

# Proven to Work with English Learners

From the start, we design our product suite with English Learners in mind. Our rigorous grade-level content is informed by research-based best practices and an asset-based philosophy that recognizes the strengths that English Learners bring to the classroom.

## Rigorous Grade-Level Content

At Curriculum Associates, we leverage best-practice guidance from researchers and organizations such as the Council of the Great City Schools (CGCS) and the English Learner Success Forum. Using non-negotiable criteria, we designed our product suite with English Learners in mind using three key principles:



### Promote Engagement and Access

Ensure English Learners acquire content knowledge while also acquiring language through culturally responsive grade-level content.



### Integrate Strategic Scaffolds

Provide the right amount of scaffolded support to help English Learners build on their knowledge to achieve independence.



### Support Academic Language Development

Offer multiple opportunities for English Learners to acquire and use language that moves toward complexity.

## Actionable Reclassification Data

“The [state assessment] is taken in the spring, which can be limiting for reclassification. *i-Ready* provided us with three additional opportunities to fulfill reclassification criteria and gauge our English Learners’ performance throughout the year.

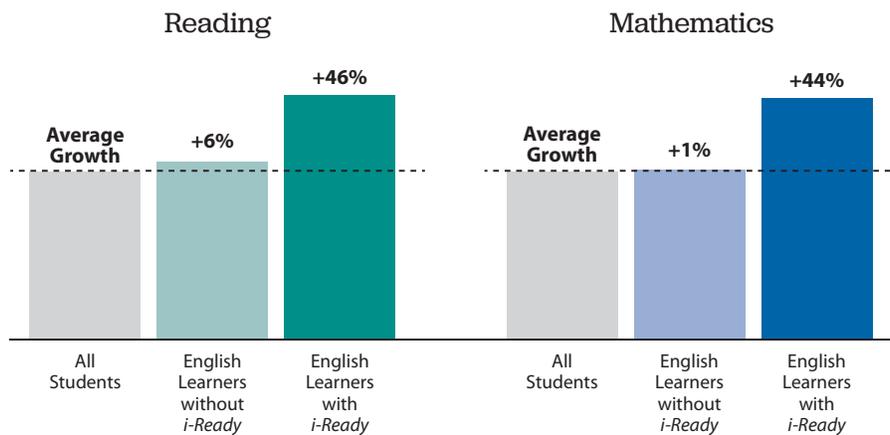
Plus, the [state assessment] is not given in first and second grade. So, *i-Ready* created a path to reclassification for those kids that was not there before.”

—Amy Boles, District Administrator, California



Interested in learning how to get the most from *i-Ready*?  
Visit [CurriculumAssociates.com/FindYourRep](https://CurriculumAssociates.com/FindYourRep).

## *i-Ready Personalized Instruction* Enhances Learning Gains for English Learners



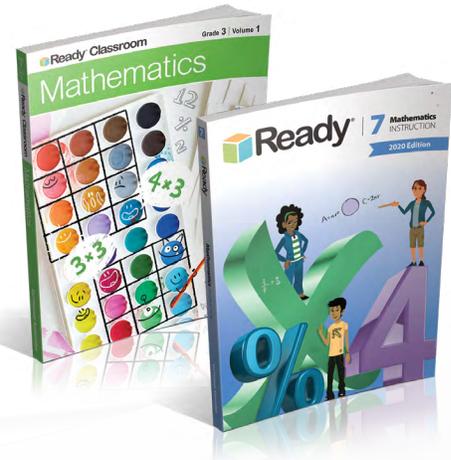
English Learners who received recommended levels of *i-Ready Personalized Instruction* experienced greater learning gains in reading and mathematics than English Learners who did not receive the instruction.

English Learners and All Student Comparisons from the ESSA Level 3 2017–2018 Study (Curriculum Associates Research Report No. RR 2019-96).

## Mathematics Content Recognized by the Council of the Great City Schools

The Council of the Great City Schools (CGCS) is a coalition of more than 70 of the nation's largest public school systems and is dedicated to the improvement of urban education. As part of our ongoing commitment to English Learners and their teachers, Curriculum Associates collaborated with a team of Mathematics and English Learner experts from CGCS member districts to enhance *Ready® Mathematics* for Grades 6–8.

We are honored to be one of three publishers to meet the Council's predetermined quality criteria for mathematics materials for English Learners. More importantly, we have used the CGCS criteria—which emphasizes rigorous tasks, productive struggle, academic language, and strategic scaffolding—to inform the development of our other products, including *Ready Classroom Mathematics* K–8 and *i-Ready Personalized Instruction*.



Learn more about *i-Ready's* award-winning program at [i-Ready.com/Tour](https://www.i-Ready.com/Tour).



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