

Overview of Resources

i-Ready Classroom Mathematics includes a wealth of resources to meet the needs of all learners. This guide provides an overview of program resources that fully address the Standards for Mathematical Practice and support discourse, English Learners, community and culture, practice, assessments and reports, and differentiation.

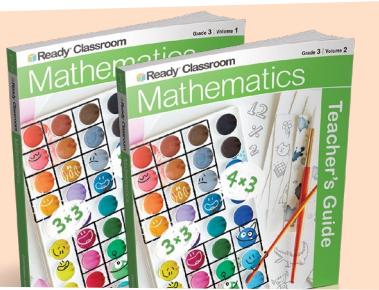
Student Components

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Teacher Components

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Program Resources

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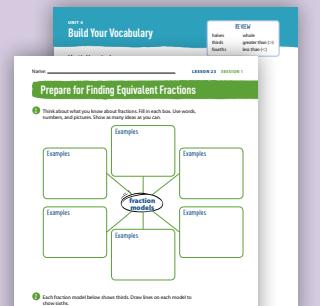
Teacher Component	Print	Online	Spanish
Instruction and Practice			
Teacher's Guide	■	■	■
Lesson PowerPoint® Slides		■	■
Interactive Tutorials		■	
Digital Math Tools		■	
Assignable Interactive Practice		■	■
Fluency and Skills Practice**		■	■
Activity Sheets		■	■
Unit Games		■	■
Literacy Connection		■	■
Discourse Cards and Discourse Cube	■	■	■
Cumulative Practice	■	■	■

Integrate Language and Mathematics

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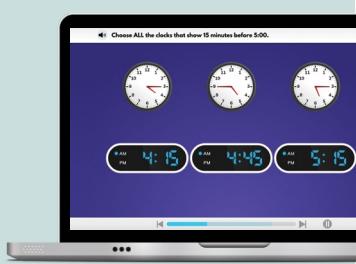
Support for Language, Discourse, Community, and Culture

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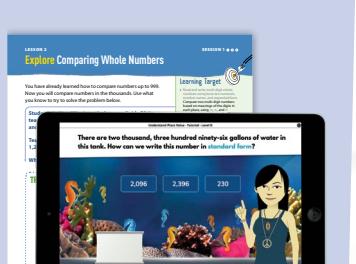
High-Quality Practice Opportunities

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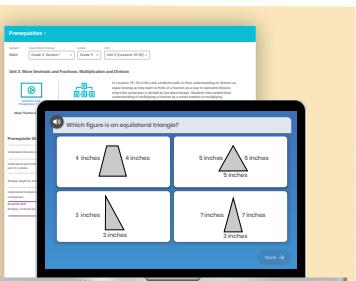
Differentiation

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Assessments and Reports

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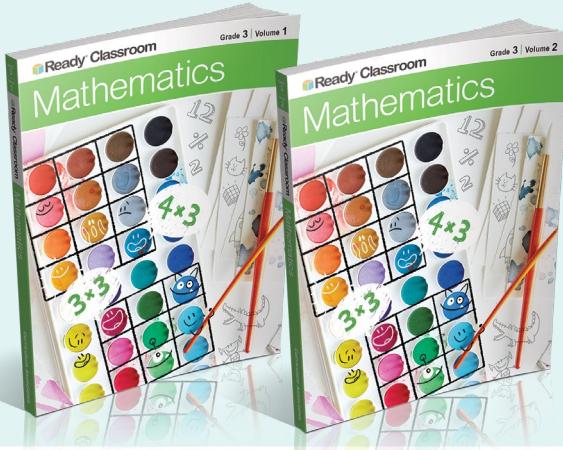


Student Components

For the **full list** of program resources,
see pp. 6–7.

Student Worktext E/S

Volumes 1 and 2 | Students take ownership of their learning as they work through the rich tasks and practice new skills in each lesson.



Hands-On Materials

The program provides hands-on learning opportunities for students to explore and develop conceptual understanding by utilizing commonly used manipulatives. A variety of manipulative kits are available to support student learning.

Available at Hand2Mind.com/Curriculum-Associates



Student Digital Experience

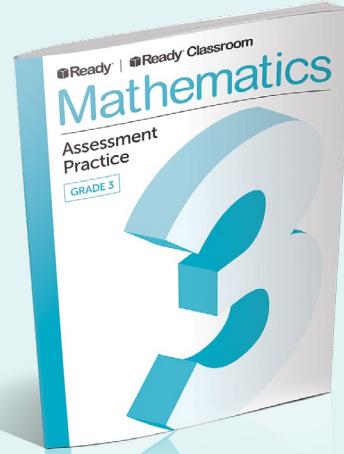
The Student Digital Experience, accessible through i-ReadyConnect.com, provides access to all student components of *i-Ready Classroom Mathematics*. **A few components are highlighted on the next page.**

To learn more about the Student Digital Experience, visit ReadyClassroomCentral.com.



Assessment Practice Book E/S

This book provides a series of practice assessments. Available for Grades 2–8 in print and digital versions in English and Spanish from the Teacher Toolbox.



