i-Ready®

Supporting and Inspiring English Learners

4.8M

students across the US
are English Learners.*

75%

of classrooms now include
at least one English Learner.†

82%

of English Learners
are born in the US.‡

* Bialik, K., Scheller, A., & Walker, K. (2018, October 25). *6 facts about English language learners in U.S. public schools.* Retrieved from https://www.pewresearch.org/fact-tank/2018/10/25/6-facts-about-english-language-learners-in-u-s-public-schools/.

‡ Mitchell, C. (2016, December 7). *Majority of English-learner students born in the United States, analysis finds.* Retrieved from http://blogs.edweek.org/edweek/learning-the-language/2016/12/majority_of_english-learner_students_are_born_in_the_united_states.html.

† Sparks, S. D. (2019, February 20). *Teaching English-language learners: What does the research tell us?* Retrieved from https://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html.

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

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

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.
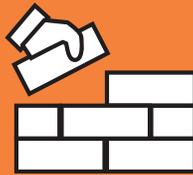
2. Integrate Strategic Scaffolds

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.

Our Programs

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 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.**
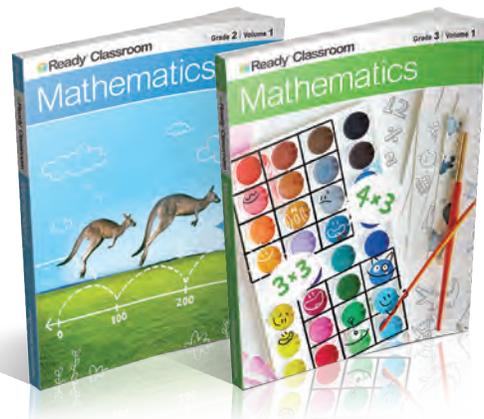
Ready Reading and Ready Writing

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.

Reading

All Students	English Learners without *i-Ready*	English Learners with *i-Ready*
Average Growth	+6%	+46%

Mathematics

All Students	English Learners without *i-Ready*	English Learners with *i-Ready*
Average Growth	+1%	+44%
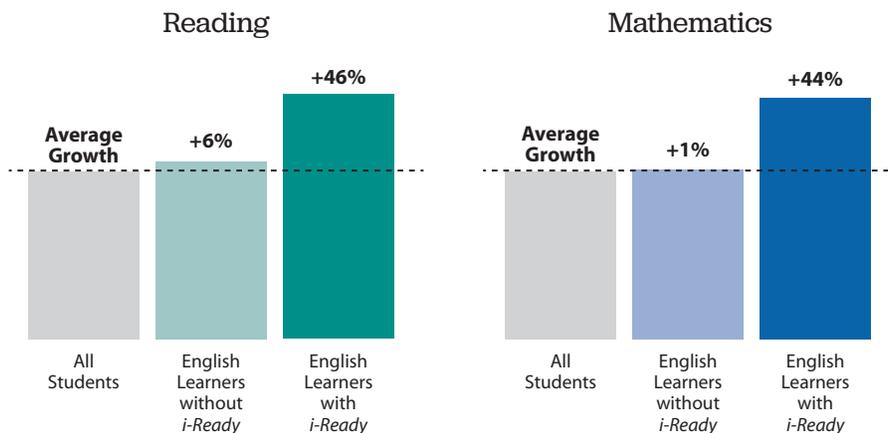
Principle 1

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.

i-Ready
Embedded Opportunities for Productive Struggle

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

Yolanda was already inside, unfolding chairs while Mari rolled up forks, knives, and spoons inside napkins. Color defined La Cocina de la Isla. Every bright hue imaginable covered every inch of the interior. Green. Orange. Yellow. Teal. La Cocina was cheerful. It had been like that since Abuela had first opened it nineteen years ago.
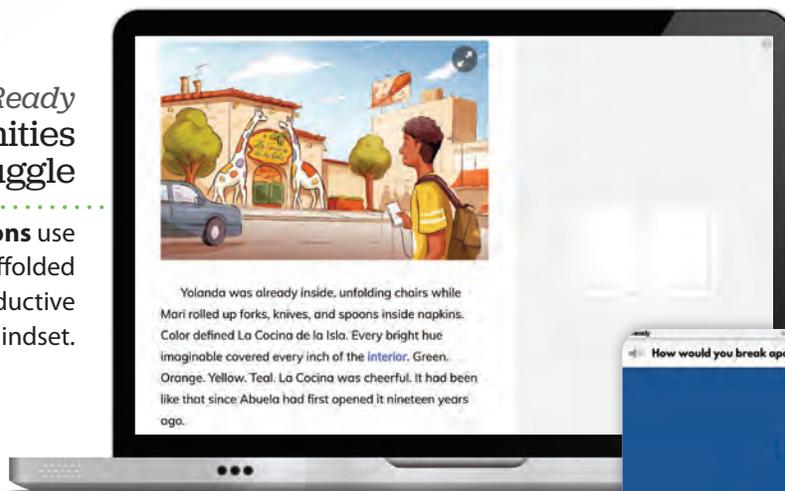
Direct, timely, and focused instruction helps develop conceptual understanding.

