Supporting and Inspiring English Learners
An Asset-Based Philosophy

English Learners represent a broad spectrum of learning backgrounds, experiences, and communities. We recognize the linguistic and cultural assets English Learners bring to the classroom, and ensuring they achieve academic success with rigorous grade-level content is our priority.

What is an asset-based philosophy?
An approach to curriculum development and instruction in which a student’s background knowledge, experiences, and insights are viewed as strengths and leveraged to engage them in learning and enrich their classroom’s community.

When you start with what English Learners can do, they go further.

By the Numbers

4.8M students across the US are English Learners.¹

75% of classrooms now include at least one English Learner.²

82% of English Learners are born in the US.³

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How We Support English Learners

From the start, we design our product suite with English Learners in mind. We leverage research-based best-practice guidance from researchers and frameworks from organizations such as the Council of the Great City Schools, the English Learners Success Forum, and others to identify non-negotiable criteria that better support English Learners.

Our instruction is designed with these three key principles:

1. **Promote Engagement and Access**
   Ensure English Learners acquire content knowledge while also acquiring language through culturally responsive grade-level content.

2. **Integrate Strategic Scaffolds**
   Provide the right amount of scaffolded support to help English Learners build on their knowledge to achieve independence.

3. **Support Academic Language Development**
   Offer multiple opportunities for English Learners to acquire and use language that moves toward complexity.
Ready Classroom Mathematics

*Ready Classroom Mathematics* is a core mathematics program for Grades K–8 that integrates language development and mathematics instruction to support all students in their learning. Students learn to communicate information, ideas, and concepts necessary for academic success.

*Ready Classroom Matemáticas* includes a wealth of Spanish resources for instruction, assessment, and differentiation.

i-Ready

An integrated system that combines powerful assessments with effective and engaging personalized instruction in Reading and Mathematics. The *i-Ready Diagnostic for Mathematics* is available in Spanish.

Ready Reading and Ready Writing

*Ready Reading* and *Ready Writing* help all learners develop critical reading and writing skills through opportunities to read, talk, and write about rich, engaging literary and informational texts from a variety of genres.
The results are in—i-Ready Personalized Instruction enhances learning gains for English Learners.

Research based on data from nearly one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, of which nearly 87,000 were English Learners, found that students who received i-Ready Personalized Instruction experienced greater gains than students who did not receive i-Ready Personalized Instruction across all grades and subjects.

A subgroup analysis of the 87,000 English Learners found a greater impact on learning gains among those receiving i-Ready Personalized Instruction compared to English Learners not receiving i-Ready Personalized Instruction.

English Learners using i-Ready Personalized Instruction show remarkable growth.

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<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td>All Students</td>
<td>+6%</td>
<td>+44%</td>
</tr>
<tr>
<td>English Learners</td>
<td>+46%</td>
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<td>English Learners</td>
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<td>with i-Ready</td>
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“We’ve graduated over double the amount [of English Learners] that we have in previous years, and we can attribute that to i-Ready.”

—Principal, Oak Grove School District
**Principle 1**

**Promote Engagement and Access**

English Learners face the dual challenge of learning a new language while being held to the same academic standards as their English-speaking peers. That’s why our culturally responsive content is designed to help English Learners acquire content knowledge while they also acquire language.

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**Embedded Opportunities for Productive Struggle**

**Supportive yet rigorous lessons** use systematic practice and scaffolded feedback to promote productive struggle and a growth mindset.

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**i-Ready**

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**Direct, timely, and focused instruction** helps develop conceptual understanding.

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**Learning Games**

**Integrated Mathematics Learning through Low-Risk and Fun Gameplay**

Learning Games offer fun, engaging practice in challenging mathematical concepts while real-time reports inform teachers about students’ skill progression and growth mindset. Students can toggle to play the games in Spanish.
Ready Classroom Mathematics

Try–Discuss–Connect Routine Promotes Access for All Students

This routine engages students in productive mathematical practices to set them up for long-term success. During the Try It, students make sense of the problem, then solve and support their thinking using tools and strategies they choose.

Read

Students read selections multiple times for different purposes. The first read focuses on 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 the 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.

Ready Reading

Read, Think, Talk, Write Model Fosters Student Engagement and Autonomy

Daily instruction for all students follows a predictable “Read, Think, Talk, Write” instructional path that fosters student autonomy. This supportive routine uses discourse prompts and text-based discussions to ensure all students are engaging with complex, rich text in a supported way.

In 1913, Henry Ford decided his cars would no longer be handcrafted. What did the Ford Motor Company do in 1908 and 1913? Why did they do it? Use the space below to write your answer to the question on page 27.
**Principle 2**

**Integrate Strategic Scaffolds**

For English Learners, strategic scaffolding is critical for building confidence and achieving content mastery. We designed our products to provide just the right amount of support to help English Learners achieve and succeed. Here are a few examples from our programs.

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**i-Ready**

Integrated Supports Specifically Designed to Help English Learners

**Multiple representations** help English Learners acquire both academic and content-specific vocabulary.

**Engaging visuals, graphic organizers, and highlighting** synched to audio scaffold students in reading complex texts.

**Flexible audio supports** benefit all English Learners while **cognates and key word definitions in Spanish** help Spanish-speaking students leverage their first language as they learn English.
Language development strategies are provided for every session of every lesson. Teachers use this chart to plan and prepare specific activities that provide students opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

Language Expectations (at the unit level) provide teachers with examples of what English Learners can do based on their English language proficiency levels in connection with one of the standards addressed in the unit. Teachers use these examples to help differentiate instruction and meet the needs of English Learners.

Ready Writing
Structured Writing Support for English Learners

The Think It Through routine gives teachers a formative assessment opportunity to pause and provide support to students before they move on to drafting.
**Principle 3**

**Support Academic Language Development**

Direct and explicit vocabulary instruction is the best way for all students, including English Learners, to engage with increasingly complex texts. Our programs enable this instruction and expand student vocabulary throughout all lesson types. Here are a few examples from our programs.

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**i-Ready Interactive Tools Support Vocabulary Development**

Students develop deep word knowledge by focusing heavily on word-learning strategies such as analyzing context and recognizing common prefixes, suffixes, and base words. The focus on morphology is particularly beneficial for English Learners.
Ready Classroom Mathematics

Instruction and Activities That Engage Students in Academic Vocabulary and Language

Ready Classroom Mathematics provides instruction and activities that focus on academic language to better equip students to develop new mathematical content knowledge and deepen their understanding of concepts.

Teachers use the Academic Vocabulary Routine along with Build Your Vocabulary to provide explicit instruction and activate student engagement. A Cognate Support routine is provided for Spanish speakers or other Latin-based languages.

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.** Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.** Look for clues in the words or sentences around the word or phrase you don’t know and the context of the paragraph.

4. **Look Beyond the Word or Phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.** Ask yourself, “Does this meaning make sense in the sentence?”

Ready Reading

An Instructional Routine to Support Word Learning

Ready Reading exposes students to academic vocabulary in each lesson and uses an instructional routine that reinforces the word-learning strategies English Learners need.
Learn More!
Hear how educators are using i-Ready to graduate and reclassify their English Learners to proficient.

Watch the video at CurriculumAssociates.com/English-Learners