



# Program Overview

Flexible, Standards-Based Instruction and Practice  
Designed to Build Confident Readers



Grades

**K-8**

## ● Achieve Grade-Level Expectations

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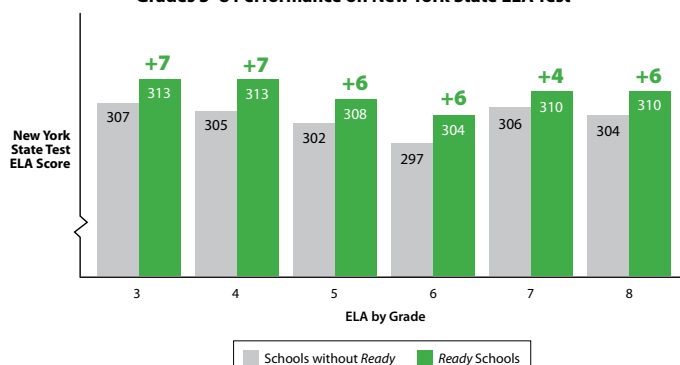
### Proven to Work

In a recent study, New York State students who had access to *Ready* books outperformed students who did not.

Read the full report here:



Graph 1. Schools Using *Ready Reading* and Not Using *Ready Reading*, Grades 3–8 Performance on New York State ELA Test



# Achieve Grade-Level Expectations

*Ready Reading* offers instruction over the course of a multiday lesson so students have several opportunities to experience the standard before applying it independently.

Grades K and 1



## Listen and Learn

Teachers introduce the standard or skill in a student-friendly way.

### Listen and Learn Describing Characters

A **character** is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.



Here are some questions you can ask about characters:

- ▶ What does the character say?
- ▶ What does the character do?
- ▶ How does the character feel?

Asking these questions helps us learn about the characters.

### Practice Together Describing Characters

in *My Rotten Redheaded Older Brother*, pages 18–21

- What does Richie do at this point in the story?

Hint: What two things does Richie say about rhubarb?

- How does Treesha feel about Richie?

Hint: What does Treesha say and do?

- What evidence from the story tells you how Treesha feels about Richie?

Lesson 2 Part 3: Guided Practice 47

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### Practice by Myself Describing Characters

in *My Rotten Redheaded Older Brother*, pages 31–32

- What does Richie do to help Treesha?

Hint: What does Bubbie say that Richie did?

- How does Richie feel about what happened to Treesha?

Hint: What words tell how Richie talks about the accident?

- What evidence from the story tells you how Richie feels about Treesha's accident?

48 Part 4: Independent Practice Lesson 2

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## Practice Together

Teachers read aloud a short passage from the Trade Book and model how to apply the standard to the text. Then, students practice.

## Practice by Myself

Teachers read aloud a short passage from the Trade Book, and students apply the standard independently.

# Grades 2–8

## Day 1

### Introduction

Students activate background knowledge and learn key terminology of the lesson standard.

## Days 2 and 3

### Modeled and Guided Instruction

Teachers model with a think aloud and students work with a partner to think, talk, and write about the text.