How would you break apart 28 to make it easier to multiply 7 × 28?

$$7 \times 28$$
$$(7 \times 20) + (7 \times 8)$$

20   8

7
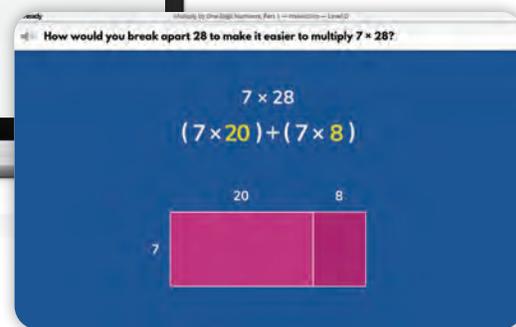
Learning Games
Integrated Mathematics Learning through Low-Risk and Fun Gameplay

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.

LESSON 20
Explore Adding and Subtracting Fractions

SESSION 1

Previously, you learned that adding fractions is similar to adding whole numbers. Use what you know to try to solve the problem below.

Lynn, Paco, and Todd share a pack of 12 cards. Lynn gets 4 cards, Paco gets 3 cards, and Todd gets the rest of the cards. What fraction of the pack does Todd get?

Learning Targets
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

SMP 1, 2, 3, 4, 5, 6, 7

TRY IT

Math Toolkit
- counters
- fraction circles
- fraction tiles
- fraction bars
- number lines
- fraction models

DISCUSS IT
Ask your partner: Why did you choose that strategy?
Tell your partner: At first, I thought …

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Lesson 20 Add and Subtract Fractions

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.
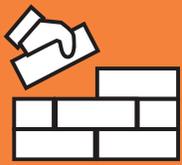
Integrate Strategic Scaffolds

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.

i-Ready
Integrated Supports Specifically Designed to Help English Learners

Multiple representations help English Learners acquire both academic and content-specific vocabulary.
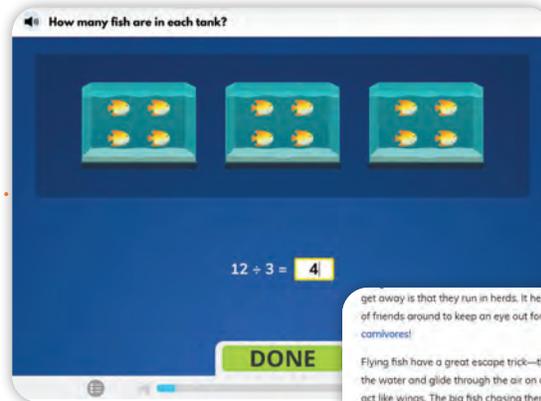
Engaging visuals, graphic organizers, and highlighting synched to audio scaffold students in reading complex texts.

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 Expectations for Differentiation

The chart below provides teachers with examples of what English learners can do based on their English language proficiency levels in connection with one of the Mathematics Florida Standards (MAFS) addressed in this Unit. As you plan for the lessons in this Unit, use the examples of language expectations to help you differentiate instruction and meet the needs of your English Language Learners.

ELL Language Expectations

Standard 4.MD.1.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

LANGUAGE DOMAINS	Beginning Level 1	Intermediate Level 2	Level 3	Advanced/Advanced Level 4	L
LISTENING	Construct a model based upon a given area or perimeter scenario using tiles, grid paper, or pictures.	Solve an area or perimeter problem given orally by using tiles, grid paper, or pictures.	Follow the steps taken to solve an area or perimeter problem and identify the unknown in each problem using tiles, grid paper, or pictures.	Follow explanations of how to remember the difference between area and perimeter when working with a small group.	Underst... explana... to reme... differen... area and... when w... small gr...
SPEAKING	Use appropriate vocabulary associated w... and perimet... describing a... rectangular f...	Restate the steps	Explain the area and...	Elaborate on how...	Compar...

