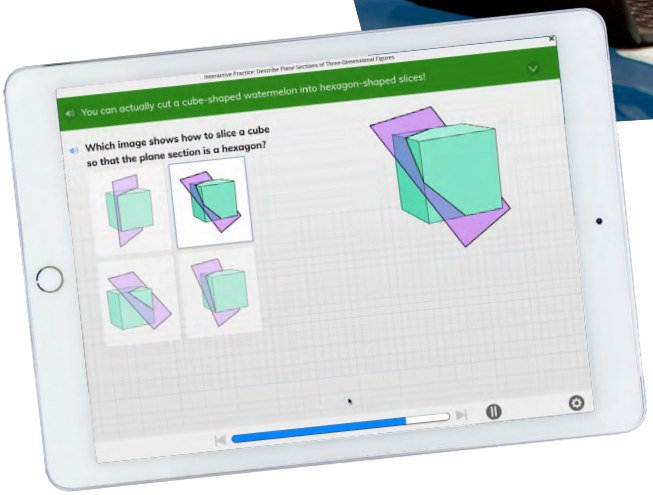
Digital Learning Games

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.

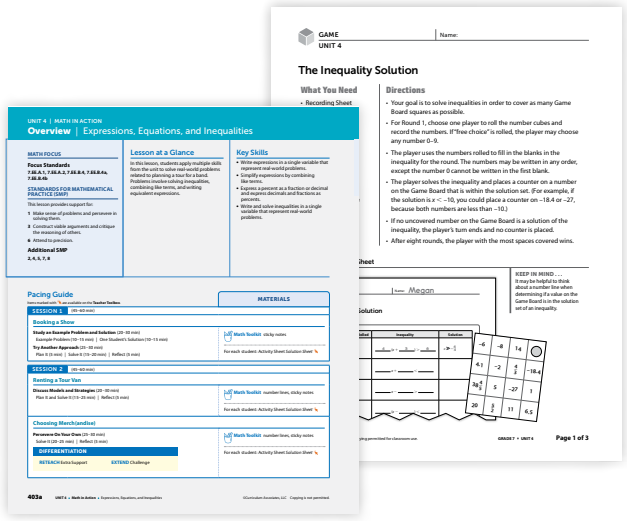
Student resources, including the digital Student Worktext and PDFs, work with most learning management systems.



Interactive Practice with Technology-Enhanced Items

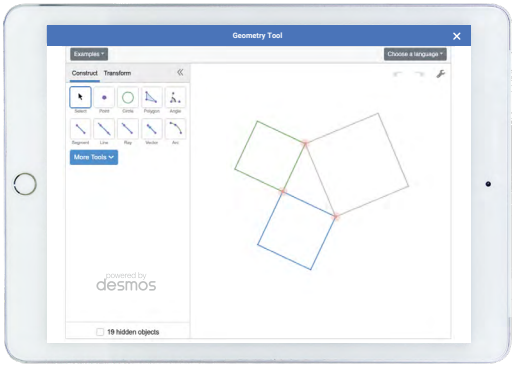
Available for every lesson!

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 and Math in Action lessons develop the math processes and use students' critical-thinking skills.

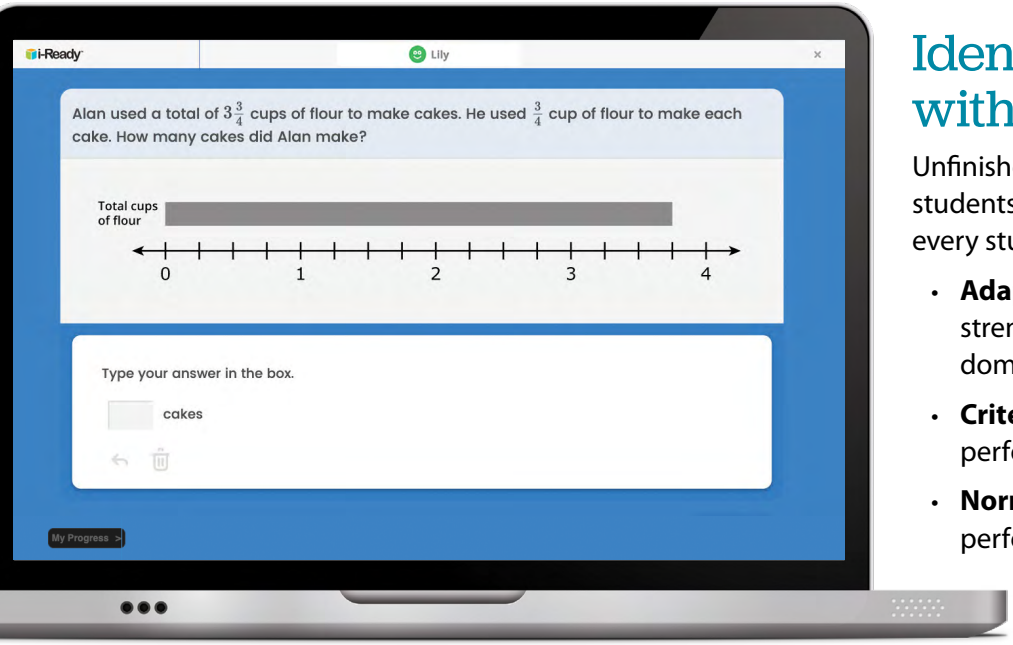


Digital Math Tools Powered by Desmos

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

Plan for Success

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



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.

2022 NEW PRODUCT AWARD THE JOURNAL

THE EDTECH AWARDS COOL TOOL WINNER 2022

TECH & LEARNING AWARDS OF EXCELLENCE BEST OF 2022 WINNER

//CODiE// 2023 SIIA CODiE AWARDS

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

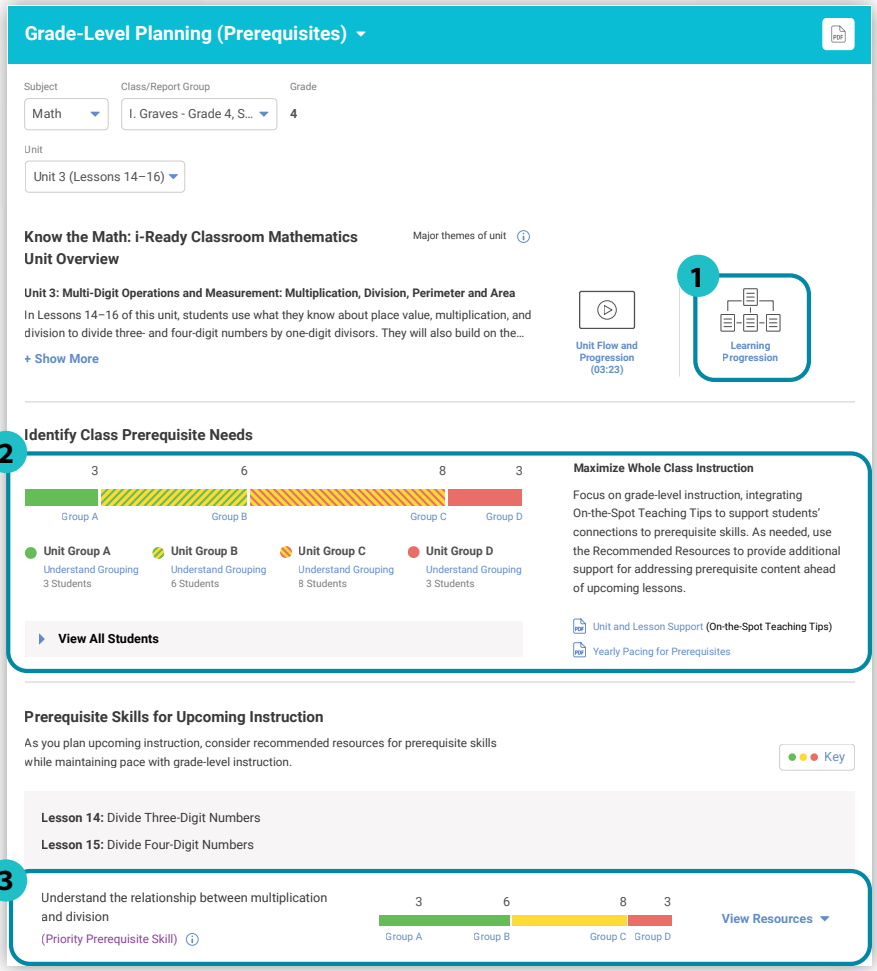
Received high ratings from the National Center on Intensive Intervention

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

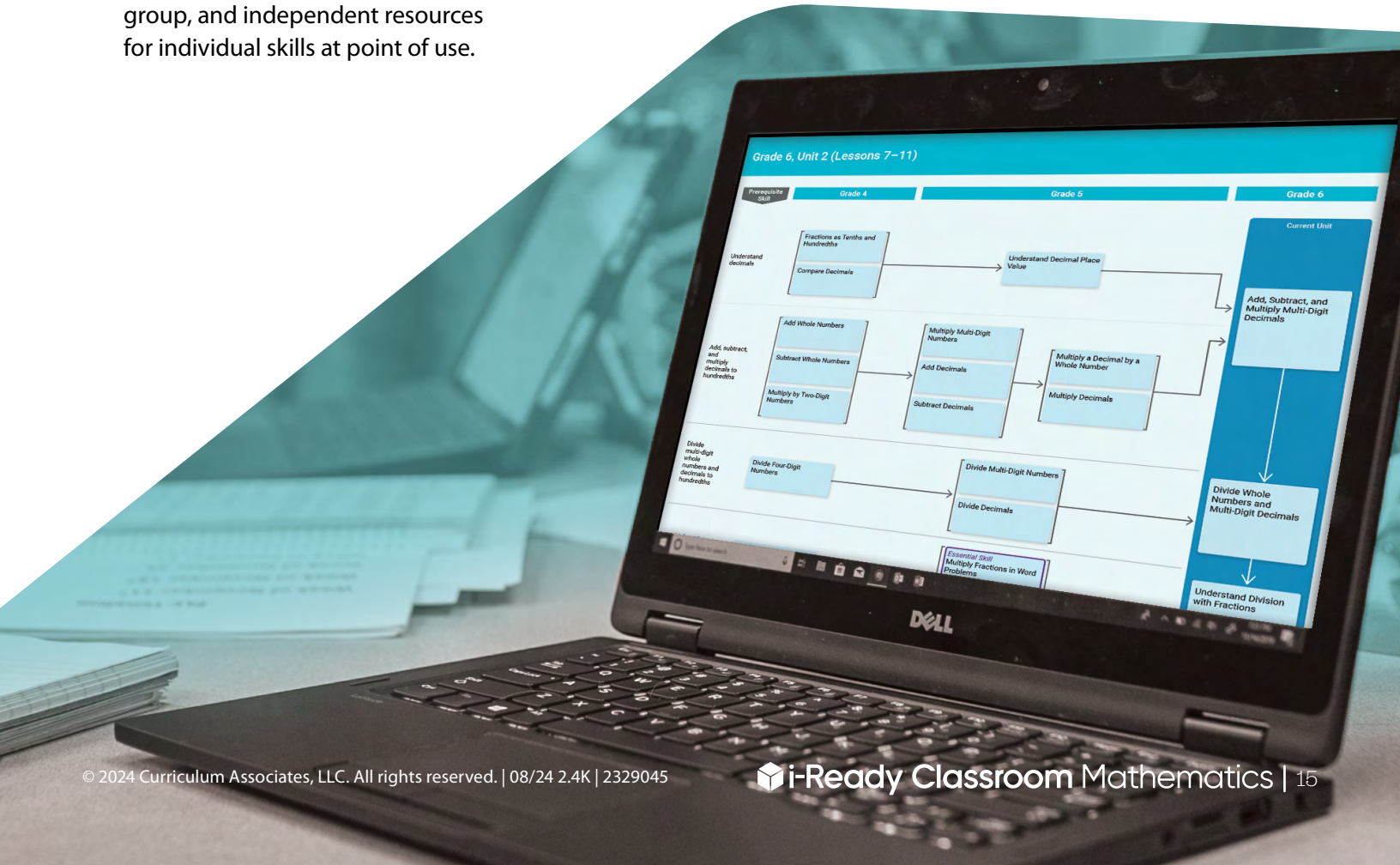
Accelerate Learning with a Custom Plan

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.

