



Destination: Reading

From foundational to phenomenal,
from emergent to extraordinary ...

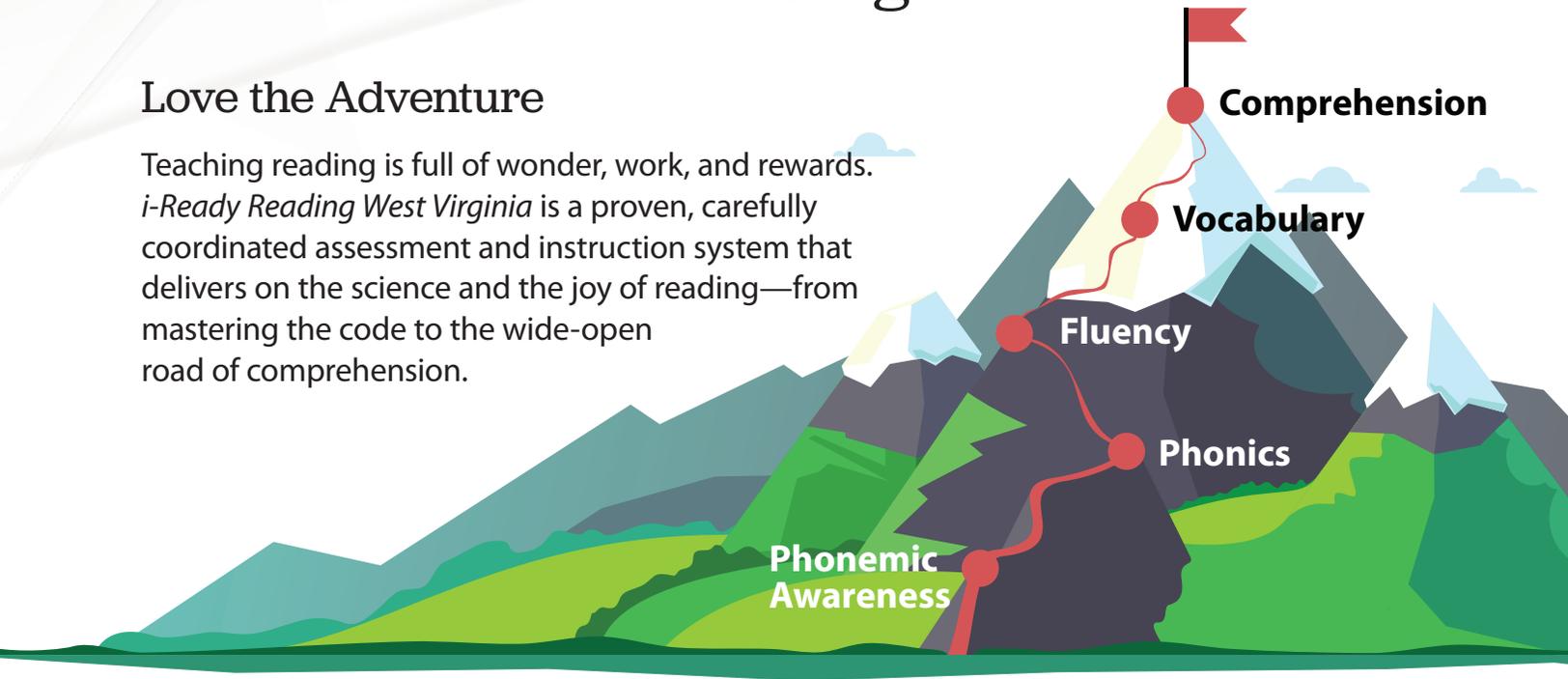
How do we get there from here?



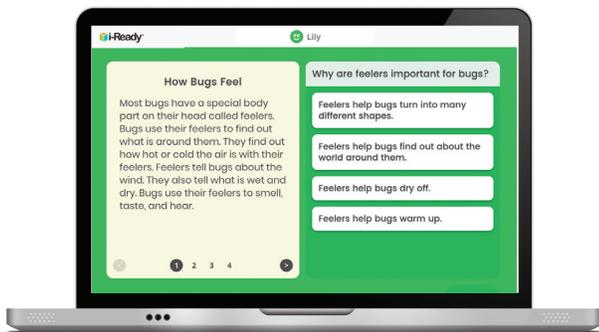
All Roads Lead to Reading

Love the Adventure

Teaching reading is full of wonder, work, and rewards. *i-Ready Reading West Virginia* is a proven, carefully coordinated assessment and instruction system that delivers on the science and the joy of reading—from mastering the code to the wide-open road of comprehension.



i-Ready Assessment



Gold-standard assessment data in actionable reports gives a complete picture of student performance and growth, as well as next steps for instruction to advance reading proficiency for all students.

