PROGRAM OVERVIEW

Ready® Classroom Mathematics

Practical routines, meaningful conversations, powerful results.
Making Classrooms Better Places for Teachers and Students

Our mission is to help students become strong, independent mathematical thinkers. Ready Classroom Mathematics takes a unique, yet proven approach that builds upon research-based practices that get results. Through a blend of purposeful print and digital components, this intentional design makes mathematics accessible, increases student engagement, and builds confidence. Everything works together to support teachers and help students connect to mathematics in new ways.

Built on a Proven Program

We measure ourselves by the impacts we make for teachers and students. Our programs are continually tested and refined. Ready Classroom Mathematics is the next evolution of the Ready Mathematics program with enhancements designed to maximize student success.

Third-party research provides evidence that when using Ready Mathematics in a blended setting, students in Grades K–5 performed significantly better in mathematics than students not using the program.

To view the full report, please visit: CurriculumAssociates.com/Ready-Math-Blended-ESSA

Figure 1. i-Ready Diagnostic (Mathematics) Scale Score Differences

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>369</td>
<td>378</td>
<td>338</td>
<td>336</td>
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<tr>
<td>Grade 1</td>
<td>404</td>
<td>414</td>
<td>376</td>
<td>375</td>
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<tr>
<td>Grade 2</td>
<td>393</td>
<td>402</td>
<td>398</td>
<td>395</td>
</tr>
<tr>
<td>Grade 3</td>
<td>430</td>
<td>436</td>
<td>426</td>
<td>425</td>
</tr>
<tr>
<td>Grade 4</td>
<td>456</td>
<td>461</td>
<td>456</td>
<td>451</td>
</tr>
<tr>
<td>Grade 5</td>
<td>482</td>
<td>486</td>
<td>475</td>
<td>471</td>
</tr>
</tbody>
</table>

Scores and score differences are rounded to the nearest whole number.
Students Take Ownership of Their Learning
Invite students to be active participants in math class. The effective lesson design and easy instructional routine provide the structure and support that enable students to persevere, develop deep conceptual understanding, and become independent learners.

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Practice Matches the Rigor of the Standards
Prepare students for high-stakes assessments with quality practice that reflects the rigorous expectations of the standards. Rich and varied practice opportunities deepen the conceptual and procedural connection for students, helping them develop greater number sense and fluency.

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Teachers Use Data to Differentiate Instruction
Get to know each student better and make instructional decisions that help all students reach their greatest potential. Powerful tools, like our valid and reliable adaptive Diagnostic assessment, pinpoint students’ strengths and areas of instructional need. Comprehensive resources are provided to address the needs of all learners.

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**Designed to Deliver Powerful Results**

When it comes to addressing the College and Career Readiness Standards, teachers have a lot to do. Everything in *Ready Classroom Mathematics* optimizes instructional time while deepening student understanding. Rich tasks and targeted support allow students to make multiple connections between the content standards and the Standards for Mathematical Practice.

**High-Ceiling/Low-Threshold Tasks:** These tasks allow students to naturally engage in the mathematical practices in a meaningful way.

**Questions for Deeper Understanding:** Students answer critical-thinking questions that help them make explicit connections between multiple strategies.

**Embedded Teacher Support:** Integrate NCTM’s Effective Teaching Practices with the best ways to promote and facilitate mathematical discourse.
Different Lesson Types to Address All Aspects of Rigor

**Understand Lessons:** These lessons focus primarily on conceptual understanding and occur at key points in the instructional sequence.

**Strategy Lessons:** These lessons let students develop and discuss a variety of solution strategies, helping them make richer connections and deepen their understanding.

**Math in Action Lessons (Grades 2–5):** These lessons review unit content and teach students how to develop complete responses to a performance task.