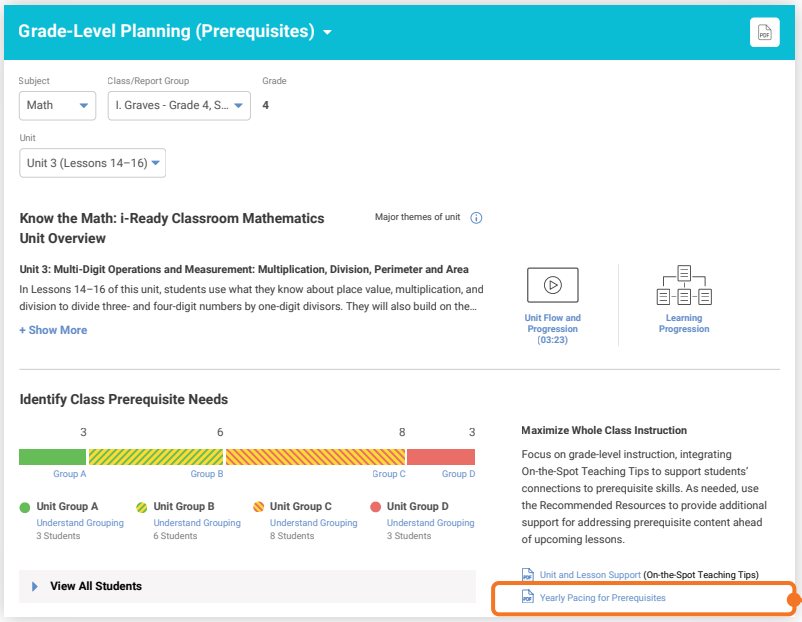


Example of Grade 4 Report



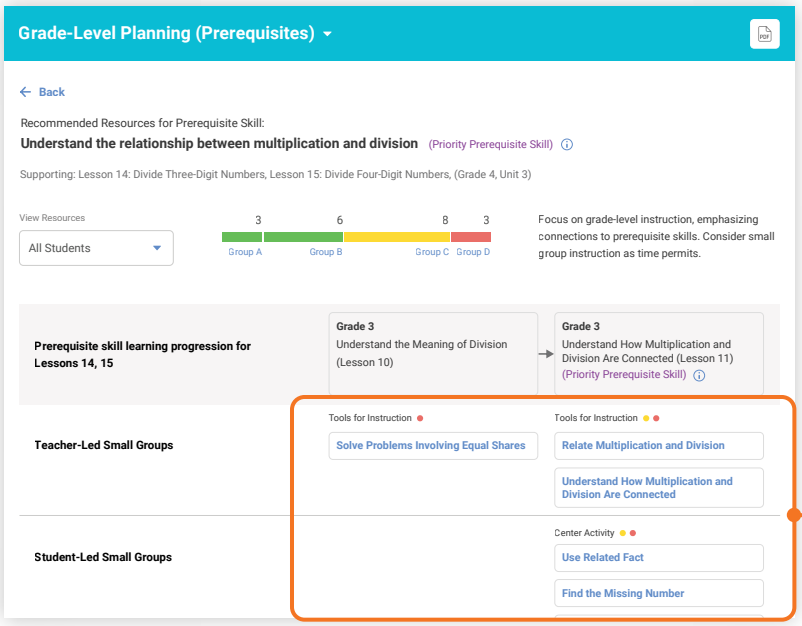
Make a Difference Every Day

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.

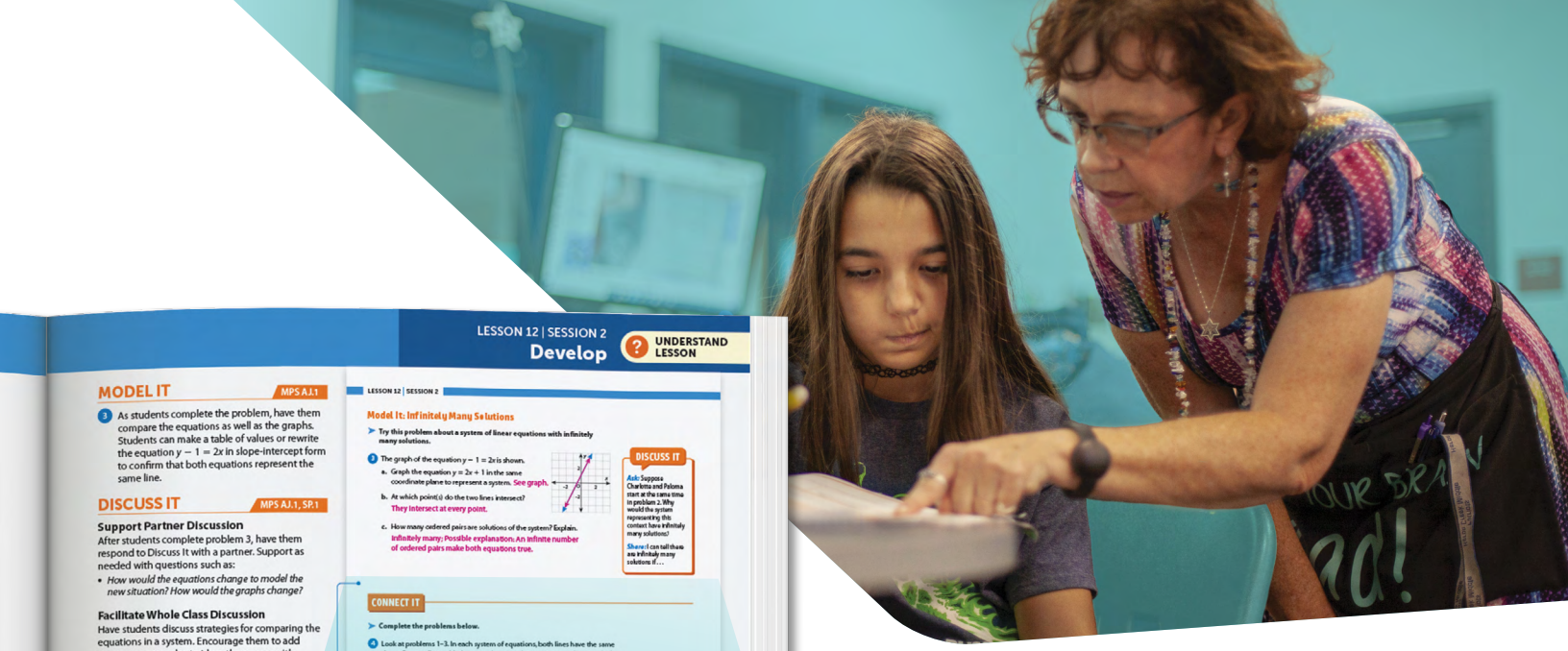


Proactively Address Prerequisite Skills during Instruction

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



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



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

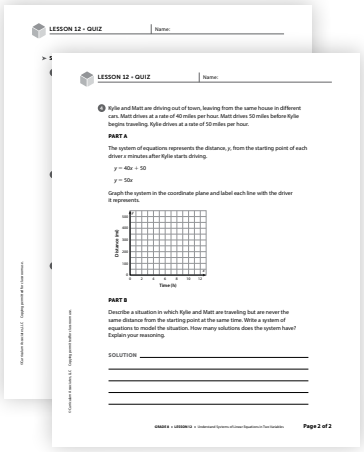
Reteach, reinforce, or extend learning using the activities provided in the yellow differentiation boxes in the South Carolina Teacher's Guide. The line points to where these activities can be used during instruction to support students' needs.

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.