## Day 4

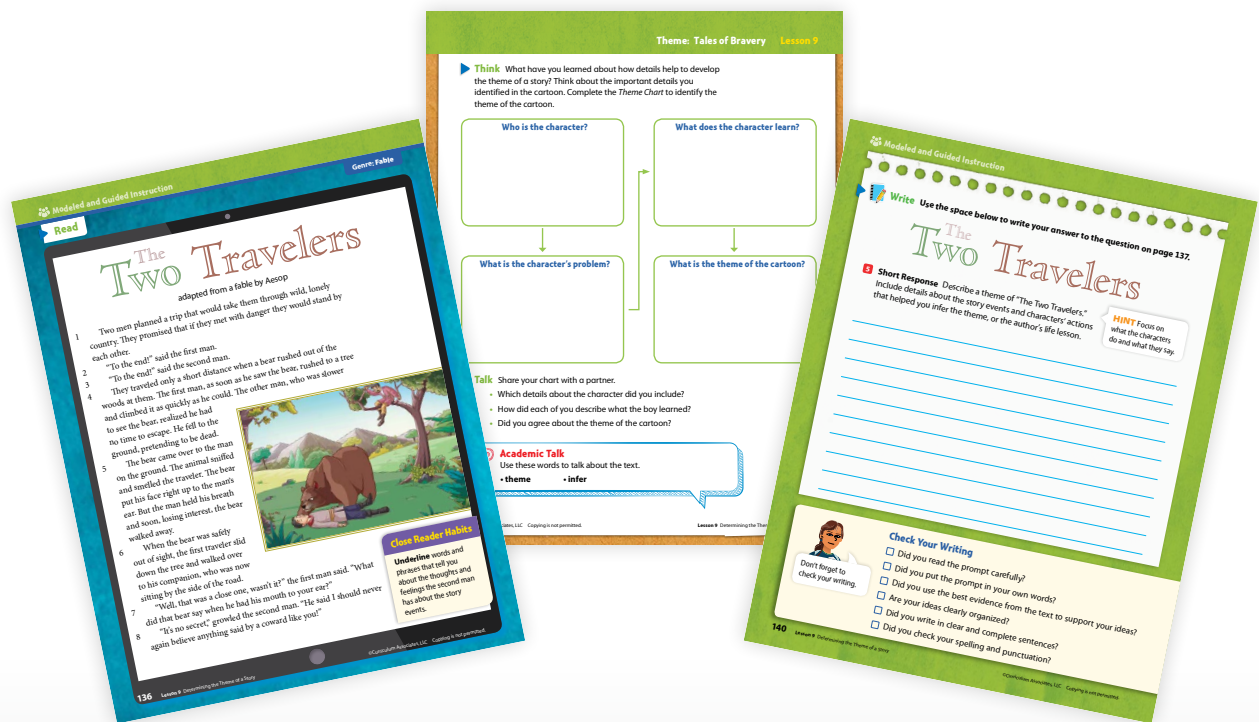
### Guided Practice

Students collaborate with partners to read and apply the standard to a new text.

## Day 5

### Independent Practice

Students independently apply the strategies to meet the lesson standard.



Graphic organizers help students organize their thoughts about the text in preparation for discussing and writing.



# Ongoing Assessment Opportunities Inform Instruction

Assessment opportunities provide actionable data for guiding students to grade-level achievement in reading comprehension.

## Monitor Understanding with Formative Assessments

Use the formative assessment tools in the Student Instruction Book and Teacher Resource Book to inform ongoing instruction.

- Turn and Talk
- Independent Practice
- Monitor Understanding (Grades 2–8)
- Answer Analysis (Grades 2–8)
- Writing Rubric (Grades 2–8)

## Assess Mastery with Summative Assessments

- Use the Unit Checks in Grade 1 and Unit Interim Assessments in Grades 2–8 to evaluate student mastery of content at the lesson and unit levels.



The *Ready Reading Assessments* book contains a series of three full-length assessments for Grades 2–8 to help prepare students for the item rigor and structure of standardized tests.

# Build Knowledge and Vocabulary with High-Quality Texts

A broad range of literary and informational texts offers students opportunities to build knowledge and vocabulary on important topics.

## Build Knowledge

**The Ready Reading Trade Book Collection** for Grades K and 1 includes nine high-quality literary and informational texts per grade level. The rich, complex texts are used to build language comprehension through read-aloud experiences.



The list of Trade Books features award-winning authors including Patricia Polacco, Virginia Lee Burton, and Patricia Lauber as well as several informational books from the Let's Read and Find Out science series.