Multiple-Day Lessons Provide More Time for Deeper Understanding

Deep conceptual understanding of the standards doesn’t happen in a day. To give students time to dig deeper into the concepts, the lessons in *Ready Classroom Mathematics* span multiple days. Lessons are divided into Explore, Develop, and Refine sessions.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore Session</td>
<td>Develop Session</td>
<td>Refine Session</td>
<td>Refine Session</td>
<td>Lesson Quiz and Differentiation</td>
</tr>
<tr>
<td>Make connections</td>
<td>Develop strategies</td>
<td>Practice, deepen</td>
<td>Practice, deepen</td>
<td>Assess understanding</td>
</tr>
<tr>
<td>to prior knowledge and explore new concepts.</td>
<td>and understanding through discourse and problem solving.</td>
<td>understanding, and differentiate.</td>
<td>understanding, and differentiate.</td>
<td>of lesson content and differentiate.</td>
</tr>
</tbody>
</table>

*Example of Grade 2 Week of Instruction. See the following pages for more about each type of session.*
Multiple-Day Lesson Structure

Explore Session

The Explore session is an instructional day that connects previously learned concepts to the new ideas of the lesson. A high-level task appears throughout each session to ensure deep understanding of the mathematical goals of the lesson.

Example of a Grade 1 Explore Session

Interactive Tutorials: These animated tutorials engage students during whole class instruction.

Access for All: Rich tasks provide multiple entry points to engage individual students' preconceptions and build on prior knowledge.

Honoring Play: Students in Grades K–1 actively engage in the mathematics to make connections between what they learn and their own experiences.
Develop Session

The Develop session engages students in creating, discussing, and comparing different strategies to solve a problem. Students use the same problem throughout instruction, allowing time for students to think critically about new mathematical ideas.

Discuss Strategies: Students solve problems using the strategies and tools of their choice and then discuss their ideas in pairs and with the class.

Refine Session

The Refine session provides dedicated class time for students to strengthen their skills through practice and applications. Students spend time building fluency and checking understanding.

Refine Session Differentiated Instruction

<table>
<thead>
<tr>
<th>Reteach</th>
<th>Reinforce</th>
<th>Extend</th>
<th>Personalize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-led Hands-On Activities help students who still struggle with lesson concepts.</td>
<td>Additional on-level work helps all students strengthen their understanding.</td>
<td>The Challenge Activity asks students to go deeper into the lesson concept.</td>
<td>With the addition of i-Ready® Online Instruction, a personalized instruction path helps students fill prerequisite gaps and build up grade-level skills.</td>
</tr>
</tbody>
</table>

Assess and Differentiate: At the beginning of the Refine session, teachers evaluate student work and may group students for differentiation.
**Math Shouldn’t Be Quiet**

When students do the thinking and talking, they are able to better process, synthesize, and retain ideas leading to greater understanding. The manageable routines in *Ready Classroom Mathematics* get students doing what they already love—talking. But this time, they’re talking about mathematics.

The Develop sessions use the Try–Discuss–Connect routine to spark meaningful partner and whole class discussions. This strengthens students’ understanding and helps them become independent learners.

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**Example of Grade 4 Try It and Discuss It**

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**Try It**

The teacher introduces a real-world problem and guides the class through a routine to help students make sense of the problem.

Students are given time to think about how they might solve the problem, and then they try it on their own using whatever approaches or tools they choose.

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**Discuss It**

Students turn and talk to a partner about their strategies. The teacher monitors the discussions and asks questions to help make students’ thinking clear and visible.

Student work is strategically shared with the class to progressively build conceptual understanding during class discussion.
Connect It

Students discuss and complete questions that promote deeper connections between their solutions, other students’ solutions, and the mathematical ideas of the lesson.

**Example of Grade 4 Connect It**

**PICTURE IT**
You can use an area model to multiply two-digit numbers.

To solve this problem, multiply 28 by 16.

```
  20
+  8
---
  160
---
  280
```

**MODEL IT**
You can also multiply two-digit numbers using partial products.

```
28  
X 16
---
48  
192
---
448
```

**REFLECT**
Look back at your Try It, strategies by classmates, and Picture It and Model It. Which models or strategies do you like best for multiplying a two-digit number by a two-digit number? Explain.

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What does this look like in the classroom?

Visit CurriculumAssociates.com/TDC to see the Try–Discuss–Connect routine in a real classroom!
Build a Culture for Learning

Ready Classroom Mathematics provides practical, built-in support—including instructional routines and discourse moves—to help teachers implement effective instructional practices and engage students in the mathematical practices.

Promote Participation in Classroom Conversations

- **Discourse Cards and Cube**: These resources provide a question or a sentence starter to get students talking about mathematics. Available in English and Spanish.