Assess Students' Understanding and Monitor Progress

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

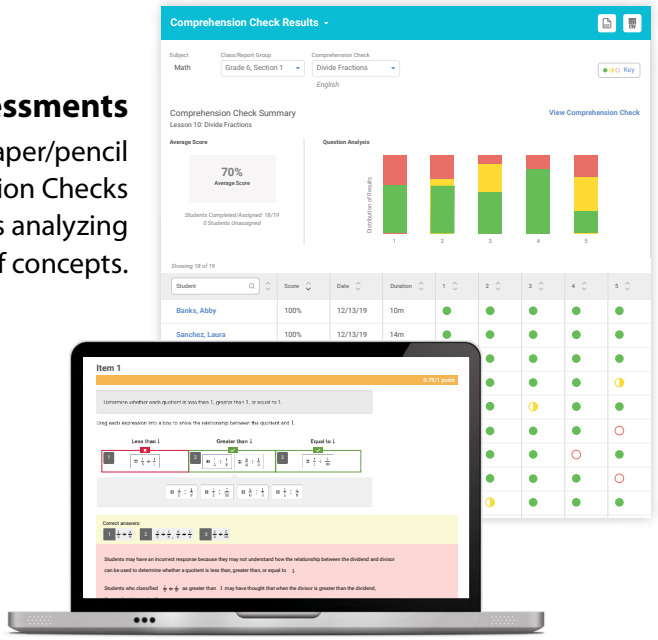


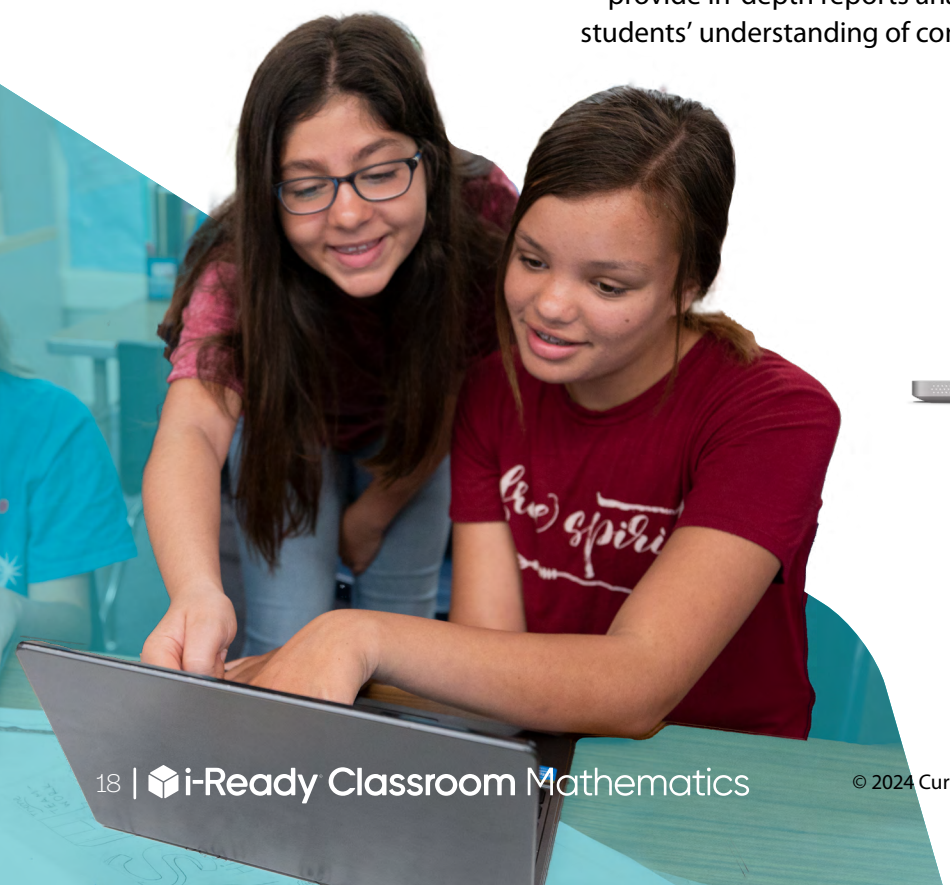
Paper/Pencil Assessment

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

Digital Assessments

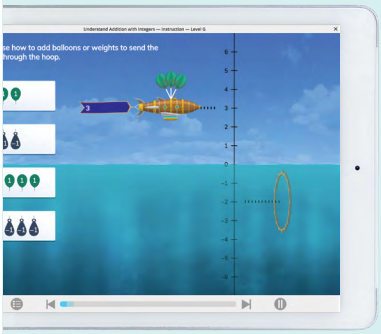
Comparable to the paper/pencil options, digital Comprehension Checks provide in-depth reports analyzing students' understanding of concepts.



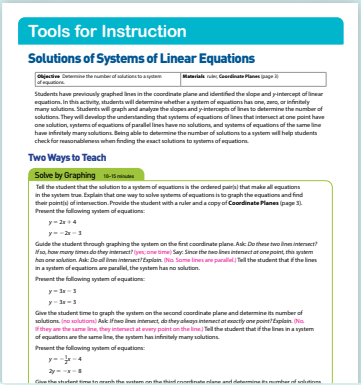


Differentiation Resources for Each Lesson

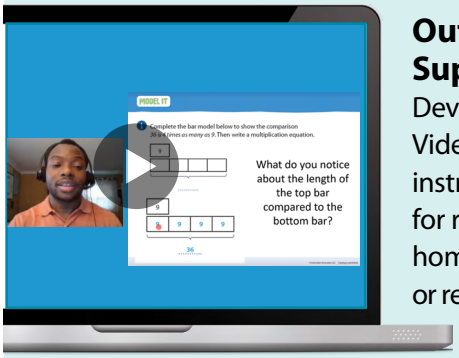
Once you identify instructional needs, choose the resource that will help students grow and succeed.



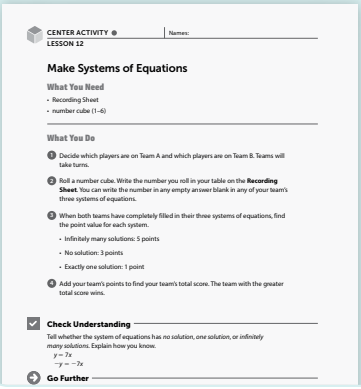
Unfinished Learning: Prerequisite Lessons and Interactive Tutorials can address skills to help students access grade-level content.



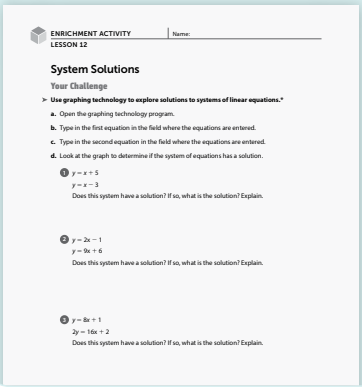
Reteach: Tools for Instruction are mini-lessons for reteaching lesson concepts.



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

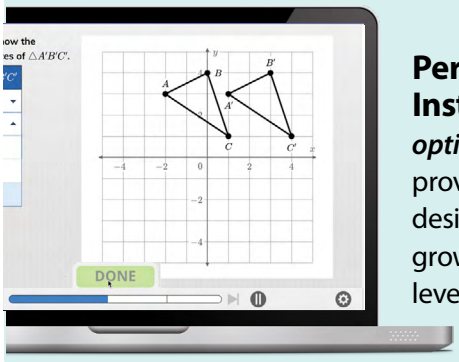


Student-Led Small Groups: Leveled Math Center Activities are collaborative games to reinforce concepts and skills.



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

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



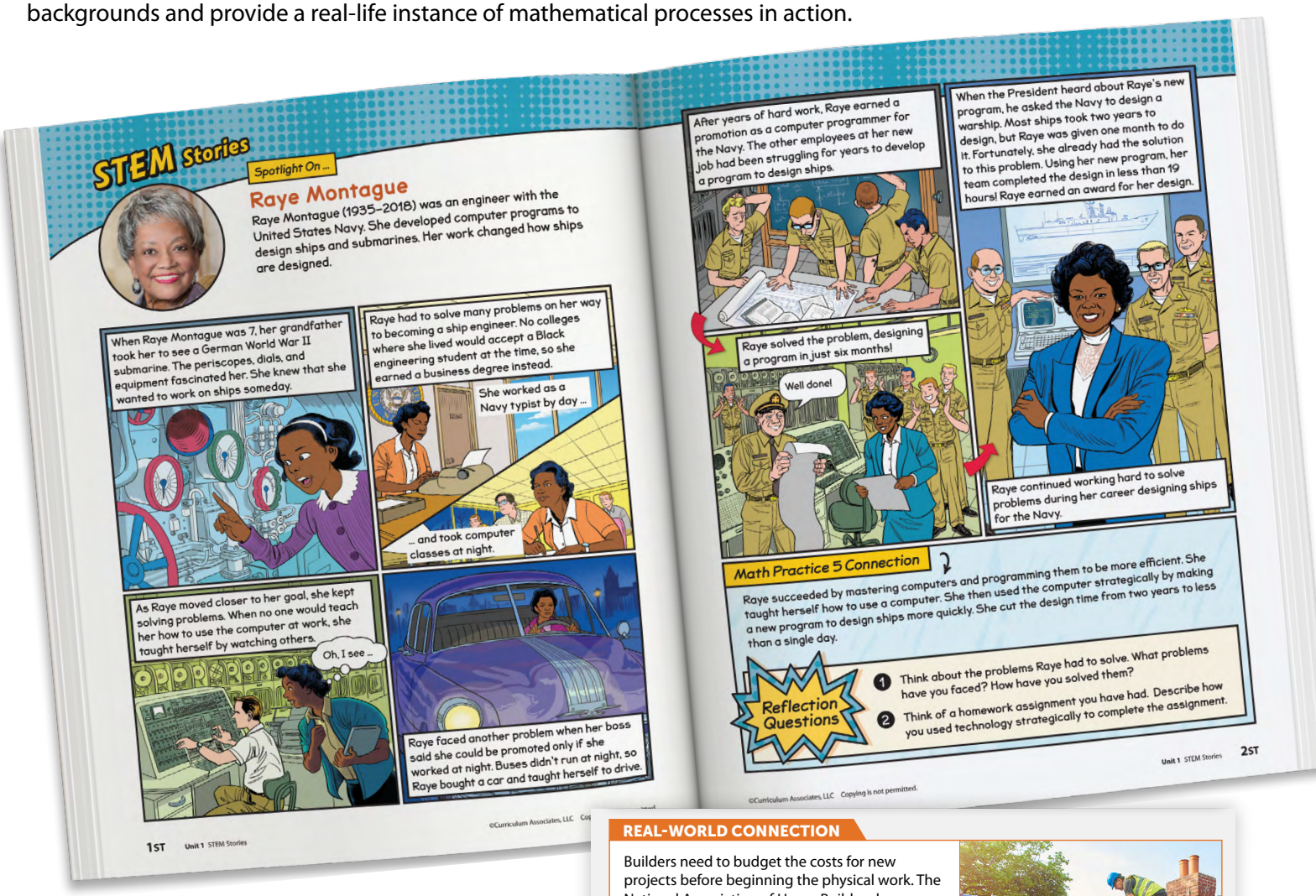
Personalized Instruction: This ***optional add-on*** provides lessons designed to accelerate growth and grade-level learning.

Embrace Students as Individuals

Allow students to explore the world through the lens of mathematics. *i-Ready Classroom Mathematics, South Carolina Edition* 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 processes in action.



Real-World Connections

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

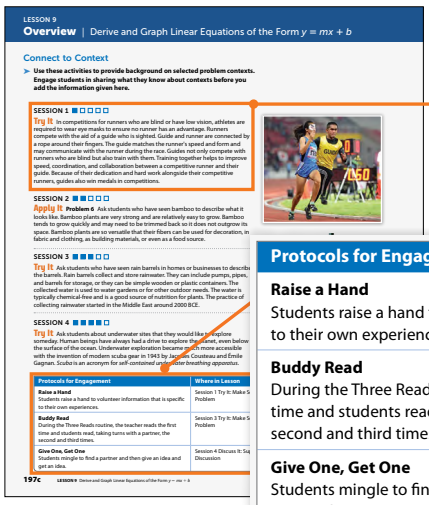
REAL-WORLD CONNECTION

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

Create a Community of Interconnected Learners

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

Try It	Discuss It	Connect It
Action and Expression: Students make sense of the problem in a way that engages their identity and honors their prior experience, community, and individuality.	**Representation:** Partner and whole class discussion place value on students' ideas and contributions.	**Engagement:** Students make connections to strategies, the underlying mathematics, and each others' thinking and ideas.


LESSON 9
Overview | Derive and Graph Linear Equations of the Form $y = mx + b$

Connect to Context

Use these activities to provide background on selected problem contexts. Engage students in sharing what they know about contexts before you add the information given here.

SESSION 1

Try It In competitions for runners who are blind or have low vision, athletes are required to wear eye masks to ensure no runner has an advantage. Runners compete with the aid of a guide who is sighted. Guide and runner are connected by a rope around their fingers. The guide matches the runner's speed and form and may communicate with the runner during the race. Guides not only compete with runners who are blind but also train with them. Training together helps to improve speed, coordination, and collaboration between a competitive runner and their guide. Because of their dedication and hard work alongside their competitive runners, guides also win medals in competitions.

SESSION 2

Apply It Problem 6 Ask students who have seen bamboo to describe what it looks like. Bamboo plants are very strong and are relatively easy to grow. Bamboo tends to grow quickly and may need to be trimmed back so it does not outgrow its space. Bamboo plants are so versatile that their fibers can be used for decoration, in fabric and clothing, as building materials, or even as a food source.