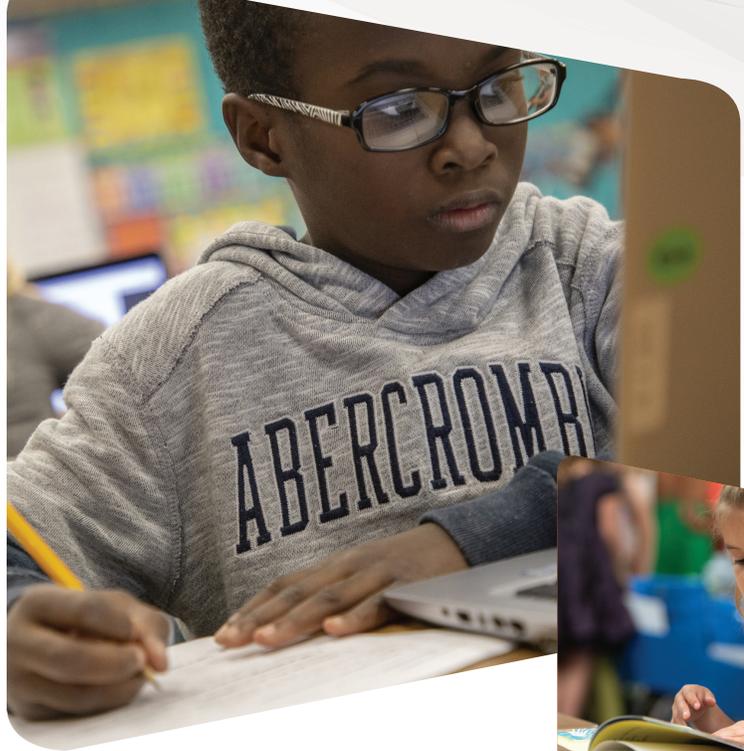
p. 4

i-Ready Learning



i-Ready's data-driven instruction empowers teachers to motivate all learners, address unfinished learning, provide grade-level content, and advance gifted students—no matter where or how learning takes place.

p. 8



Teacher Toolbox, Ready Reading & Ready Writing



Access a digital treasure chest of our *Ready* curricula in Reading and Writing, implementation tips and tools, model lessons, and multimedia assets to enliven learning. Every teacher gets access to the full Reading (K–8) and Writing (2–5) programs.

p. 10

PHONICS for Reading



A problem we can solve: *PHONICS for Reading* is a targeted intervention from Dr. Anita Archer for students in Grade 3+ who struggle with decoding. Available in print and digital delivery with an all-new Teacher Guide for remote learning.

p. 14

Data Is Your Engine

Assess Less, Know More

Eliminate duplicative assessments and win that time back to focus on instruction. Our one-platform approach delivers all the data you need for multiple views of student placement and progress in the critical areas of reading.

✓ **Adaptive Diagnostic**

Can be used as a universal screener or diagnostic and provides data on Lexile® measures, norms, performance, and proficiency

✓ **Growth Monitoring**

A mini Diagnostic for additional data points

✓ **Standards Mastery**

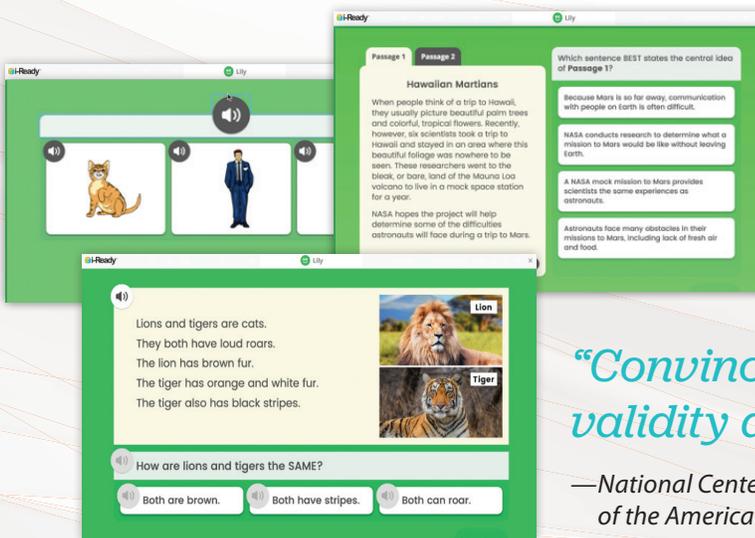
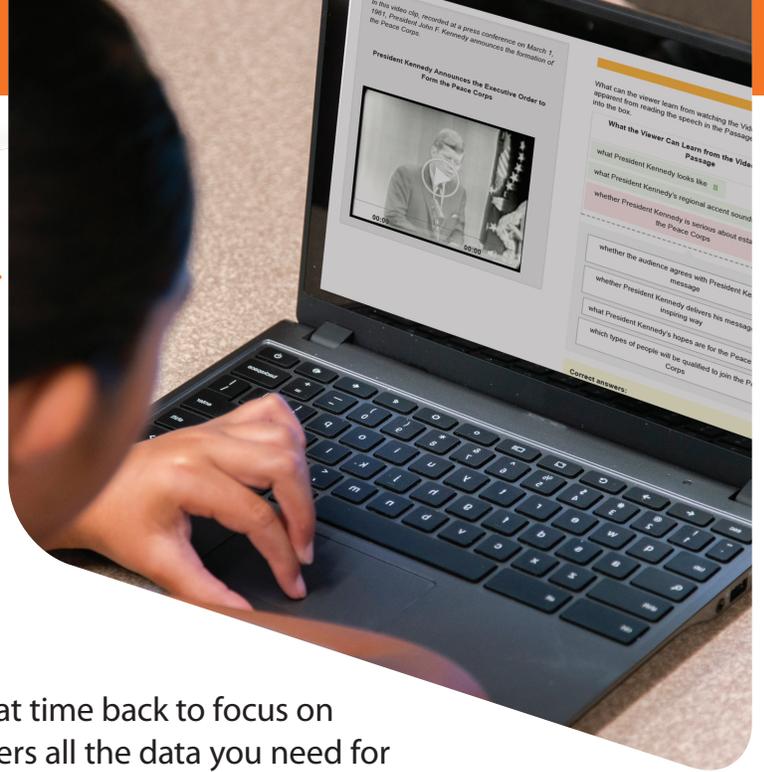
Grade-level benchmark/interim assessment customized to your standards map