- **Discussion Prompts**: The Teacher’s Guide includes discourse support to help teachers clarify student thinking and deepen their conceptual understanding.

- **Language Routines**: These research-based instructional routines, used in conjunction with discussion supports, encourage oral participation and advance discourse as they help students learn to use the specialized academic language of mathematics.
Connect Community, Family, and Language Development

- **Community and Cultural Responsiveness**: Strategies are provided to increase connections and encourage engagement for all students.

- **Family Letters**: Keep parents in the loop! Each letter includes an activity related to the lesson. Available for every lesson in English and Spanish.

- **Language Expectations**: Every unit includes a chart outlining what students should be able to do at various proficiency levels.

- **Academic Vocabulary Routine**: This routine engages students in their understanding of all-purpose academic words. A Cognate Support routine is provided for Spanish speakers or other Latin-based languages.

- **Language and Discourse Support**: Lessons provide opportunities to build and develop students’ receptive and productive language skills.

- **Differentiation for English Learners**: Reading, writing, speaking, and listening support for all five WIDA language proficiency levels.
Teacher Support That Empowers

When teachers have the right support, they feel confident teaching mathematics. *Ready Classroom Mathematics* includes professional learning designed to help teachers bring mathematical concepts to life as well as learn effective teaching strategies and best practices.

Math Background: At the beginning of each unit, the Math Background helps teachers deepen their understanding of mathematical models and strategies, better understand how the models fit into the learning progression, and learn valuable teaching tips.

Unit Flow & Progression Videos: These videos show the progression of concepts in each unit and include ideas for using the models and making connections. Closed-captioned in English and Spanish.

Available for parents, too!

Onsite Professional Development: Our ongoing, classroom-focused professional development supports teachers in using student thinking and the mathematical practices to transform mathematics classrooms.

Your feedback matters!
We continually grow and enhance our PD resources based upon your needs and opinions.
High-Quality Independent Practice

Practice needs to build conceptual understanding and match the rigorous expectations of the standards. *Ready Classroom Mathematics* provides questions and practice problems that solidify students’ conceptual understanding before providing computational practice used to develop fluency.

**Additional Practice in Student Worktext:** In every session, students build proficiency with the strategies learned in class and apply those ideas to answer critical thinking questions and new problems.

**Practice That Targets All Aspects of Rigor:** Questions are written to let students explore conceptual understanding, procedural fluency, and application.

**Example of Grade 3 Practice**

**Practice Partitioning Shapes into Equal Parts**

Study the Example showing how to divide rectangles into equal parts. Then solve problems 1–10.

**EXAMPLE**

Brad and Linda each cover a same-sized board with mosaic tiles. Here are the designs they made. What part of Brad’s design is red tiles? What part of Linda’s design is red tiles?

Brad’s Design

2 rows of 4 tiles = 8 tiles

4/8 or 1/2 of the tiles are red.

Linda’s Design

4 rows of 2 tiles = 8 tiles

4/8 or 1/2 of the tiles are red.

1. How many equal parts are in rectangle A?

2. How many rows are in rectangle A?

3. What fraction of the total area of rectangle A is shaded?

4. Use rectangle B to show another way to divide a rectangle into 6 equal parts. What unit fraction is each part?

5. What fraction of the total area of rectangle C is shaded? Tell how you know.
Multiple Practice Opportunities Build Students’ Confidence

Effective mathematics practice needs to be more than asking students to memorize math facts and recall answers to questions. *Ready Classroom Mathematics* provides a variety of practice opportunities to help students build conceptual understanding and demonstrate procedural fluency by experiencing mathematics in multiple ways.

**Refine Sessions:**
To help students solidify their understanding, each lesson provides one to two days of in-class practice time with the support of other students and the teacher.

**Example of Grade 2 Refine Session**

**Fluency and Skills Practice:** Optional targeted practice uses patterns and repeated reasoning to build mathematics skills. Available for download on the Teacher Toolbox.
Coming in 2020! Cumulative Practice: Students revisit previously learned content to deepen their understanding and retention.

Learning Games: Playful fluency practice allows students to explore essential skills in a low-stakes environment. In-depth reports offer real-time snapshots of skills progress and growth mindset. Students can toggle to play games in Spanish.

Interactive Practice with Technology-Enhanced Items: This assignable digital resource provides practice that reinforces understanding. Students receive immediate, meaningful feedback to keep them on track.