SESSION 3

Try It Ask students who have seen rain barrels in homes or businesses to describe the barrels. Rain barrels collect and store rainwater. They can include pumps, pipes, and barrels for storage, or they can be simple wooden or plastic containers. The collected water is used to water gardens or for other outdoor needs. The water is typically chemical-free and is a good source of nutrition for plants. The practice of collecting rainwater started in the Middle East around 2000 BCE.

SESSION 4

Try It Ask students about underwater sites that they would like to explore someday. Human beings have always had a drive to explore the planet, even below the surface of the ocean. Underwater exploration became much more accessible with the invention of modern scuba gear in 1943 by Jacques Cousteau and Émile Gagnan. Scuba is an acronym for self-contained underwater breathing apparatus.

Protocols for Engagement	Where in Lesson
Raise a Hand Students raise a hand to volunteer information that is specific to their own experiences.	Session 1 Try It: Make S Problem
Buddy Read During the Three Reads routine, the teacher reads the first time and students read, taking turns with a partner, the second and third times.	Session 3 Try It: Make S Problem
Give One, Get One Students mingle to find a partner and then give an idea and get an idea.	Session 4 Discuss It: Sup Discussion

197c LESSON 9 Derive and Graph Linear Equations of the Form $y = mx + b$

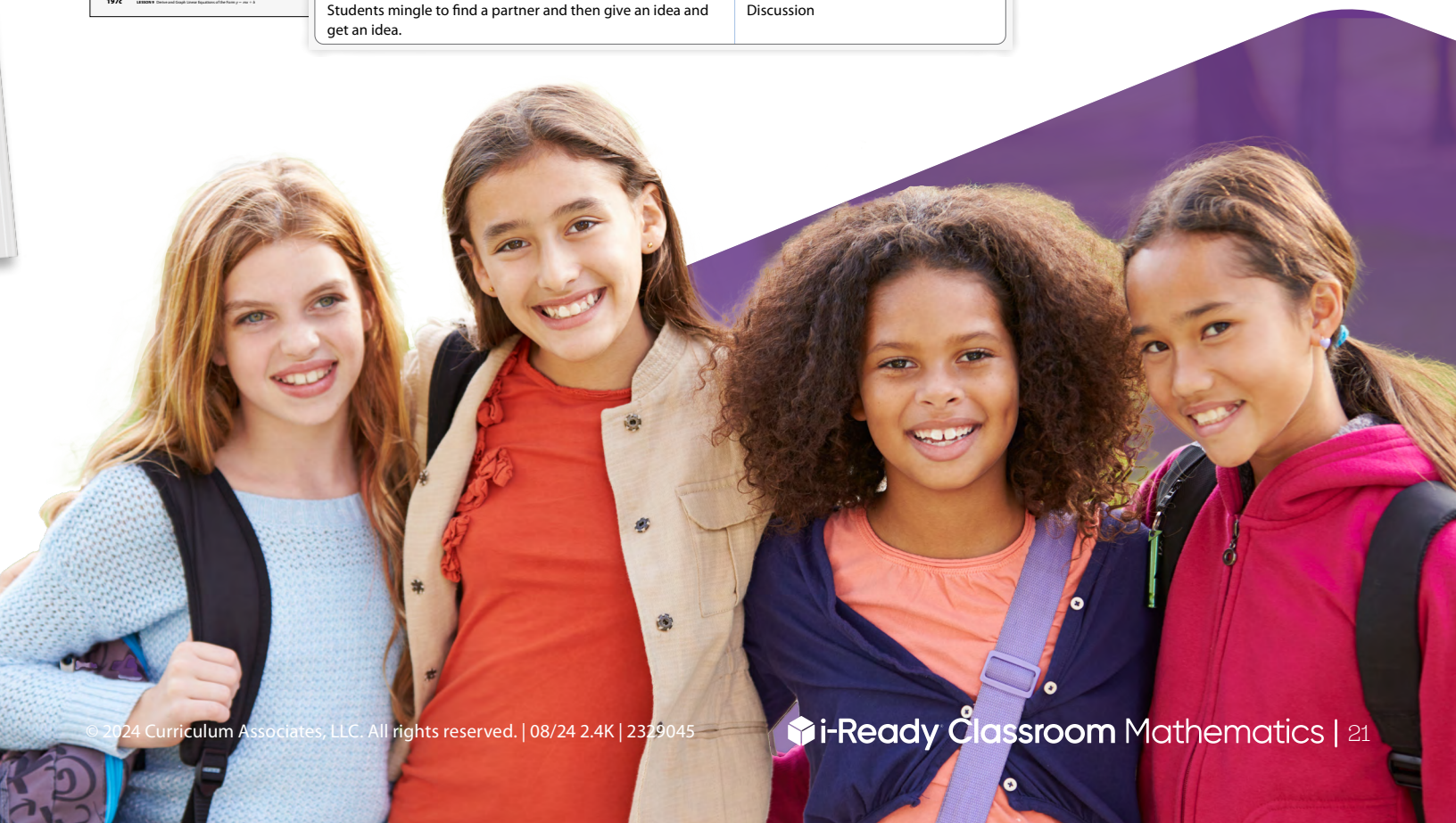
SESSION 1 ■ □ □ □ □

Try It In competitions for runners who are blind or have low vision, athletes are required to wear eye masks to ensure no runner has an advantage. Runners compete with the aid of a guide who is sighted. Guide and runner are connected by a rope around their fingers. The guide matches the runner's speed and form and may communicate with the runner during the race. Guides not only compete with runners who are blind but also train with them. Training together helps to improve speed, coordination, and collaboration between a competitive runner and their guide. Because of their dedication and hard work alongside their competitive runners, guides also win medals in competitions.

Protocols for Engagement	Where in Lesson
Raise a Hand Students raise a hand to volunteer information that is specific to their own experiences.	Session 1 Try It: Make Sense of the Problem
Buddy Read During the Three Reads routine, the teacher reads the first time and students read, taking turns with a partner, the second and third times.	Session 3 Try It: Make Sense of the Problem
Give One, Get One Students mingle to find a partner and then give an idea and get an idea.	Session 4 Discuss It: Support Partner Discussion

Make Connections

Connect to Context provides background information to build on students' experiences and enhance their learning.



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.

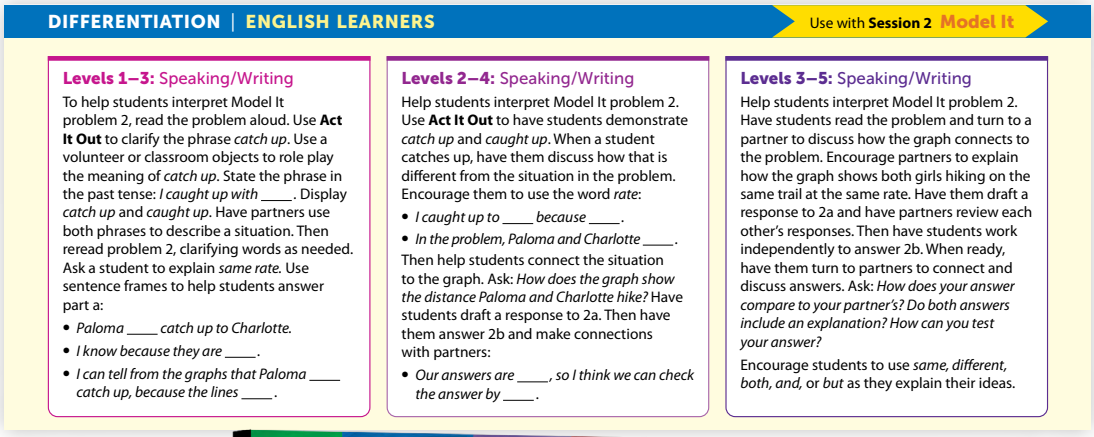
Increase Student Engagement

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
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 2 Model It

Levels 1–3: Speaking/Writing

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

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

Levels 2–4: Speaking/Writing

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

- *I caught up to* ____ *because* ____.
- *In the problem, Paloma and Charlotte* ____.

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

- *Our answers are* ____, *so I think we can check the answer by* ____.

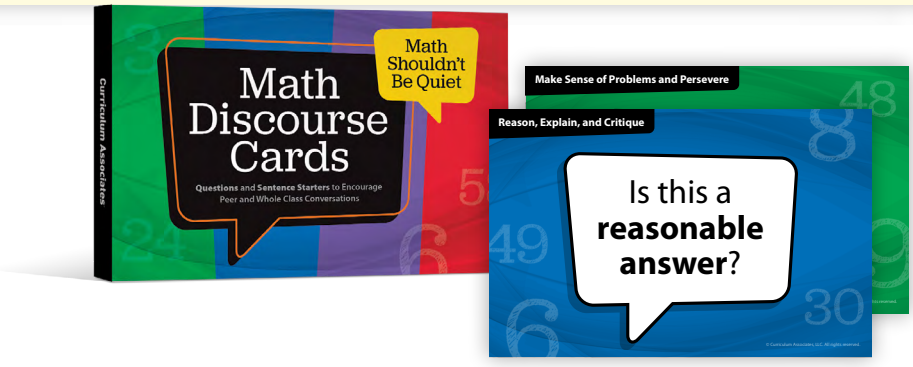
Levels 3–5: Speaking/Writing

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

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

Additional Language and Discourse Supports

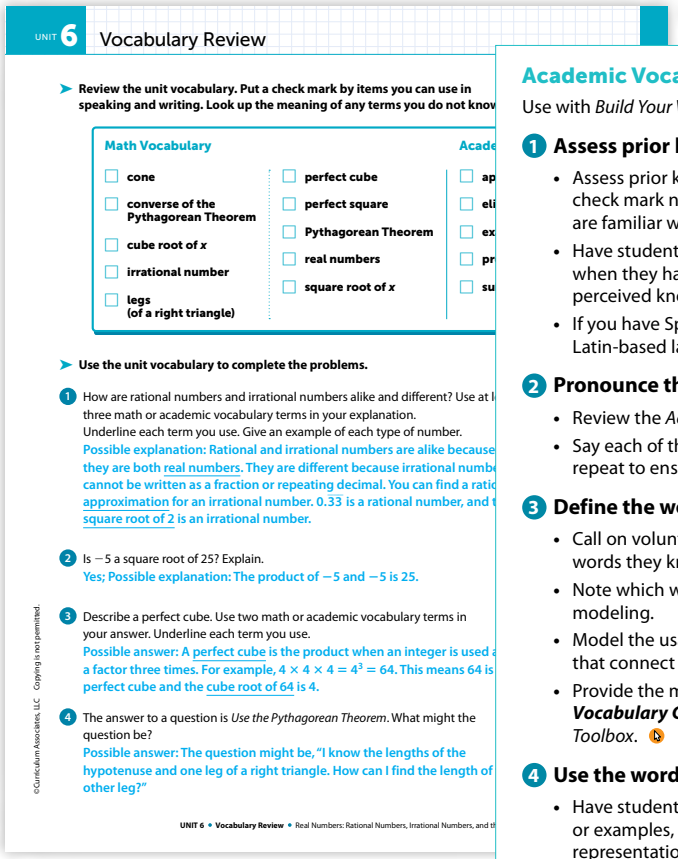
Resources like the Discourse Cards and Multilingual Glossaries help students talk through their ideas using academic language.