✓ **NEW! Dyslexia Screener**

Early identification of students with risk factors for Dyslexia

✓ **NEW! Oral Reading Fluency Screener**

Offline, timed tasks for formative and benchmark information



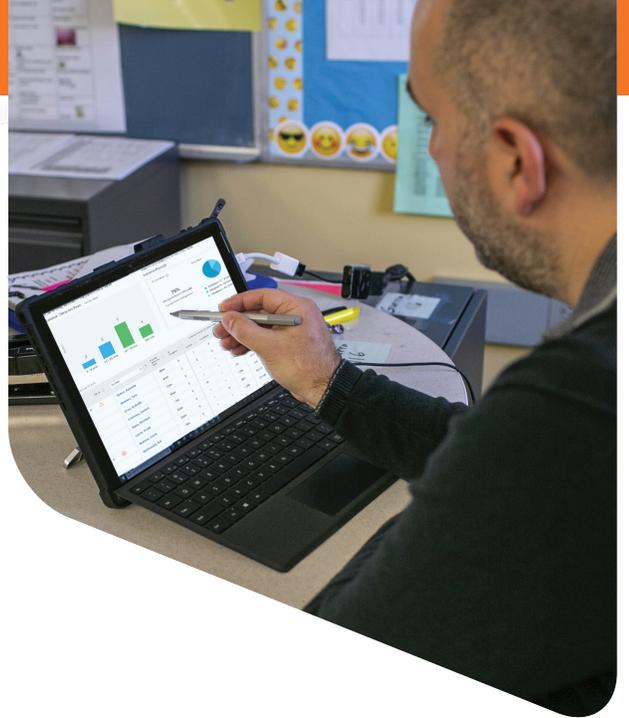
“The heart of the program—the pool of test items—is superb.”

—Buros Center for Testing (independent, third-party) review commends program’s design, execution, and test items.

“Convincing evidence on validity and reliability”

—National Center on Intensive Intervention of the American Institutes for Research

Robust Reports Are Your GPS



Diagnostic Results

Subject: Reading | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic 1 | 08/31/20 - 09/30/20

3-Level Placement | **5-Level Placement** | Placement Definition: Standard View

Overall Placement

Placement by Domain*

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Showing 20 of 20

Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO	Typical Growth	Stretch Growth	Date
Sanchez, Abby	625	Mid 5	Max Score	Max Score	Max Score	Late 5	Late 5	Grade 4	7	18	09/14/20
Stanton, Geena	617	Mid 5	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Mid 5	7	18	09/14/20
Tan, Melanie	613	Mid 5	Tested Out	Max Score	Tested Out	Mid 5	Mid 5	Early 5	7	18	09/14/20
Wade, Kiara	606	Early 5	Tested Out	Tested Out	Tested Out	Grade 4	Grade 4	Grade 4	13	25	09/14/20
Vo, Isalah	604	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5	7	18	09/14/20
Singh, Brian	593	Early 5	Tested Out	Grade 3	Max Score	Early 5	Grade 4	Grade 4	7	18	09/14/20
McDonald, Kal	591	Early 5	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	7	18	09/14/20

The Zone of Proximal Development—Automated and Visible

Instantaneously available at the close of the Diagnostic, reports deliver a range of actionable data in all the Reading domains and subskills, as well as performance, grade-level placement, Lexile measures, norms, and growth measures.

View progress toward and attainment of your West Virginia College- and Career-Readiness Standards for English Language Arts in this at-a-glance report.

West Virginia Standards

Subject: Reading | Class/Report Group: Grade 3, Section 1 | Grade: 3 | Diagnostic: Diagnostic Window 1 | 08/31/20-09/30/20

Students Assessed/Total: 20/21

Grade(s) of Standards: Grade 3 to Grade 3 | Switch Table View: Skill Summary

Showing 30 of 30

Standard Code	Standard Description	✓	✓	✗
ELF.ELA.3.II.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-	11	9
ELF.ELA.3.II.b	Decode words with common Latin suffixes.	-	15	5
ELF.ELA.3.II.c	Decode multi-syllable words.	0	15	5
R.ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.	-	8	12

Based on the results of the selected Diagnostic(s), the student likely understands the i-Ready skills aligned to the green checked standards below

The student only understands some of the i-Ready skills aligned to the standard, or the aligned i-Ready skill is only partially related to the standard, so claims can only be made conservatively

The student likely does not have sufficient understanding of the i-Ready skills aligned to the standard

Data can be viewed from the **student, class, school, or district level.**

Our **growth model** includes both Typical and Stretch Growth targets to help determine each student's path toward grade-level proficiency.