### Grade K

**Literature:** *Why Mosquitoes Buzz in People's Ears*; *Chrysanthemum*; *The Art Lesson*; *Jamaica's Blue Marker*; *Stone Soup*

**Informational:** *What Lives in a Shell?*; *Red-Eyed Tree Frog*; *What's It Like to Be a Fish?*; *America's Champion Swimmer: Gertrude Ederle*

### Grade 1

**Literature:** *The Empty Pot*; *The Polar Bear Son: An Inuit Tale*; *My Rotten Redheaded Older Brother*; *Mike Mulligan and His Steam Shovel*; *Mice and Beans*

**Informational:** *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*; *Earthworms*; *Who Eats What?*; *Butterflies and Moths*



Three topically connected texts in each Grades 2–8 lesson spark curiosity and explore content-area topics through a student-centered lens.

Literary texts in Grades 2–8 draw from celebrated authors and include a variety of text types such as folktales, poetry, realistic fiction, and dramas.



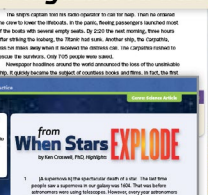
## Science Article



## Social Studies



## Magazine Article



## Science Article

Informational texts in Grades 2–8 feature topics and design elements that captivate students while supporting reading comprehension and vocabulary development.

# Build Vocabulary

Students explore vocabulary tied to the targeted skill or standard and the lesson topic. Vocabulary instruction is integrated into each lesson.

**Listen and Learn**  
**Asking Questions**

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.

**Here are some questions you can ask about the key details in a story:**

- Who are the characters?

**Academic Talk** introduces and reinforces vocabulary that is aligned to the standards.

**Talk** Share your main idea organizer and summary with a partner.

- What relationships do you see between your organizers and summaries?
- Do your second and third key details develop the main idea? How do you know?
- Could any key details in the organizer be stated differently?

**Academic Talk**  
Use these words and phrases to talk about the text.

- main idea
- key detail
- summarize

Lesson 2 Summarizing Informational Texts 25

Guidance for instruction of **Tier 2** vocabulary words supports teaching and learning of key words in each text.

## Tier Two Vocabulary: *tumbling*

- Read aloud the last sentence on page 14. Ask what the text and picture evidence show about the meaning of *tumbling*. (*You can do it in the snow; the bear and children are rolling and falling.*)
- Demonstrate tumbling, rolling your hands one over the other to show the motion. Help children describe *tumbling* as “rolling over and over, back and forth, or end over end.”
- Use the word in a sentence, such as *I like to watch puppies tumbling when they play.*
- Have children use objects to show what *tumbling* means. Ask them to use *tumbling* in a sentence to describe what they are doing. (L.1.5.c)

**The Word Learning Routine and Strategies** teach students to determine the meaning of unknown words, including using context clues, word parts, and reference materials.

**Word Learning Strategy**  
**Use Context Clues**

- Reread paragraph 2. Direct students' attention to the word *pronunciations* in the first sentence.

**What do you think the word *pronunciations* means?**  
**What clues in the text help you figure out the meaning?**

- Guide students by asking what the other sentences in the paragraph have in common. Point out that they provide examples of how sounds of words have changed. Help students to conclude that pronunciation must mean “the way in which words should sound.”
- Remind students that when they come to an unknown word or phrase, they can look at the surrounding words for a clue to the meaning.

L.4.4a

**Word Learning Routine**

- Say the Word or Phrase Aloud**
  - Circle the word or phrase that you find confusing.
  - Read the sentence aloud.
- Look Inside the Word or Phrase**
  - Try breaking the word into smaller parts.
  - Look for familiar word parts, such as prefixes, suffixes, and root words.
  - Can you figure out a meaning from the word parts you know?
- Look Around the Word or Phrase**
  - Look in nearby words or sentences for clues about meaning.
  - Think about the word or phrase in the context of the paragraph.
- Look Beyond the Word or Phrase**
  - Look for the meaning in a dictionary, glossary, or thesaurus.
- Check the Meaning**
  - Ask yourself, “Does this meaning make sense in the sentence?”