Fluency Practice: Build the foundations for counting and cardinality with fun fluency activities in the Teacher’s Guide: Fluency Practice (Grades K–1) and Building Fluency (Grade K).

Grade Level Games: Fun mathematics games for Grades K–2 students that help build fluency and understanding of critical concepts.
Better Understand Your Students

Students come with a wide range of backgrounds and experiences. *Ready Classroom Mathematics* provides teachers with deeper knowledge of students’ needs. Make informed instructional decisions for every student based on valid, reliable data.

**Reports and Data**

**Diagnostic Assessment**
Administered Beginning, Middle, and End of Year

**Prerequisites Report**
Identifies learning needs and suggests student groups that align with specific *Ready Classroom Mathematics* units to inform instructional planning.

**Diagnostic Results Report**
Provides an overview of each student’s performance by mathematics domain to identify individual learning needs and monitor progress toward growth.

**Print and Digital Resources**

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**Diagnostic:** An adaptive digital assessment that provides comprehensive insight into student learning and growth across all K–12 skills to help teachers meet the needs of all students.

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**Which figure is an equilateral triangle?**

- 4 inches
- 4 inches
- 5 inches
- 5 inches
- 5 inches
- 7 inches
- 7 inches
- 6 inches
- 3 inches

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*Done*
### Diagnostic Results: See a comprehensive picture of class instructional needs.

#### Prerequisites Report:
**Use data to focus teacher time and effort on the prerequisite standards most critical for grade-level success.**

**Unit 3: More Decimals and Fractions: Multiplication and Division**

In Lessons 18–20 of this unit, students build on their understanding of division as equal sharing as they learn to think of a fraction as a way to represent division, where the numerator is divided by the denominator. Students then extend their understanding of multiplying a fraction by a whole number to multiplying fractions by fractions and whole numbers by fractions, using various models including number lines and area models.

#### Prerequisite Skills

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Unit Group A Recommendations</th>
<th>Unit Group B Recommendations</th>
<th>Unit Group C Recommendations</th>
<th>Unit Group D Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand division as equal sharing</td>
<td>✓</td>
<td>✓</td>
<td>Additional Support</td>
<td>Additional Support</td>
</tr>
<tr>
<td>Understand and model fractions as part of a whole</td>
<td>✓</td>
<td>✓</td>
<td>Additional Support</td>
<td>In-depth Review</td>
</tr>
<tr>
<td>Multiply length by width to find area.</td>
<td>✓</td>
<td>Additional Support</td>
<td>In-depth Review</td>
<td>In-depth Review</td>
</tr>
<tr>
<td>Understand multiplication comparison</td>
<td>✓</td>
<td>Additional Support</td>
<td>In-depth Review</td>
<td>In-depth Review</td>
</tr>
<tr>
<td>Multiply a fraction by a whole number</td>
<td>✓</td>
<td>Additional Support</td>
<td>In-depth Review</td>
<td>In-depth Review</td>
</tr>
</tbody>
</table>

**Master Themes of Unit**

- **Unit Flow and Progression Map**
- **Learning Progression Map**

**Rosters Regina Moore**

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>Date</th>
<th>Grade Levels Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tan, Melanie</td>
<td>517</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>Sanchez, Abby</td>
<td>516</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>Stanton, Geena</td>
<td>512</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>Warren, Santino</td>
<td>499</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>McDonald, Kal</td>
<td>489</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>Ramirez, Gabriella</td>
<td>472</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
<tr>
<td>Bowers, Tara</td>
<td>472</td>
<td>09/14/18</td>
<td>2 Students</td>
</tr>
</tbody>
</table>

**Additional Support**

- Tan, Melanie
- Vo, Isaiah
- McDonald, Kal
- Stanton, Geena
- Warren, Santino
- Patel, Mia
- Bowers, Tara
- Hess, Michael
- Powell, Elijah
- Ramirez, Gabriella
- Ruiz, Justin
- Singh, Brian
- Choi, Isabelle
- Cochran, Damon
- Lowe, Noah
- Malone, Carla
- Sanchez, Abby
- Simmons, Tristan
Actionable Insights

Ready Classroom Mathematics builds informal and formal assessment opportunities into the lesson with suggestions for real-time differentiation. Reports are in-depth, yet intuitive, making it easy to plan the next steps for instruction.