Teach Academic Language

Academic Vocabulary Activities and Routine

Engage students in rigorous mathematics and encourage effective communication.



UNIT 6 Vocabulary Review

➤ Review the unit vocabulary. Put a check mark by items you can use in speaking and writing. Look up the meaning of any terms you do not know

Math Vocabulary

- ☐ cone
- ☐ converse of the Pythagorean Theorem
- ☐ cube root of x
- ☐ irrational number
- ☐ legs (of a right triangle)
- ☐ perfect cube
- ☐ perfect square
- ☐ Pythagorean Theorem
- ☐ real numbers
- ☐ square root of x

Acade

- ☐ ap
- ☐ eli
- ☐ ex
- ☐ pr
- ☐ su

➤ Use the unit vocabulary to complete the problems.

1. How are rational numbers and irrational numbers alike and different? Use at l three math or academic vocabulary terms in your explanation. Underline each term you use. Give an example of each type of number.
   Possible explanation: Rational and irrational numbers are alike because they are both real numbers. They are different because irrational numb cannot be written as a fraction or repeating decimal. You can find a ratio approximation for an irrational number. 0.33 is a rational number, and square root of 2 is an irrational number.
2. Is −5 a square root of 25? Explain.
   Yes; Possible explanation: The product of −5 and −5 is 25.
3. Describe a perfect cube. Use two math or academic vocabulary terms in your answer. Underline each term you use.
   Possible answer: A perfect cube is the product when an integer is used a a factor three times. For example, $4 \times 4 \times 4 = 4^3 = 64$. This means 64 is perfect cube and the cube root of 64 is 4.
4. The answer to a question is *Use the Pythagorean Theorem*. What might the question be?
   Possible answer: The question might be, "I know the lengths of the hypotenuse and one leg of a right triangle. How can I find the length of other leg?"

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 South Carolina 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

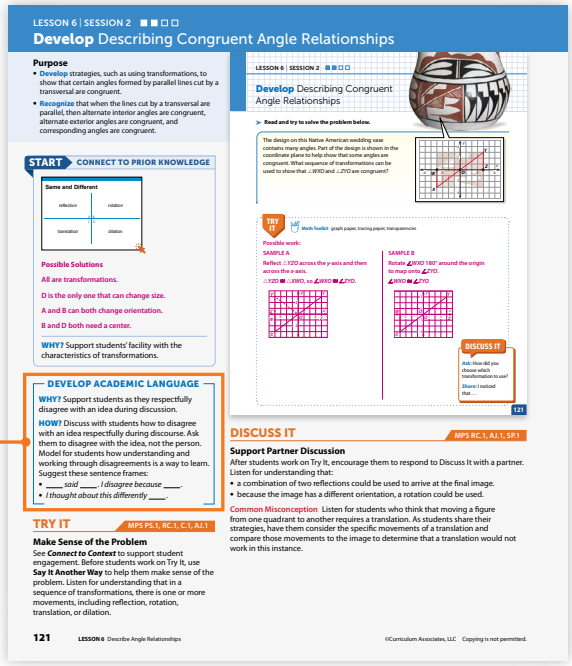
Prompts help students ask and answer questions, express ideas, and unpack complex sentences.

DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they respectfully disagree with an idea during discussion.

HOW? Discuss with students how to disagree with an idea respectfully during discourse. Ask them to disagree with the idea, not the person. Model for students how understanding and working through disagreements is a way to learn. Suggest these sentence frames:

- _____ *said* _____. *I disagree because* _____.
- *I thought about this differently* _____.



LESSON 6 | SESSION 2

Develop Describing Congruent Angle Relationships

Purpose

- **Develop** strategies, such as using transformations, to show that certain angles formed by parallel lines cut by a transversal are congruent.
- **Recognize** that when the lines cut by a transversal are parallel, then alternate interior angles are congruent, alternate exterior angles are congruent, and corresponding angles are congruent.

START CONNECT TO PRIOR KNOWLEDGE

Same and Different

reflection | rotation | translation | dilation

Possible Solutions

All are transformations.

D is the only one that can change size.

A and B can both change orientation.

B and D both need a center.

WHY? Support students' facility with the characteristics of transformations.

DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they respectfully disagree with an idea during discussion.

HOW? Discuss with students how to disagree with an idea respectfully during discourse. Ask them to disagree with the idea, not the person. Model for students how understanding and working through disagreements is a way to learn. Suggest these sentence frames:

- ____ *said* ____. *I disagree because* ____.
- *I thought about this differently* ____.

TRY IT MPS PS.1, RC.1, C.1, AJ.1

Make Sense of the Problem

See ***Connect to Context*** to support student engagement. Before students work on Try It, use **Say It Another Way** to help them make sense of the problem. Listen for understanding that in a sequence of transformations, there is one or more movements, including reflection, rotation, translation, or dilation.

LESSON 6 | SESSION 2

Develop Describing Congruent Angle Relationships

➤ Read and try to solve the problem below.

The design on this Native American wedding vase contains many angles. Part of the design is shown in the coordinate plane to help show that some angles are congruent. What sequence of transformations can be used to show that ∠WXO and ∠ZYO are congruent?

TRY IT Math Toolkit: graph paper, tracing paper, transparencies

Possible work:

SAMPLE A

Reflect △YZO across the y-axis and then across the x-axis.

△YZO ≅ △WXO, so ∠WXO ≅ ∠ZYO.

SAMPLE B

Rotate ∠WXO 180° around the origin to map onto ∠ZYO.

∠WXO ≅ ∠ZYO

DISCUSS IT

Ask: How did you choose which transformation to use?

Share: I noticed that ...

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DISCUSS IT MPS RC.1, AJ.1, SP.1

Support Partner Discussion

After students work on Try It, encourage them to respond to Discuss It with a partner. Listen for understanding that:

- a combination of two reflections could be used to arrive at the final image.
- because the image has a different orientation, a rotation could be used.

Common Misconception Listen for students who think that moving a figure from one quadrant to another requires a translation. As students share their strategies, have them consider the specific movements of a translation and compare those movements to the image to determine that a translation would not work in this instance.

121 LESSON 6 Describe Angle Relationships

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.

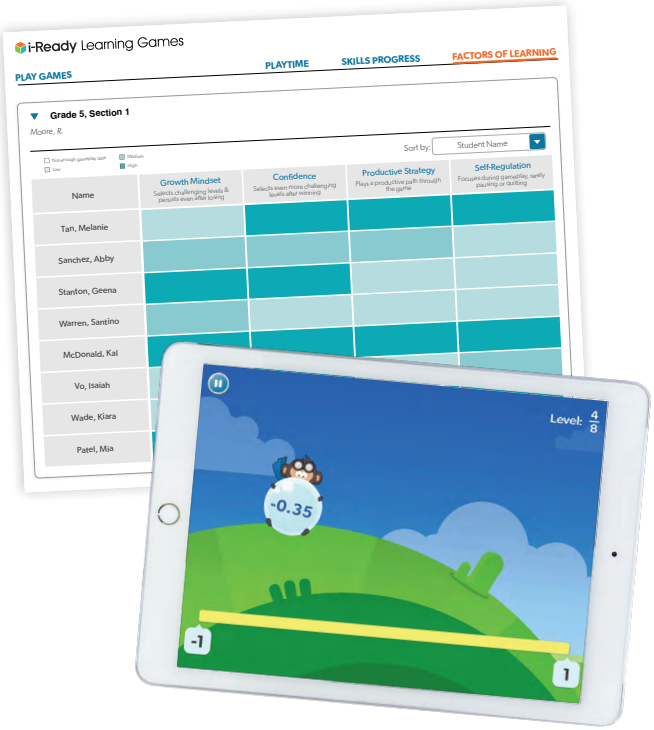
Encourage Individual and Social Responsibility

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

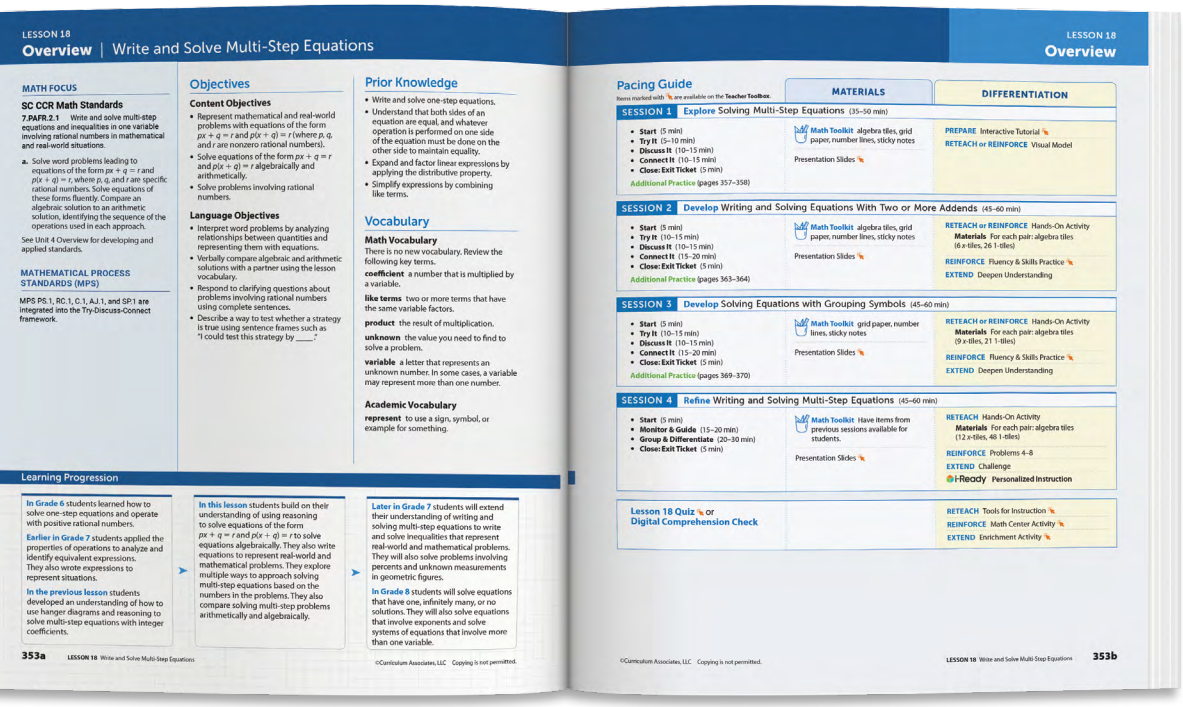
Learning Games give students immediate feedback they can use to test strategies. After completing a level, students can choose whether the next round is harder or not, giving them agency over their learning.

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.



LESSON 18
Overview | Write and Solve Multi-Step Equations

MATH FOCUS

SC CCR Math Standards

7.PAFR.2.1 Write and solve multi-step equations and inequalities in one variable involving rational numbers in mathematical and real-world situations.

a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

See Unit 4 Overview for developing and applied standards.

MATHEMATICAL PROCESS STANDARDS (MPS)

MPS PS.1, RC.1, C.1, A.I.1, and SP.1 are integrated into the Try-Discuss-Connect framework.

Objectives

Content Objectives

- Represent mathematical and real-world problems with equations of the form $px + q = r$ and $p(x + q) = r$ (where p, q, and r are nonzero rational numbers).
- Solve equations of the form $px + q = r$ and $p(x + q) = r$ algebraically and arithmetically.
- Solve problems involving rational numbers.