ELL English Language Learners: Differentiated Instruction — **Prepare for Session 1** Use with *Connect It.*

Levels 1–3

Listening/Speaking Think aloud with children as they use the counters on the 10-frame workmat to help them solve the *Connect It* problem. Point to the counters. Say: *You have 9 children on the bus.* Point to the 1 counter that makes 10. Say: *You added one more child to make 10.* Point to the four remaining counters. *4 more children will get on the bus.* Ask: *How did you solve the problem?* Pause so that children can complete relevant information. *I have ___ children on the bus. I added one more child to make ___. ___ more children will get on the bus. I have ___ children.*

Levels 2–4

Listening/Speaking Think aloud with children as they work through the *Connect It* problem. Say: *You have 9 children on the bus. You added one more child to make 10. 4 children will get on the bus. You have 14 children on the bus.* Have children retell the steps they used to solve the problem in their own words. If children need additional support, prompt them with questions such as: *How many children are on the bus? What did you do next? How did you solve the problem?* Have children respond to the questions with complete sentences.

Ready Classroom Mathematics
Language Development Supports Integrated with Instruction

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.

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.

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.

Think It Through

W.4.9b: Apply grade 4 Reading standards to informational texts.

Use details from your sources to complete the following activities. Your answers will help you write your speech.

1 List three details that support continuing to use coal as an energy source. After each detail, write the number of the source it came from.

HINT Why does coal currently supply much of the world's energy?

Detail: _____

_____

Detail: _____

_____

Detail: _____

_____

2 List three details that support exploring options other than coal for energy. After each detail, write the number of the source it came from.

HINT What are the main differences between using coal for energy versus wind or sunlight?

Detail: _____

_____

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.
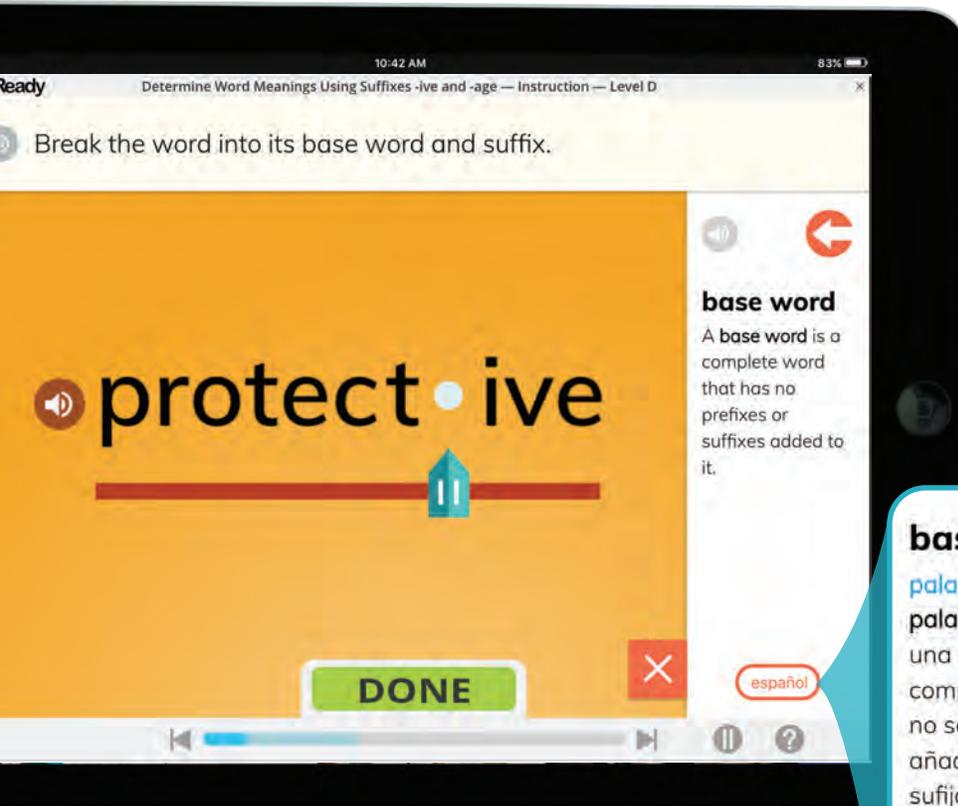
i-Ready
Interactive Tools Support Vocabulary Development

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.

Academic Vocabulary Routine

Use with *Build Your Vocabulary*.

❶ **Assess prior knowledge.**
- Assess prior knowledge by asking students to place a checkmark 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*.

❷ **Pronounce the words.**
- Review the *Academic Vocabulary*.
- Say each of the words aloud and have students repeat to ensure c pronunciation.

❸ **Define the words.**
- Call on volunteer pairs to provide of the words they know.
- Note which word(s) need more d instruction and modeling.
- Model the usage of the word(s) in using topics that connect with st a meaningful way.
- Provide the meaning of the word *See **Academic Vocabulary Glossa** on the Teacher Toolbox.*

❹ **Use the words.**
- Have students write the word(s), descriptions or examples, and a p symbol, or graphic representation math journal.
- Review the activity as a whole class and remediate where needed.

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

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