Lexile and national norm measures provide additional broad context for student proficiency.

Our **asset-based approach** includes **Can Dos** based on Diagnostic results to clarify what each student already knows.

Diagnostic Results
Danielle Baker
Grade 5

Subject: Reading | Diagnostic: Diagnostic 1 (09/14/20) | Placement Definition: Standard View

Diagnostic 1

Typical Growth
Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth
Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.

This Diagnostic used to establish Growth Measures.

National Norm and Lexile® Performance

National Norm 45th Percentile	Lexile Measure: 830L	Lexile Range: 730L–880L
----------------------------------	--------------------------------	----------------------------

[Understanding Lexile Measures](#)

Overall Grade 4 (560) Standard Error +/- 12

Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Grade 3	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 4	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 3	↓

*Foundational Domains

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Phonological Awareness ● Tested Out	Phonics ● Grade 3 514	High-Frequency Words ● Tested Out	Vocabulary ● Grade 4 561	Comprehension: Literature ● Grade 4 547	Comprehension: Informational Text ● Grade 3 519
--	-----------------------------	--------------------------------------	--------------------------------	---	---

Developmental Analysis

This domain focuses on how accurately students decode written words. Danielle will benefit from instruction or review in using syllabication patterns to determine syllable sounds as well as practice decoding multisyllabic words to build fluency. The skills in this domain extend through Grade 3.

Can Do

- Decode multisyllabic words.**
Decode common three- and four-syllable words.
[Standards](#)
- Decode multisyllabic words.**
Decode five-syllable words and less common three- and four-syllable words.
[Standards](#)
- Identify syllable sounds.**
Identify syllable sounds in multisyllabic words.
[Standards](#)
- Decode multisyllabic words with prefixes and suffixes.**
Decode multisyllabic words with common prefixes

Next Steps and Resources for Instruction

- Practice using syllabication patterns to determine syllable sounds.**
 - Remind Danielle and other students that an effective way of decoding multisyllabic words is to begin by looking for syllable patterns and determining whether syllables are open or closed. After dividing the word into syllables, students can sound out and blend the word, syllable by syllable.
 - Write a multisyllabic word and draw vertical lines in the word to show the syllables. For example, display in | vig | or | ate.
 - Discuss with students the different syllable patterns in the word and pronounce each syllable individually. Then blend the syllables and say the word.
 - Repeat with other multisyllabic words such as contemplative, domesticate, and methodical.

Tools for Instruction
[Multisyllabic Words: Three and Four Syllables](#)

Additional Resources
 Phonics for Reading Third Level
All the lessons in this book, including fluency practice with decodable passages

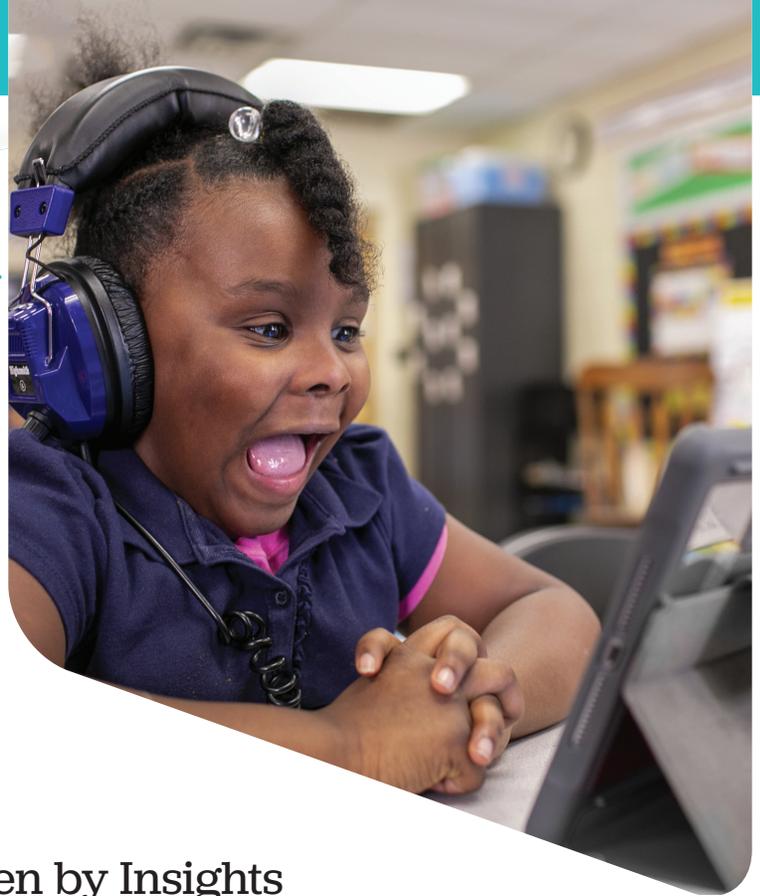
Each student's placement is shown **overall** as well as **by domain** for a nuanced view of performance.

Next Steps and Resources offer immediate access to targeted lessons for each student as well as options for additional teacher-led intervention.