Language Objectives

- Interpret word problems by analyzing relationships between quantities and representing them with equations.
- Verbally compare algebraic and arithmetic solutions with a partner using the lesson vocabulary.
- Respond to clarifying questions about problems involving rational numbers using complete sentences.
- Describe a way to test whether a strategy is true using sentence frames such as "I could test this strategy by ____."

Prior Knowledge

- Write and solve one-step equations.
- Understand that both sides of an equation are equal, and whatever operation is performed on one side of the equation must be done on the other side to maintain equality.
- Expand and factor linear expressions by applying the distributive property.
- Simplify expressions by combining like terms.

Vocabulary

Math Vocabulary

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

coefficient a number that is multiplied by a variable.

like terms two or more terms that have the same variable factors.

product the result of multiplication.

unknown the value you need to find to solve a problem.

variable a letter that represents an unknown number. In some cases, a variable may represent more than one number.

Academic Vocabulary

represent to use a sign, symbol, or example for something.

Learning Progression

In Grade 6 students learned how to solve one-step equations and operate with positive rational numbers.

Earlier in Grade 7 students applied the properties of operations to analyze and identify equivalent expressions. They also wrote expressions to represent situations.

In the previous lesson students developed an understanding of how to use hanger diagrams and reasoning to solve multi-step equations with integer coefficients.

In this lesson students build on their understanding of using reasoning to solve equations of the form $px + q = r$ and $p(x + q) = r$ to solve equations algebraically. They also write equations to represent real-world and mathematical problems. They explore multiple ways to approach solving multi-step equations based on the numbers in the problems. They also compare solving multi-step problems arithmetically and algebraically.

Later in Grade 7 students will extend their understanding of writing and solving multi-step equations to write and solve inequalities that represent real-world and mathematical problems. They will also solve problems involving percents and unknown measurements in geometric figures.

In Grade 8 students will solve equations that have one, infinitely many, or no solutions. They will also solve equations that involve exponents and solve systems of equations that involve more than one variable.

LESSON 18
Overview

Pacing Guide

Items marked with are available on the Teacher Toolbox.

	MATERIALS	DIFFERENTIATION
SESSION 1 Explore Solving Multi-Step Equations (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 357–358)	Math Toolkit algebra tiles, grid paper, number lines, sticky notes Presentation Slides	PREPARE Interactive Tutorial RETEACH or REINFORCE Visual Model
SESSION 2 Develop Writing and Solving Equations With Two or More Addends (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 363–364)	Math Toolkit algebra tiles, grid paper, number lines, sticky notes Presentation Slides	RETEACH or REINFORCE Hands-On Activity Materials For each pair: algebra tiles (6 x-tiles, 26 1-tiles) REINFORCE Fluency & Skills Practice EXTEND Deepen Understanding
SESSION 3 Develop Solving Equations with Grouping Symbols (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 369–370)	Math Toolkit grid paper, number lines, sticky notes Presentation Slides	RETEACH or REINFORCE Hands-On Activity Materials For each pair: algebra tiles (9 x-tiles, 21 1-tiles) REINFORCE Fluency & Skills Practice EXTEND Deepen Understanding
SESSION 4 Refine Writing and Solving Multi-Step Equations (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 For each pair: algebra tiles (12 x-tiles, 48 1-tiles) REINFORCE Problems 4–8 EXTEND Challenge i-Ready Personalized Instruction
Lesson 18 Quiz or Digital Comprehension Check		RETEACH Tools for Instruction REINFORCE Math Center Activity EXTEND Enrichment Activity

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.

Common Misconception Listen for students who identify $192\frac{1}{2}$ miles as the distance Chloe can travel in $3\frac{1}{2}$ hours but conclude that since the distance is less than 200, the time to reach the destination would also be less. As students share their strategies, ask them to apply their reasoning to explain the steps they used to solve the problem.

Select and Sequence Student Strategies

Select 2–3 samples that represent the range of student thinking in your classroom. Here is one possible order for class discussion:

- tables of equivalent ratios that show the number of miles traveled each hour and half hour when moving at a constant speed of 55 miles per hour
- (misconception) strategies that identify the distance of $192\frac{1}{2}$ miles in $3\frac{1}{2}$ hours but conclude that since the distance is less than 200 miles, the time to reach the destination would be less
- double number lines that show the number of miles traveled in $3\frac{1}{2}$ hours when traveling at a constant speed of 55 miles per hour
- equations that find the number of miles Chloe can travel in $3\frac{1}{2}$ hours when traveling at a constant speed of 55 miles per hour

Facilitate Whole Class Discussion

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

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

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

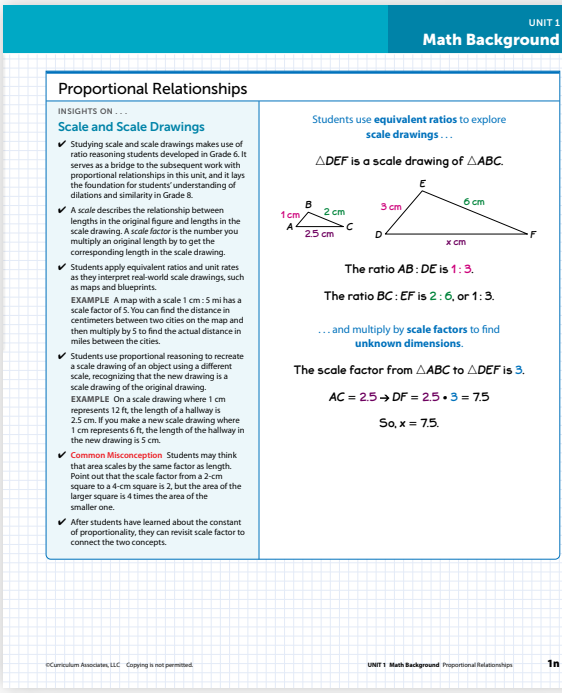
LISTEN FOR The given rate is 55 miles in 1 hour. Use the rate and equivalent ratios to find how many miles Chloe can drive in $3\frac{1}{2}$ hours.

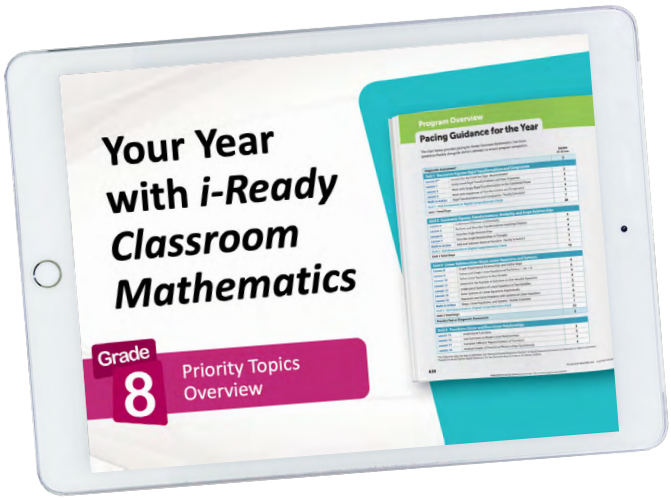
Professional Learning (PL) That Empowers

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

Math Background

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



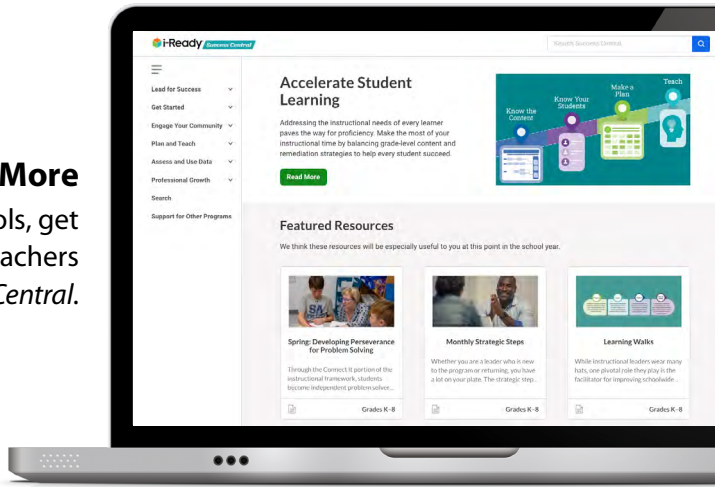


Pacing Video Series

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

Implementation Guidance and More

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

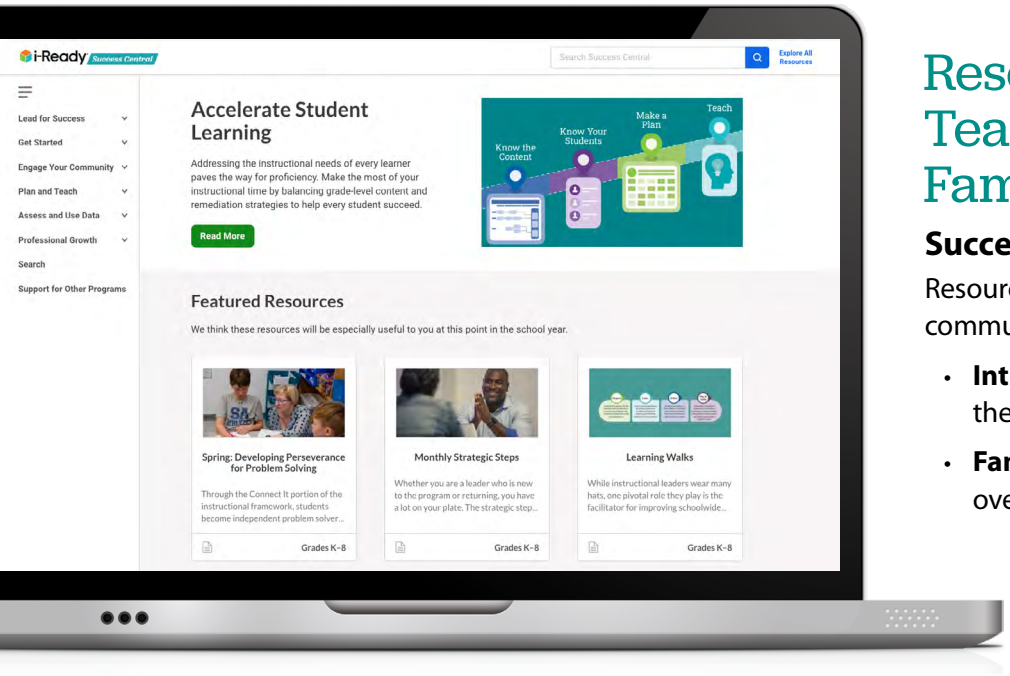


Onsite, Online, and On-Demand Professional Learning

Our ongoing, 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.