Ready | Reading



# Deepen Comprehension Skills through Discourse and Writing

*Ready Reading* for Grades 2–8 fosters engagement and builds student autonomy by using a consistent structure for students to read, think, talk, and write about text.

## Read

Students read selections multiple times for different purposes. The first read focuses on the reading to determine what the text says. In subsequent reads, students analyze and evaluate the text for deeper meaning and to develop critical-thinking skills.

## Think

During the Think stage of daily instruction, students unpack the text using a graphic organizer to analyze the text's structure and evidence.

## Talk




Through meaningful activities, students interact with their peers to discuss the text, clarify their thinking, and thereby continue to deepen their understanding of text.

## Write

Each day's instruction wraps up with a writing activity. Through short- and extended-response writing prompts, students demonstrate their understanding of the text and learning target.

The collage shows three pages from the 'Ready Reading' curriculum. The top page is a history article titled 'The Model T' by Thomas A. Moore, with three numbered paragraphs. The middle page is a graphic organizer titled 'Understanding Historical Texts Lesson 2' with a 'Think' section containing a table for 'What Happened?' and 'Why?' for the years 1908 and 1913. The bottom page is a 'Write' section with a 'Short Response' prompt and a 'Model T' graphic.

Discourse promotes purposeful discussion in a reading classroom. English and Spanish Reading Discourse Cards for Grades K–8 support student-centered discussions and include categories that target different skills.

 <p><b>Academic Talk:</b> Targets exchange of ideas</p> <ul style="list-style-type: none"> <li>• Explain ideas</li> <li>• Ask questions</li> <li>• Clarify misunderstandings</li> <li>• Listen and respond</li> </ul>	 <p><b>Understanding Literature:</b> Targets literary standards</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Plot</li> <li>• Point of view</li> <li>• Theme</li> </ul>	 <p><b>Knowledge Building:</b> Targets analysis that goes beyond the text</p> <ul style="list-style-type: none"> <li>• Activate background knowledge</li> <li>• Make connections to other texts</li> <li>• Make connections to real life</li> </ul>	 <p><b>Word Learning:</b> Targets vocabulary strategies</p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Word parts</li> <li>• Word choices</li> <li>• Cognates</li> </ul>	 <p><b>Understanding Informational Texts:</b> Targets informational standards</p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Text features</li> <li>• Text structure</li> <li>• Argument</li> <li>• Perspective</li> <li>• Author's purpose</li> </ul>
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UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character \_\_\_\_\_.  
Then, the character \_\_\_\_\_.

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TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?  
¿Cómo lo sabes?

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Discussion prompts allow students to interact with their peers to discuss the text, clarify their thinking, and continue to deepen their understanding of the text.

**Turn  
Talk**

What evidence from the story helped you figure out the message?



With a partner, compare and contrast Rosalyn's character at the beginning and end of the story.

**Talk**

4


Discuss story details that develop the theme of *The Two Travelers*. How do the story events, especially the ending, help to reveal the author's lesson about life?

Ready Reading lessons provide opportunities for meaningful text-based writing. Emergent writing practice begins with drawing and labeling in Grades K and 1 before progressing to short and extended responses in Grades 2–8.

Grade 1

My Rotten Redheaded Older Brother

In the Middle



Draw what Treeshia does better than Richard at the carnival.

Hint: What ride does Treeshia stay on the longest?

Write what is happening in your picture.

Talk about how Treeshia feels when the carnival comes.

Grade 4


Modeled and Guided Instruction

Write Use the space below to write your answer to the question on page 165.

The MIX-UP

Short Response Write a short summary of "The Mix-Up." In it, be sure to include important characters and events from the text.

HINT Remember to tell the story events in the order they occurred.



Don't forget to check your writing.