© 2020 Curriculum Associates, LLC. All rights reserved.

i-Ready | 7

Science of Data Drives the Science of Reading

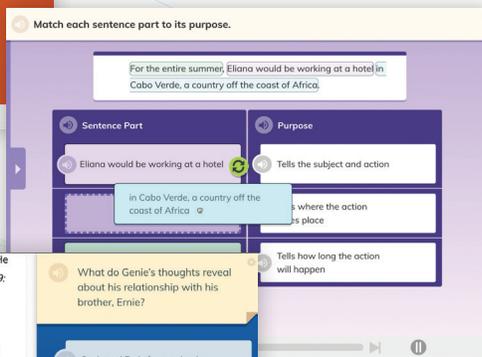


Personalized Instruction: Driven by Insights from the Diagnostic



Adaptive and Efficient

Built based on cutting-edge research into effective online learning practices, *i-Ready's* online lessons adapt to each student's needs through responsive instruction and engage students across a range of ages.



Interactive and Engaging

Students are encouraged to do, not listen passively, while making real-world connections and understanding the “why” behind the “how.”

already been answered, and some were still mysteries. He landed on one that he had totally forgotten about—#389: *do honey badgers eat honey?*—then tried telling his parents about how he'd read on the Internet that honey badgers actually *do* eat honey and how many of them have been stung to death by bees because they wanted honey from the hive so bad. The toughest, craziest animal ever.



Equitable and Motivating

Lessons feature culturally relevant, rigorous texts and embedded strategic scaffolds, like corrective feedback that motivates students to persist in both text and task and offers particular benefits to English Learners.

Teacher-Led Tools: Accelerate Grade-Level Access

A vast array of resources is a click away for serving individual students, like-needs groups, and whole class.

Tools for Instruction

Meet the needs of each learner and like-needs small groups with teacher-led lessons at every grade level to support both remediation and enrichment.

i-Ready Tools for Instruction

Distinguish Open and Closed Syllables

A syllable includes one vowel sound, which may be spelled with one or more vowels either with that vowel sound or with a consonant sound. Students learn to identify if a syllable is an open syllable and then blend the syllables to listen for a word they recognize. A vowel sound is called an open syllable, and a syllable that ends with a consonant sound is called a closed syllable.

Two Ways to Teach

Identify VCV Syllables 15-20 minutes

- Display two-syllable words that have Vowel-Consonant-Vowel spelling patterns, that begin alike so that short and long vowel sounds can be contrasted.

meter	metal	study	student	solo	solid
robot	robin	final	finish	statue	station

- Read each pair of words with students. Ask them to identify the single consonant each word. Label those letters V C V.
- Then mark a slash between the syllables to point out that the first syllable may end with a consonant, VCV.
- Tell students that a syllable that ends with a vowel is called an open syllable and with a consonant is called a closed syllable.
- Have students identify the long vowel sound in each open syllable and the short closed syllable.
- Expand the activity by guiding students to use their own reading to find and copy words with VCV spellings.
- Have students mark a slash to show where the first syllable ends.
- Use their examples to point out that an open syllable ends with a vowel sound, a long sound, as in these common words: de/cide, se/lect, pro/tect, di/vide, pa/te

Identify Syllables with Vowel Pairs 10-15 minutes

- Display the words resin, steeple, and mountain.
- Read the words with students, pointing out the syllable pattern in each one and a slash to break the syllables apart.

- Say, *In the word resin, I see one consonant between vowels. In this VCV pattern, it ends with the vowel sound /ai/.*
- Say, *In the word steeple, I see a Consonant-i-e syllable. The first syllable is open and ends with the vowel sound /ee/.*
- Say, *In the word mountain, I see two consonants between vowels. In this VCCV pattern, it ends with the vowel sound /ai/.*

Tools for Instruction

Compare and Contrast

Although students observe similarities and differences quite frequently in their everyday lives, they may not know how to apply this skill to the characters, places, details, and events they read about. Comparing and contrasting specific details in a text requires close and active reading, two of the most critical components of reading for comprehension. To help students become proficient, explicitly teach the vocabulary and tools related to comparing and contrasting, as well as the pertinent times to use them.

Three Ways to Teach

Teach Signal Words 10-15 minutes

Explicitly teach the language students need to express the similarities and differences they observe. Say, *When we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.*

Display a wall chart of compare-and-contrast signal words, such as the one below.

Words That Signal Similarities				Words That Signal Differences			
like	both	similarly	alike	but	however	yet	although
too	also	each	same	instead	unlike	different	in contrast

Model using some of the words from the chart in simple compare-and-contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Unlike yesterday, today is _____ (sunny and warm)

Support English Learners Students may benefit from having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

Use a Venn Diagram 20-30 minutes

Connect to Writing Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hare and Bear from *Tops and Bottoms*, by Janet Stevens.

- Distribute **Venn Diagram** (page 3), and then read a brief story aloud.
- Model using the text and illustrations to notice details about how the characters are alike and different. Record details about each character in the Venn diagram.
- Then have students write sentences to compare and contrast the characters, using details from the Venn diagram. Encourage them to use signal words.

Hare and Bear both live in the same area, but Bear is very rich and Hare is very poor.