Formal Assessments: Evaluate student understanding and monitor progress toward learning benchmarks and goals.

- Lesson Quizzes
- Mid-Unit and Unit Assessments
- Digital Comprehension Checks: Lesson, Mid-Unit, and Unit

Informal Assessments: There are multiple opportunities to observe student understanding.

- Try It
- Discuss It
- Pair/Share
- Ask/Listen-For
- Common Misconceptions
- Error Alert
- Reflect
- Connect It
- Apply It
- Support Whole Group/Partner Discussion
- Close: Exit Ticket/Math Journal

Available as PDF and editable Word® doc.

Customizable digital assessments!
Comprehension Check Reports:

- Monitor student understanding of concepts and skills at the lesson and unit level with auto-scored assessments
- Identify common misconceptions and errors as well as common strengths among student understanding

**Item 1**

The picture shows a rectangular prism that Katie built.

![Image of a rectangular prism]

Complete the statement to determine how many unit cubes Katie used to build the prism. Enter your answer in the boxes.

This prism has 2 layers and \( \boxed{8} \) unit cubes in each layer, so the prism has \( \boxed{16} \) unit cubes.

Correct answers: 16, 32

Students may have an incorrect response because they do not understand how to find the number of cubes in a layer, or the total number of cubes in a rectangular prism made of unit cubes.

- Students who answered 8 unit cubes in each layer and 16 cubes in the prism may have counted the number of horizontal layers correctly but then used the number of cubes on the front instead of the top surface of the prism to find the number of cubes per layer.
- Students who answered 4 unit cubes in each layer and 8 cubes in the prism may have counted the cubes from left to right to find the number of cubes per layer.
- Students who answered 16 unit cubes in each layer and 16 cubes in the prism likely did not take into account that there are two layers.

**Item 2**

The number 402.301 can be written in different ways.

![Image showing different ways to write 402.301]

This prism has 2 layers and \( \boxed{16} \) unit cubes in each layer, so the prism has \( \boxed{32} \) unit cubes.

Correct answers: 100, 1, 10, 100

**Response Analysis:** Get insight into common student errors and misconceptions, making it easier to address incorrect answers.
Get Differentiation Right

Effective differentiation requires a thoughtful approach. Ready Classroom Mathematics integrates the Multitiered System of Support framework with a focus on prevention. With insightful data and purposeful resources, teachers have what they need, when they need it.

Before the Lesson

Using the data from the Prerequisites reports, teachers can provide review of and intervention for critical topics and connect to specific differentiation resources, including:

- **Prerequisite Lessons** and **Interactive Tutorials** that help to close learning gaps for struggling students
- **Teacher Toolbox** that provides access to all K–8 resources to support whole class instruction and small group differentiation

*Example of a Prerequisite Interactive Tutorial*
During the Lesson

- **Common Misconceptions** are highlighted in red with suggestions on how to address them.

- **Hands-On Activities**, strategically placed at critical points of the lesson, provide *if/then* suggestions to guide instruction.

- **Deepen Understanding** provides an in-depth exploration of a targeted mathematical practice related directly to the concepts of the lesson.

- **Refine sessions** provide dedicated instructional time and activities for differentiated instruction.

After the Lesson

- **Differentiation** options for each lesson let teachers reteach, reinforce, and extend learning to meet the needs of all students.

- **Tools for Instruction** are mini-lessons for reteaching lesson concepts.

- **Math Center Activities** are purposefully designed for on-, below-, and above-level students.

- **Enrichment Activities** challenge students with higher-order thinking tasks.

- **Learning Games** offer fun, challenging, and personalized practice and help students develop a growth mindset.

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**Hands-On Activity**

Explore different area models showing fourths and eighths.

*If . . . students struggle with seeing how different models can model the same fractions,*

Then . . . use this activity to let them explore different ways to divide a shape into equal parts.

**Materials**: For each student: colored pencils, Activity Sheet 1-Inch Grid Paper
- Have students record on the board all the different models they drew to show $\frac{5}{8} = \frac{1}{4}$.
- Encourage them to think of additional ways they can show fourths and eighths on a single model. For example, students may have drawn a rectangle with three vertical lines to mark fourths and one dashed horizontal line to show eighths. Another way to show this is to use dashed vertical lines to show eighths, or to outline fourths with one color and outline eighths with another color.
- Have students draw a square on the grid paper and see how many ways they can divide it into fourths and then into eighths.