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

Additional Activities

Lesson 9

Writing Activities

Should He or Shouldn't He? (W.6.1)

- Challenge students to think about how Peter will describe his experience in the marketplace to his guardian, Vilna Lutz. Will he tell the truth about the coin? Will he describe his encounter with the fortuneteller? What thoughts will go through his mind as he decides on a course of action?
- Have students use what they have learned about Peter from the excerpt to write an argument for or against Peter's selling the truth about his experience to Vilna Lutz. Tell them to consider how Peter might weigh his desire to do the honorable thing against his need to find his sister.

Appositives (L.6.2a)

- Read aloud the phrase "an old soldier named Vilna Lutz" in paragraph 1. Tell students that this is an appositive, a word or phrase that adds information about the noun that directly precedes it. Ask students what noun the appositive tells about. (guardian) Explain that if the appositive is not necessary to identify the noun, it is a nonrestrictive element. A comma separates this element from the rest of the sentence.
- Have students find another appositive in Paragraph 3. ("the single florint")
- Have students write a paragraph about a friend and include at least one appositive.

LISTENING ACTIVITY (SL.6.6)

Listen Closely/Listen to a Dramatic Reading

- Paragraphs 3–6 of "The Magician's Elephant" describe Peter's dialogue with himself over whether to spend the florint on the fortuneteller.
- Have volunteers take the roles of Peter and the narrator and do a dramatic reading of these paragraphs, using appropriate rate and expression.
- Remind students to listen respectfully and comment constructively on the readings.

DISCUSSION ACTIVITY (SL.6.1)

Talk in a Group/Talk About Mysteries

- Ask students to recall the characteristics of mysteries and think about how the three stories in this lesson conform to or digress from the genre.
- Have students form small groups to discuss the stories in the lesson as well as other examples of the genre. Have each group make a list of qualities for mysteries: "What Makes a Great Mystery?"
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion, and then have each group share its results with the class.

MEDIA ACTIVITY (RL.6.1, RL.6.2)

Be Creative/Illustrate a Mystery

- Have students review the illustrations on page 77. Remind them that these pictures clearly show characters, settings, and events.
- Invite students to illustrate their own short mystery. Have students exchange illustrations and summarize the mystery.

RESEARCH ACTIVITY (W.6.2; SL.6.4, SL.6.5)

Research/Write a Report

- Have students use the information in "Mystery on 'The Blue Ghost'" to plan a written report on aircraft carriers in World War II.
- Ask students to research additional information to include, such as the role carriers played, the jobs performed on the ships, the difficulty of landing planes on the decks, or famous battles involving aircraft carriers. Students should take notes and write a brief report.
- Encourage students to include photographs or videos of the U.S.S. Lexington or other aircraft carrier in their reports.

Additional Activities at the end of Read Aloud Lessons in Grades K and 1 and each lesson in Grades 6–8 extend the lesson with writing, language, and speaking and listening activities.

# Program Components

## Resources for Grade-Level Success

### Print Components



- Teacher Resource Book
- Student Instruction Book
- Assessments Book (Grades 2–8)
- Trade Book Collection (Grades K and 1)

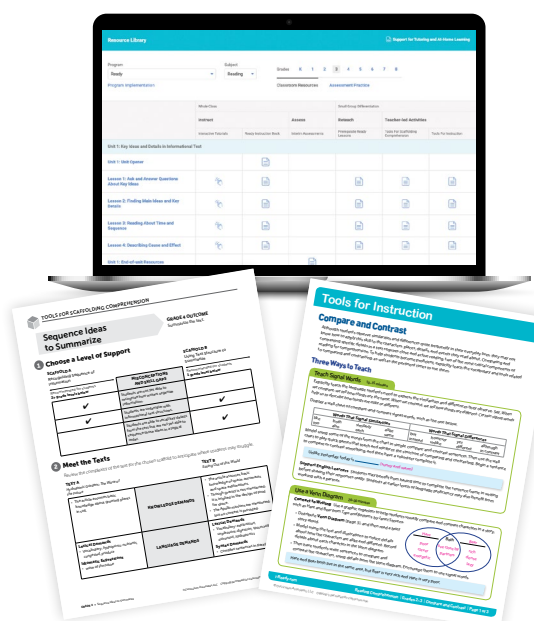


### Digital Components

Teacher Toolbox provides access to all *Ready Reading* resources in one convenient location.