TOOLS FOR SCAFFOLDING COMPREHENSION

Sequence Ideas to Summarize

GRADE 4 OUTCOME
Summarize the text.

1 Choose a Level of Support

SCAFFOLD A Recognizing Sequence of Information	MISCONCEPTIONS AND SKILL GAPS	SCAFFOLD B Using Text Structure to Summarize
Recommended for students 2+ grade levels below	Students are not yet able to recognize how writers organize information.	Recommended for students 1 grade level below
✓	Students are unfamiliar with informational text structures.	✓
✓	Students are able to recall key details from the text but are not yet able to sequence those ideas in a logical order.	✓

2 Meet the Texts

Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A
Hydroponic Gardens: The Wave of the Future

TEXT B
Eating Out of This World

Grade 4 Comprehension Progression: Literature

Coming Soon: Understand Theme

Priority Skill: Make Inferences in Literature

Priority Skill: Describe Poems

Priority Skill: Identify the Most Important Events

Grade Level Outcomes

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text.
- Summarize the text.

Lexical D
• Vocabulary
• congregate
• idiomatic
• wave off

diagnostic: how the body uses food

COMPREHENSION TOOLS | Name: _____

Sequence Ideas to Summarize

Hydroponic Gardens: The Wave of the Future

1 Imagine growing leafy strawberries—without soil! Growing plants without soil is called hydroponic gardening. Plants are grown only in water. The water contains nutrients or food, that help the plants grow. Because of their many benefits, hydroponic gardens may be the wave of the future.

2 First, hydroponic gardens help plants grow faster than those grown in soil. When a plant sits in flowing water with added nutrients, its roots do not need to search for food. Farmers can grow plants in the water. That way they can...

COMPREHENSION TOOLS | Name: _____

Sequence Ideas to Summarize

Eating Out of This World

1 Astronaut food has changed over the years. In the early days of space exploration, astronauts traveled in metal spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

2 To eat freeze-dried foods, astronauts ate food that was never frozen from a tube or slurped through a straw. The food was eaten this way. The semi-liquid food is described as **appetizing**.

As the Apollo missions were the first to have live food, astronauts were also the first to use the **space bowl** allowed astronauts to eat with a spoon.

3 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

4 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

5 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

6 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

7 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

8 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

9 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

10 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

11 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

12 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

13 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

14 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

15 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

16 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

17 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

18 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

19 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

20 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

21 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

22 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

23 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

24 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

25 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

26 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

27 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

28 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

29 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

30 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

31 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

32 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

33 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

34 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

35 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

36 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

37 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

38 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

39 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

40 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

41 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

42 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

43 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

44 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

45 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

46 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

47 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

48 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

49 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

50 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

51 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

52 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

53 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

54 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

55 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

56 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

57 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

58 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

59 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

60 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

61 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

62 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

63 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

64 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

65 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

66 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

67 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

68 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

69 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

70 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

71 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

72 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

73 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

74 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

75 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

76 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

77 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

78 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

79 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

80 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

81 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

82 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

83 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

84 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

85 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

86 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

87 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

88 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

89 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

90 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

91 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

92 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

93 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

94 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

95 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

96 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

97 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

98 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

99 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

100 Today, astronauts are able to eat with a spoon. They are able to bring all the food they need with them. They are able to eat with a spoon.

NEW! Tools for Scaffolding Comprehension

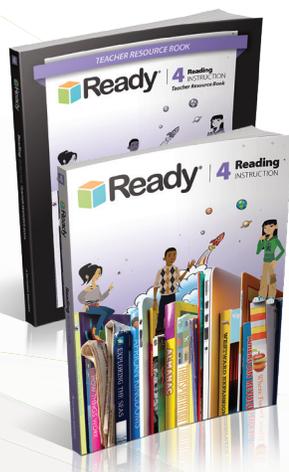
Accelerate capacity with grade-level texts by shoring up prerequisite skills and strategies for each learner—or group of learners—as identified by the Diagnostic.

Better Together:

Ready Reading, Ready Writing, and Teacher Toolbox

Ready Reading and *Ready Writing* use the same instructional principles of rigor, routine, and high expectations to immerse students in thinking deeply about content and ideas as they read like a writer.

Use printed books for grade-level instruction or access all grades on the digital Teacher Toolbox to easily differentiate instruction for students performing on, above, and below grade level.



Ready | Reading

Ready Reading requires close reading of complex, authentic texts from a wide range of genres while supporting students with a proven-effective, gradual-release instructional model that builds confidence.

- ✓ Access to complex texts
- ✓ Cross-curricular content
- ✓ Close reading and frequent interactions with text
- ✓ Higher Depth of Knowledge levels

Table of Contents

UNIT 1	Key Ideas and Details in Informational Text	8
Lesson		
1	Finding Main Ideas and Details	10
2	Understanding Historical Texts	24
3	Understanding Technical Texts	38
4	Understanding Scientific Texts	52