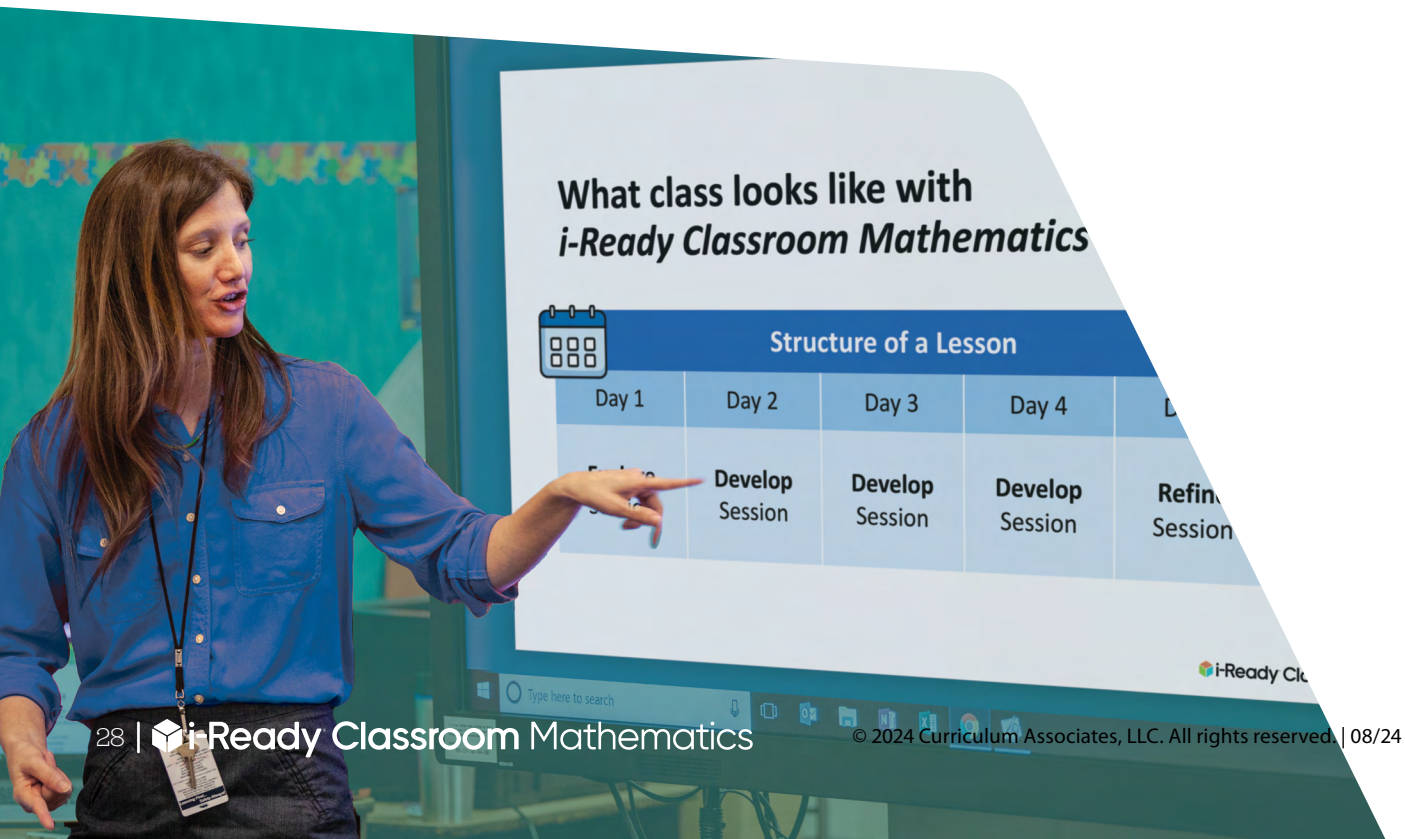


Resources to Help Teachers Engage Families

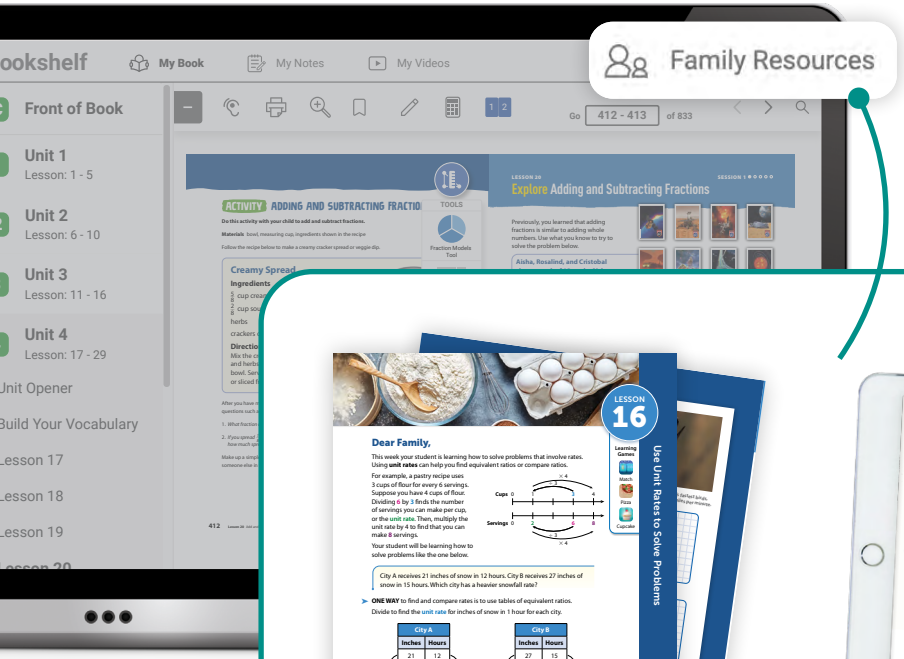
Success Central

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.

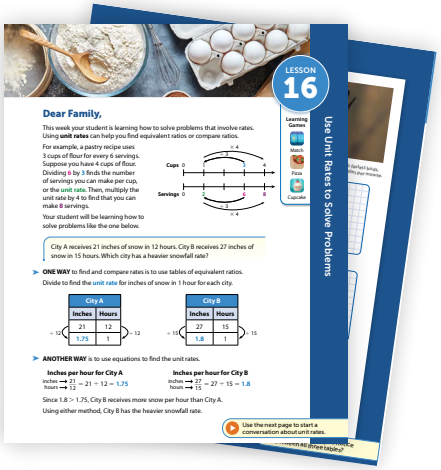


Resources for Families

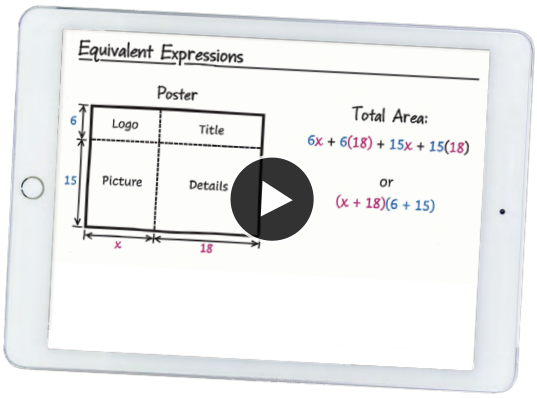


Resources Families Can Use to Understand Math Ideas

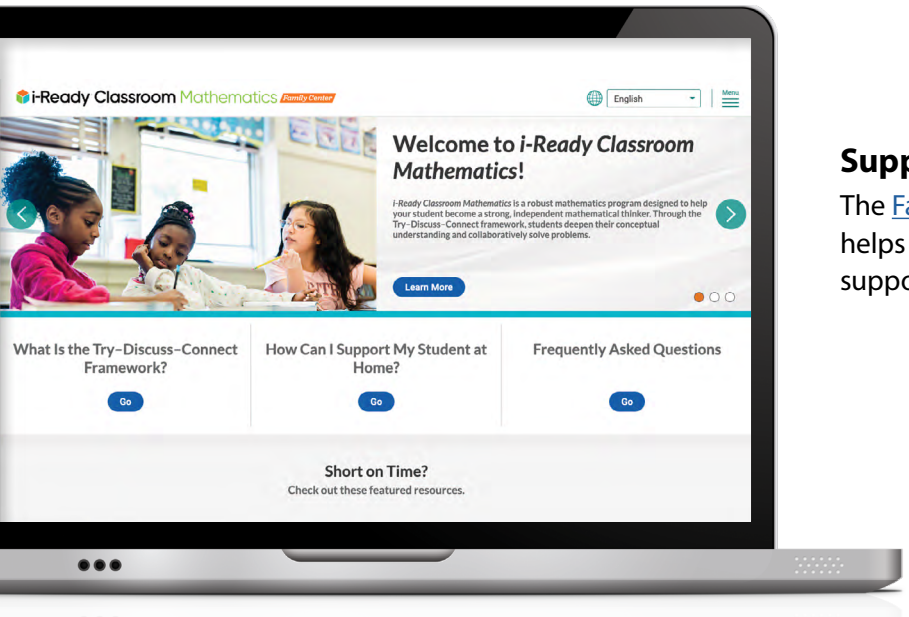
The Student Bookshelf provides access to the Student Worktext in a digital format and other Family Resources.



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.

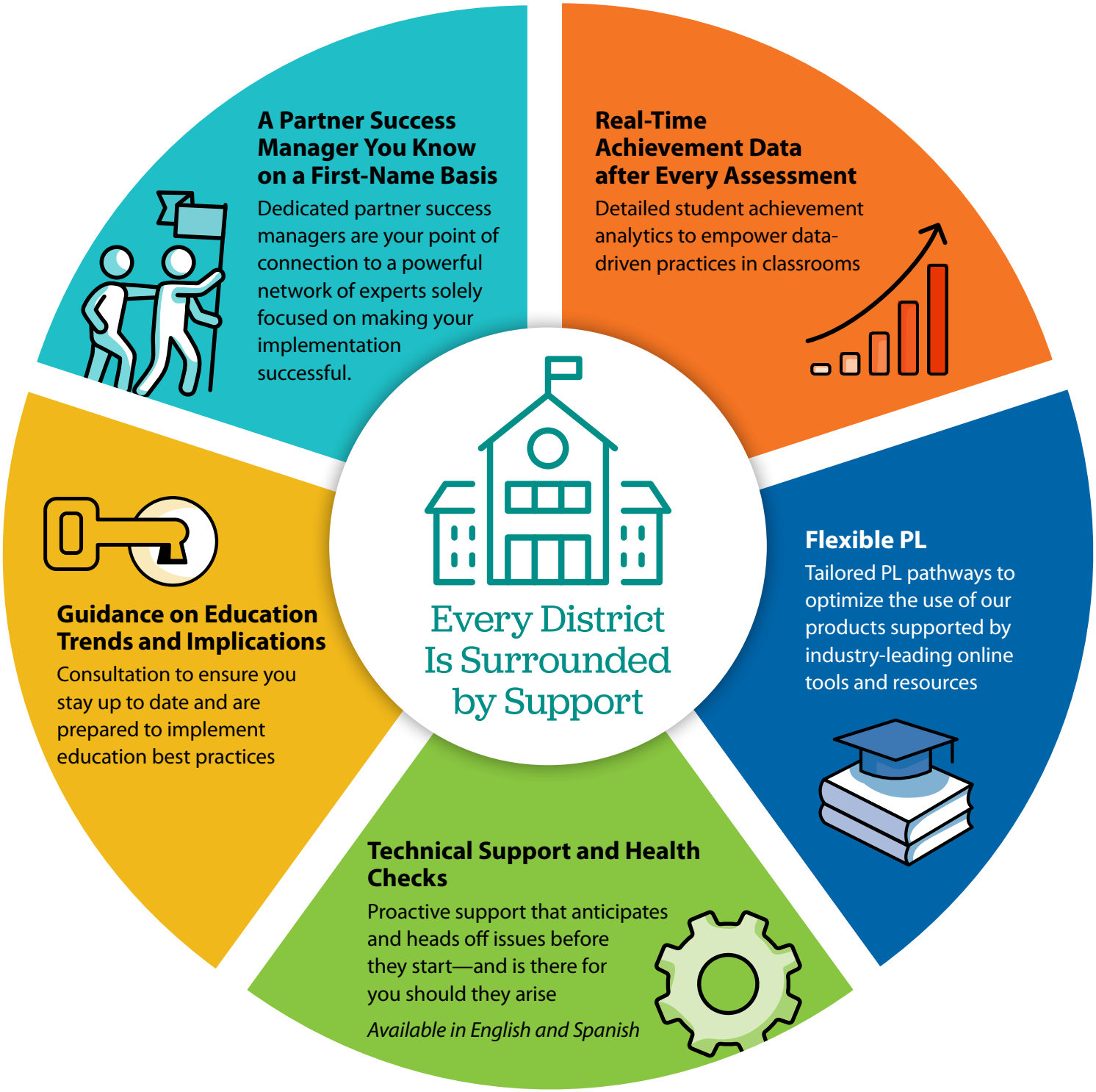


Support Website Dedicated to Families

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**.