A few highlights include:

- Fillable Student PDFs
- Interactive Tutorials
- Tools for Instruction
- Reading Discourse Cards
- Language Handbook (Grades 2–8)
- Prerequisite Lessons (Grades 1–8)
- Tools for Scaffolding Comprehension (Grades 3–5)
- *Ready Reading*
- Routines Posters (Grades 2–5)
- Access to *Magnetic Reading™* and *Ready Writing* Materials





# Language Handbook

The *Ready* Language Handbook for Grades 2–8 helps students develop proficiency with language standards.

### Lesson 27

## Prefixes and Suffixes

**L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, head/prehead).

**Introduction** Use your knowledge of word parts to figure out what new words mean.

- A **prefix** is a word part added to the beginning of a word. Adding a prefix changes the meaning of a base word.

Prefix	Meaning	Example	Meaning
dis-	"not" or "opposite of"	dislike	"to not like"
pre-	"before"	prewash	"to wash before"
un-	"not" or "opposite of"	untrue	"not true"

- A **suffix** is a word part added to the end of a word. Adding a suffix changes the meaning of a base word.

Suffix	Meaning	Example	Meaning
-able	"can be" or "able to"	trainable	"can be trained"
-ful	"full of" or "having"	skillful	"having skill"
-less	"without"	useless	"without use"

- Some words have both a prefix and a suffix: uncomfortable, disagreeable.

**Guided Practice** Write the base word and the prefix or suffix that make up each underlined word. Then tell a partner what the underlined word means.

**HINT** A prefix or a suffix can have more than one meaning. Think about which meaning makes sense in the sentence.

- Here are some ways to be helpful at home.  
helpful = \_\_\_\_\_ + \_\_\_\_\_  
                    base word                      suffix
- Try to be agreeable with your family.  
agreeable = \_\_\_\_\_ + \_\_\_\_\_  
                    base word                      suffix
- Never be dishonest.  
dishonest = \_\_\_\_\_ + \_\_\_\_\_  
                    prefix                      base word
- Try to share, and never be unfair.  
unfair = \_\_\_\_\_ + \_\_\_\_\_  
                    prefix                      base word

450 Language Handbook Lesson 27 Prefixes and Suffixes ©Curriculum Associates, LLC. Copying is not permitted.

A teacher-directed **Introduction** builds student confidence and motivation by introducing students to the skills, concepts, strategies, and vocabulary in the language standard.

The **Guided Practice** activity allows students to apply what they have learned in the Introduction. Students may work with partners in this part of the lesson.

Students work independently to answer multiple-choice questions related to the target standard in the **Independent Practice** section.

### Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of each underlined word.

- Follow these useful safety tips.  
A without use  
B not used  
C having use  
D before using
- Don't be careless when you carry something hot.  
A without care  
B full of care  
C able to care  
D having care
- Let adults preview movies you want to see.  
A not view  
B view without you  
C mostly view  
D view before
- Never unbuckle your seatbelt while in a moving car.  
A buckle before  
B do the opposite of buckle  
C without a buckle  
D full of buckles
- You will find these safety tips are easily doable.  
A able to be done  
B not done  
C having done  
D mostly done

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

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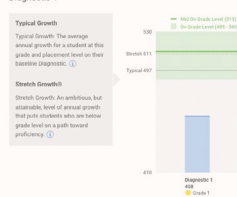
# Turn Data into Action

## Leverage *i-Ready* to Personalize and Strengthen Instruction

*i-Ready Assessment* and Personalized Instruction strategically address students' individual learning needs and maximize educators' time with actionable reports.