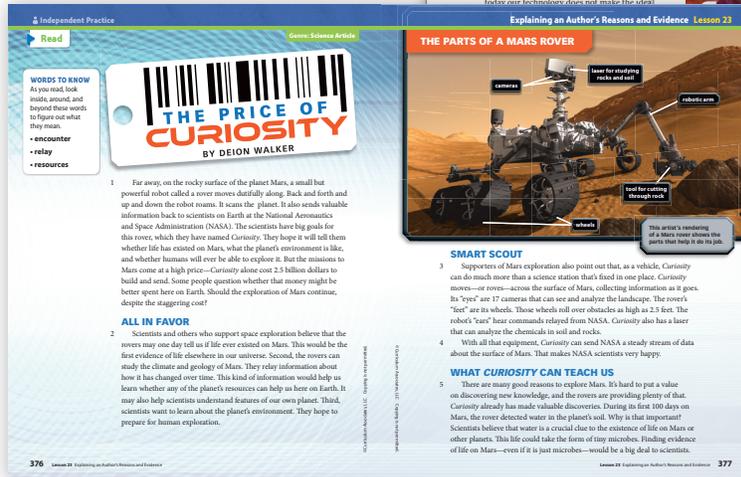
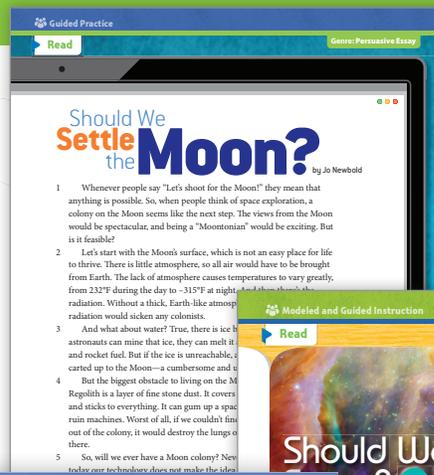
Standards
RI.4.2, RI.4.1, RI.4.4, W.4.9b, SL.4.1, L.4.4, L.4.6
RI.4.3, RI.4.1, RI.4.4, W.4.9b, SL.4.1, L.4.4, L.4.6
RI.4.3, RI.4.1, RI.4.4, W.4.9b, SL.4.1, L.4.4, L.4.6
RI.4.3, RI.4.1, RI.4.4, W.4.9b, SL.4.1, L.4.4, L.4.6

Serves the West Virginia College- and Career-Readiness Standards for English Language Arts

- ✓ Organized by standard for maximum flexibility
- ✓ Supports any pacing guide

Interactive Student Instruction Book includes a library of curated source texts:

- ✓ Multiple genres
- ✓ Topically coherent
- ✓ Incorporate big ideas from science and social studies



Language Handbook

Conventions of Standard English

Lesson

- 1 Relative Pronouns and Adverbs 464
- 2 Progressive Verb Tenses 466
- 3 Modal Auxiliaries 468
- 4 Order of Adjectives 470
- 5 Prepositions and Prepositional Phrases 472
- 6 Complete Sentences and Fragments 474
- 7 Run-on Sentences 476
- 8 Commonly Confused Words 478
- 9 Capitalizing Names of People 480
- 10 Capitalizing Names of Places and Things 482
- 11 Punctuating Direct Quotations 484
- 12 Using Commas with Coordinating Conjunctions 486

Knowledge of Language

Lesson

- 13 Precise Words and Phrases 488
- 14 Punctuation for Effect 490
- 15 Formal and Informal Language 492

The Teacher Resource Book includes a built-in Language Handbook for:

- ✓ Conventions
- ✓ Language
- ✓ Vocabulary

Lesson 8

Commonly Confused Words

LAFS.4.L.1.1a: Correctly use frequently confused words (e.g., to, too, two, there, their).

Introduction Homophones are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

- Watch out for the homophones *two*, *too*, and *to* in your writing. The homophones *there*, *their*, and *they're* are also easy to confuse.

Word	Meaning	Example
two	"a number"	Kira is excited about <u>two</u> things.
too	"also"	She loves swimming, but she loves writing, <u>too</u> .
to	"in a certain direction"	She goes <u>to</u> the pool almost every day.
there	"in that place"	The swim team practices <u>there</u> .
their	"belonging to them"	They try to improve <u>their</u> speed.
they're	"contraction for they are"	Next week <u>they're</u> having a big meet.

- Learn the spellings and meanings of these homophones, too!

no	"opposite of yes"	right	"correct" or "opposite of left"
know	"to be aware of"	write	"to put down on paper"
it's	"contraction for it is"	would	"under a certain condition"
its	"belonging to it"	wood	"part of a tree"
hours	"units of time"	new	"opposite of old"
ours	"belonging to us"	knew	"past tense of know"