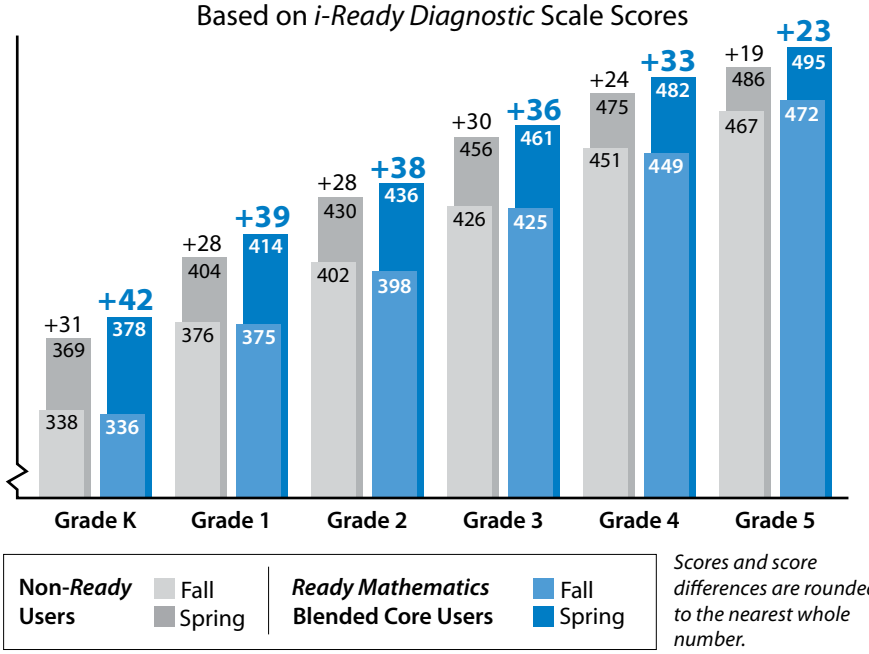
Third-party research conducted in three states, with 32 schools and 21,000 students, provides evidence of *Ready Mathematics'* success.

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

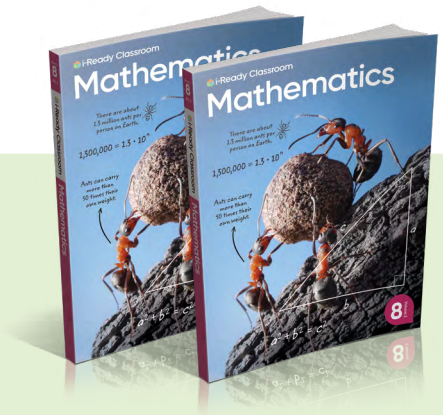
i-Ready Classroom Mathematics ©2020 for Grades K–8—the next evolution of *Ready Mathematics*—received **all-green ratings from EdReports**.

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

Perfect Scores on EdReports

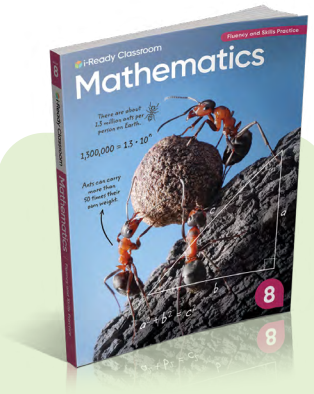
Scan to learn more!

Student Materials



Student Worktext E/S 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, provides access to all student components of *i-Ready Classroom Mathematics, South Carolina Edition*.

Student Bookshelf provides online access to student resources, including:

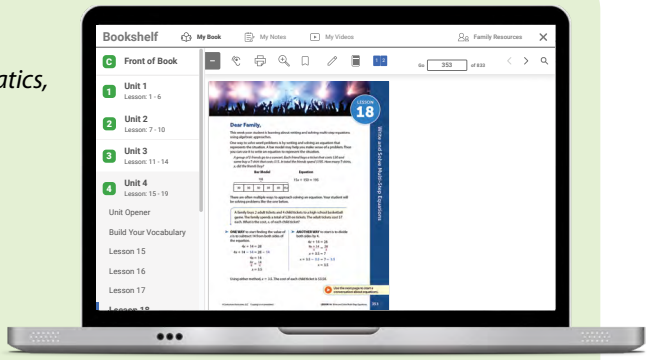
- **Digital Student Worktext** E/S includes tools, such as note-taking, text-to-speech, highlighting, and a calculator.
- **Family Resources** E/S include a Family Letter for every lesson and Unit Flow & Progression Videos.
- **Multilingual Glossary** E/S available in 11 languages
- **Student Handbook**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

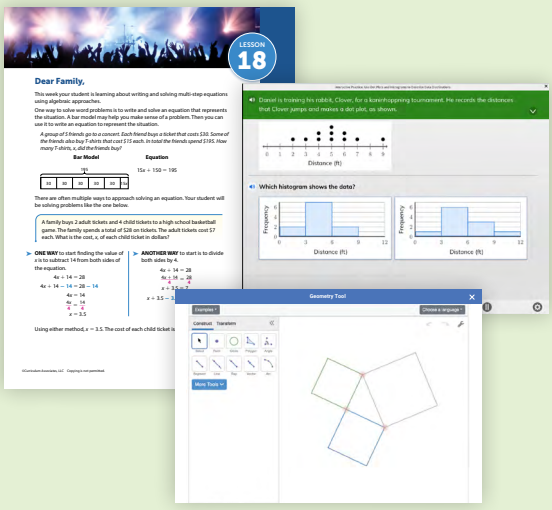
Digital Math Tools powered by Desmos provide virtual representations of various models.

Interactive Learning Games 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.

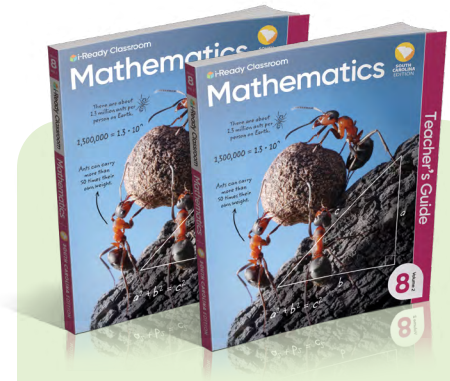
Optional Add-On: *i-Ready Personalized Instruction* E/S





E/S = Available in English and Spanish

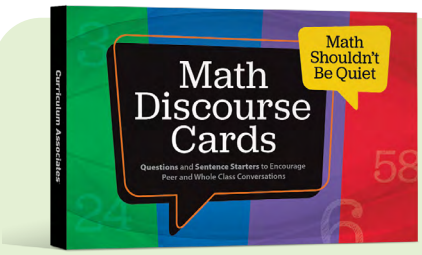
Teacher Materials



South Carolina Teacher's Guide E/S

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

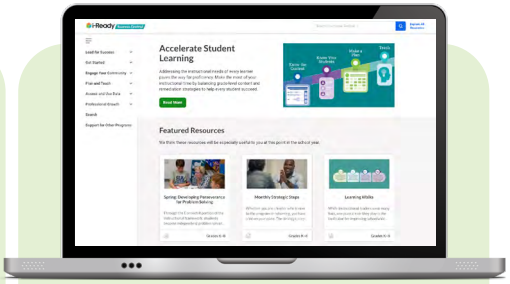
Available in print and online



Discourse Cards E/S

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

Available in print and online

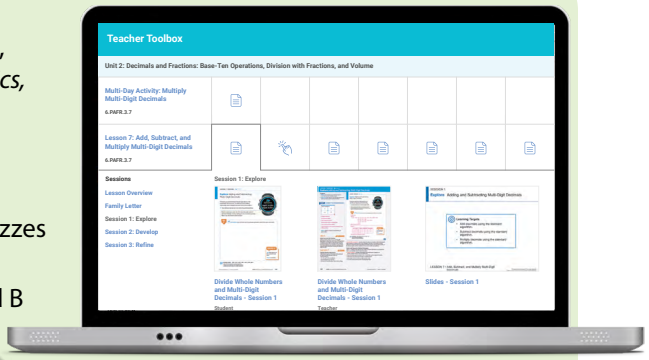


Success Central

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, 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**
- Interactive Tutorials E/S
- Digital Math Tools Powered by Desmos
- 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
- Unit Games E/S
- Develop Session Video Library

Digital Practice Resources

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

South Carolina Assessment Resources

- South Carolina Lesson Quizzes
- South Carolina Unit Assessments–Forms A and B
- Diagnostic E/S
- Comprehension Checks E/S

Reports

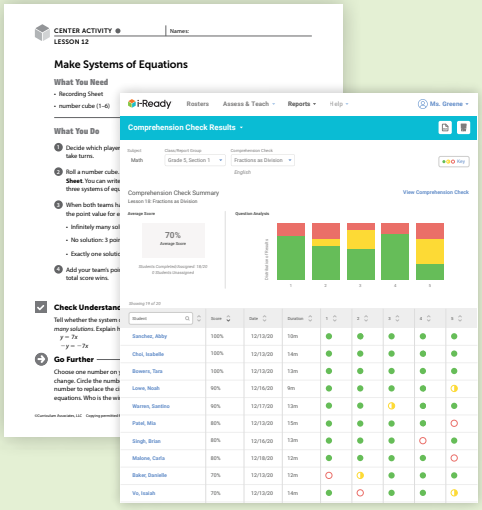
- Diagnostic Results
- Comprehension Check Results
- Grade-Level Planning (Prerequisites)
- Learning Games

Professional Learning

- Online Educator Learning

Optional Add-On

- *i-Ready Personalized Instruction* E/S



*Closed captioned in English and Spanish. Microsoft PowerPoint® is a registered trademark of Microsoft Corporation.

Learn More at
i-ReadyClassroomMathematics.com/SouthCarolina

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

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Curriculum Associates

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