**Example of a Hands-On Activity**

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**Learning Game**

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Dear Family,

This week your child is learning how to add and subtract fractions with like denominators. Fractions with the same number below the line have like denominators.

Like denominators: $\frac{1}{4}$ and $\frac{3}{4}$

Unlike denominators: $\frac{1}{2}$ and $\frac{3}{4}$

To find the sum of fractions with like denominators, understand that you are adding like units. Just as $3$ apples plus $2$ apples is $5$ apples, $3$ eighths plus $2$ eighths is $5$ eighths. Similarly, when you take away, or subtract, $2$ eighths from $5$ eighths, you have $3$ eighths left.

$\frac{3}{8}$

You can also use a number line to understand adding and subtracting like fractions.

Remember that the denominator names units the same way that “apples” names units.

So, when you add two fractions with like denominators, the sum of the numerators tells how many of those units you have.

When you subtract two fractions with like denominators, the difference of the numerators tells how many of those units you have.

Invite your child to share what he or she knows about adding and subtracting fractions by doing the following activity together.

**Student Materials**

- **Student Worktext**: Students take ownership of the learning as they work through the rich tasks and practice new skills in each lesson.
- **Assessment Practice Book**: A series of standards-aligned practice assessments. Available in print and downloadable in English and Spanish from the Teacher Toolbox.
- **Hands-On Materials**: Engage students in hands-on learning. (Available at Hand2Mind.com)

**Student Digital Experience**

Student Bookshelf provides online access to the print Student Worktext along with many additional digital features, including:

- **Family Resources**, such as a Family Letter for every lesson and the Unit Flow and Progression Videos
- **Accessibility features**, such as notetaking, text-to-speech, highlighting, and a calculator
- **Multilingual Glossary** available in nine languages
- **Student Handbook** with a guide to the Standards for Mathematical Practice, a mathematical language reference tool, and 100 Mathematical Discourse Questions
- **Digital Math Tools** allow students to use virtual representations of a variety of models.
- **Interactive Learning Games** develop conceptual understanding, improve fluency, and develop a positive relationship to challenge.
- **Interactive Practice** helps students build procedural fluency and skill by providing immediate, conditional feedback.

**E/S** = Will be available in Spanish
Teacher Materials

Teacher’s Guide
Two volumes include discourse-based instructional support, math background, and embedded professional learning. Available in print and online.

Discourse Cards and Cube
These resources provide a question or a sentence starter to get students talking about mathematics. Available in print and online.

Ready Classroom Central
Online teacher portal with on-demand access to tips and resources for a successful implementation.

Teacher Digital Experience
Teacher Toolbox provides access to all K–8 resources in one convenient location. A few highlights include:

- Interactive Tutorials
- Digital Math Tools
- Lesson PowerPoint® Slides
- Fluency and Skills Practice
- Center Activities
- Enrichment Activities
- Assessment Resources
- Unit Flow and Progression Videos
- Literacy Connections
- Games

Assignable Practice Resources:
- Learning Games

Digital Assessments:
- Diagnostic

Reports:
- Diagnostic Results
- Comprehension Check Results
- Prerequisites
- Learning Games

Optional Add-On:
- i-Ready Online Instruction

PowerPoint® is a registered trademark of Microsoft Corporation.
Unit 1: Whole Number Operations: Volume, Multiplication, and Division

Lesson 1: Understand Volume
- 5.MD.C.3 (M), 5.MD.C.3a (M), 5.MD.C.3b (M)

Lesson 2: Find Volume Using Unit Cubes
- 5.MD.C.4 (M), 5.MD.C.5 (M), 5.MD.C.5a (M)

Lesson 3: Find Volume Using Formulas
- 5.MD.C.5 (M), 5.MD.C.5a (M), 5.MD.C.5b (M), 5.MD.C.5c (M)

Lesson 4: Multiply Whole Numbers
- 5.NBT.B.5 (M)

Lesson 5: Divide Whole Numbers
- 5.NBT.B.6 (M)

Unit 2: Decimals and Fractions: Place Value, Addition, and Subtraction