Ready | Writing

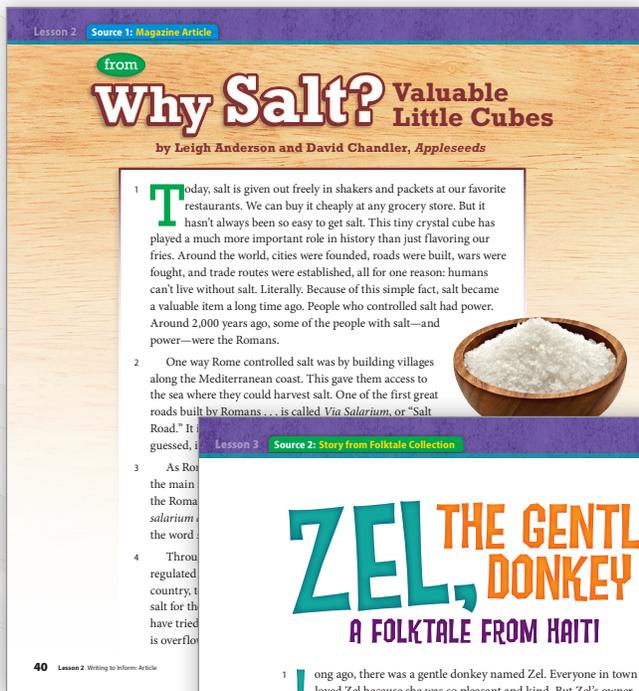
Ready Writing 2–5 presents a multi-step writing task for each of the writing types called for in the West Virginia College- and Career-Readiness Standards for English Language Arts.

A Systematic, Eight-Step Lesson Sequence

Ready Writing's lesson sequence involves students in short research projects within the framework of the writing process.

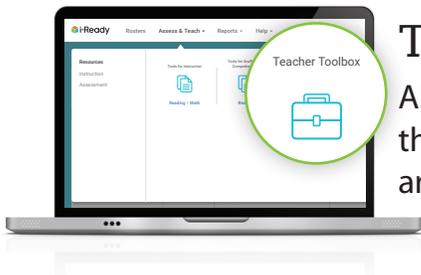
- 1 Study a Mentor Text
- 2 Unpack Your Assignment
- 3 Find Text Evidence
- 4 Organize Your Evidence
- 5 Draft
- 6 Revise: First Read
- 7 Revise: Second Read
- 8 Edit for Conventions

Publish and Present!



Each eight-step writing endeavor is designed to serve the following writing shifts:

- ✓ Produce real-world writing with authentic task, audience, and purpose
- ✓ Build knowledge through research
- ✓ Write to sources
- ✓ Use text-based evidence



Teacher Toolbox: Your Always-Ready Resource

All Teacher Toolbox resources can be accessed online any time through the *i-Ready Connect* dashboard, as well as [Teacher-Toolbox.com](https://www.teacher-toolbox.com), and are clearly organized by reading and writing standard.

One-stop shop for all the tools you need: Toggle between English Language Arts and Mathematics resources with one click.

Instant access to all *Ready Reading* (K–8) and *Ready Writing* (2–5) lessons allows teachers to introduce or reteach specific skills and standards that students may not have mastered at earlier grade levels.

Whole Class		Small Group Differentiation			
Instruct	Assess	Reteach	Teacher-Led Activities		
Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Key Ideas and Details in Informational Text					
Lesson 2: Understanding Historical Texts RI.4.3					

Interactive Tutorials provide students with engaging online instruction and practice that's so much fun, they'll forget they're learning!

Includes downloadable lessons from **both student and teacher books** with step-by-step lesson plans

PHONICS for Reading

Remove Roadblocks for Students Struggling with Decoding

*Appropriate for older students,
including students with Dyslexia!*

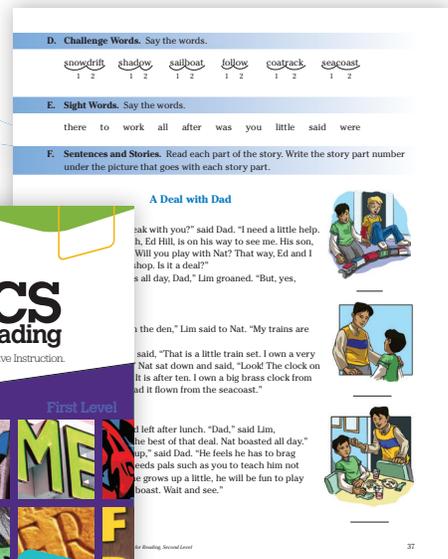


Authored by Dr. Anita Archer, *PHONICS for Reading* (Grades 3+) accelerates learning through fast-paced, intensive lessons that build confidence as they build skills. Instruction targets Phonics, Phonemic Awareness, Fluency, and Comprehension.

Driven by insights from the Diagnostic, *PHONICS for Reading* delivers:

- ✓ Explicit, systematic instruction
- ✓ Deliberate, targeted practice
- ✓ Clear, corrective feedback

Now with PRINT
AND DIGITAL
delivery options for
remote learning!



A Friendly, Steadfast Service Station

i-Ready Partners is a vast network of service providers for every aspect of a high-integrity implementation.



Professional development
delivered by educators
who've been there



Account managers
who are dedicated and
have a plan for success



Technical support who
proactively stop issues
before they start



Educational consultants
who ensure you have the
right resources for success

“Look, we’ve had a culture shift. We started with focusing on the low socioeconomic students and the Title I schools, which led to raising the bar for the entire county. Last year, we had the top growth in our state for Math in Grades 3–8. We’ve seen incredible results, and we’re going full steam ahead.”

Will Hosaflook,
 Superintendent of Wood County Schools, WV

BUROS
 CENTER FOR TESTING

Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)



i-Ready received high ratings from the National Center on Intensive Intervention (NCII).



//CODiE//
 2019 SIIA CODiE WINNER



WINNER
 2019 AWARDS
 of
EXCELLENCE
 TECH & LEARNING



30478.0