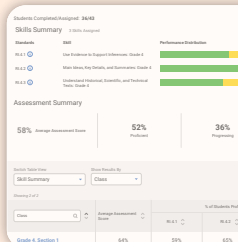
### Assessment

Diagnostic 1



#### ***i-Ready Diagnostic* (Grades K–12)**

This adaptive assessment provides teachers with actionable insight into student needs and charts a personalized learning path for each student.

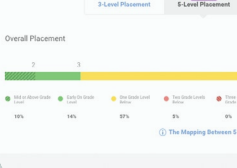


#### ***i-Ready Standards Mastery* (Grades 2–8)**

These flexible assessments provide targeted insights into a student's mastery of individual grade-level standards.

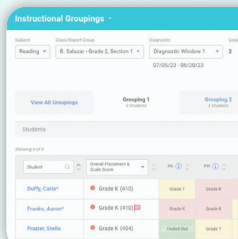
### Reports

Diagnostic Results  
11/20/23 - 12/20/23



#### **Diagnostic Results** (Grades K–12)

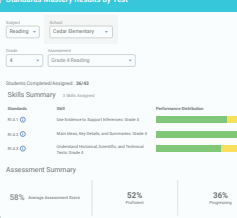
Receive targeted insights about instructional strengths and areas of need for a class and student.



#### **Instructional Groupings** (Grades K–12)

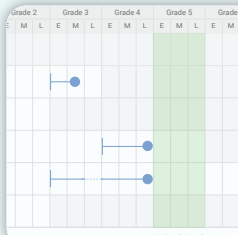
Group students and plan instruction to best meet their needs with detailed instructional priorities and classroom resources.

Standards Mastery Results by Test



#### **Standards Mastery Results by Test** (Grades 2–8)

Track class and student progress in mastery of recently taught standards.



#### **Personalized Instruction Summary** (Grades K–8)

See how your class and individual students are performing and progressing on lessons as well as student Lesson Time-on-Task data.

### Instruction

#### **Ready Reading Instruction** (Grades K–8)

This teacher-led instruction can be used in a whole class or small group format.

#### **Teacher Toolbox** (Grades K–8)

This digital resource provides access to Grades K–8 materials for enrichment, remediation, and practice.

#### ***i-Ready Personalized Instruction*** (Grades K–8)

Designed to complement teacher-led instruction, these interactive digital lessons bolster the skills of all students on their path to skilled reading.

# We're Here for You!

No matter how big or small your school is, you have an *i-Ready* Partner dedicated to you. If you have a question or a problem, we can give you the answer—so you can get back to your students.



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

Your dedicated partner success manager is your point of connection to a powerful network of experts solely focused on making your implementation successful.



## **Technical Support and Health Checks**

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

*Available in English and Spanish!*



## **Guidance on Education Trends and Implications**

You'll have access to consultations to ensure you stay up to date and are prepared to implement education best practices.



## **Real-Time Achievement Data after Every Assessment**

Detailed student achievement analytics empower data-driven practices in classrooms.



## **Professional Learning**

Tailored professional learning pathways optimize the use of our products supported by industry-leading online tools and resources.

# Enhance *Ready Reading* Instruction with *Ready Writing* in Grades 2–5

When used together, *Ready Reading* and *Ready Writing* provide explicit instruction with a focus on writing about reading in thematically connected lessons.

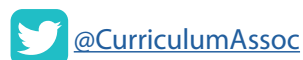


Many *Ready Reading* and *Ready Writing* lessons share the same texts, so students deepen their knowledge as they read, reread, and write.

Learn More!



Follow us on social media to see how other educators  
are using *Ready Reading* to strengthen reading  
proficiency in their classrooms!



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