E/S = Available in English/Spanish

The Student Digital Experience includes:

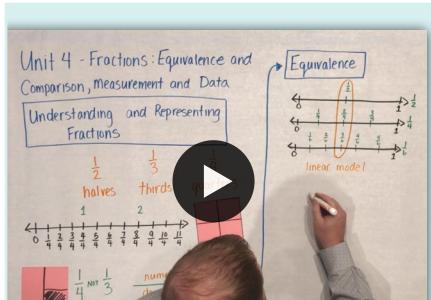
Access the Student
Digital Experience at
i-ReadyConnect.com.



Student Bookshelf E/S

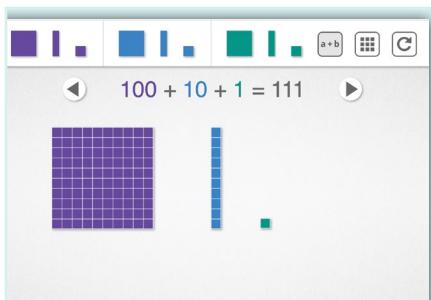
This component provides online access to the Student Worktext along with additional digital features that make it easy to navigate and personalize.

- Note-Taking
- Text-to-Speech
- Highlighting
- Calculator
- Multilingual Glossary



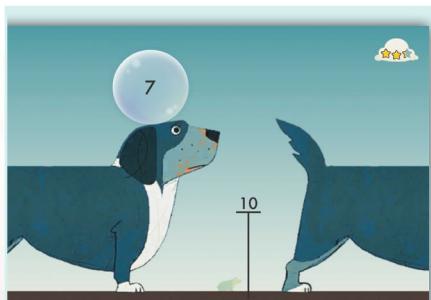
Family Resources

- Family Letter for every lesson E/S
- Unit Flow & Progression Videos*



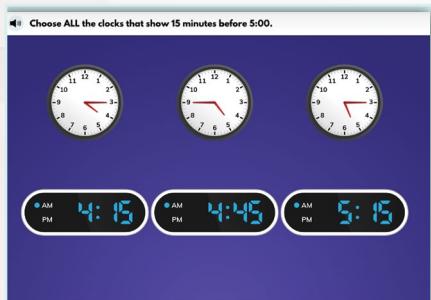
Digital Math Tools

A full suite of Digital Math Tools allows students to explore mathematics concepts using multiple models.



Learning Games E/S

Interactive Learning Games help students gain a rich conceptual understanding of mathematics concepts, improve fluency, and develop a positive relationship to challenge.



Interactive Practice E/S

This assignable, digital resource provides practice that reinforces understanding. Students receive immediate, meaningful feedback to keep them on track.

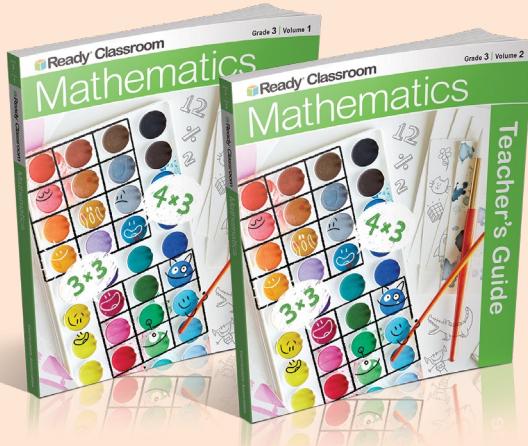
E/S = Available in English/Spanish

* = Closed-captioned in English and Spanish

Teacher Components

Teacher's Guide E/S

Volumes 1 and 2 | Discourse-based instructional support, math background, and embedded professional learning



Diagnostic E/S

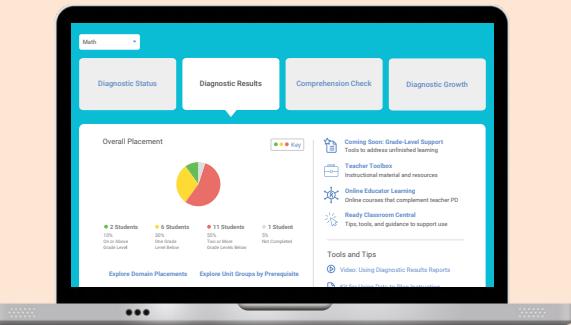
- An adaptive digital assessment that provides comprehensive insight into student learning and growth across all K–12 skills to help teachers meet the needs of all students
- Administered three times a year (i.e., beginning, middle, and end of the year) to get placement levels for determining grouping, monitoring growth, and informing differentiated instruction



Teacher Digital Experience

The Teacher Digital Experience, accessible through [i-ReadyConnect.com](#), provides access to all teacher components of *i-Ready Classroom Mathematics*. **A few components are highlighted on the next page.**

To learn more about the Teacher Digital Experience, visit [ReadyClassroomCentral.com](#).



Ready Classroom Central E/S

Online teacher portal with resources for **professional support**:

- Training videos
- Planning tools
- Implementation tips
- Whitepapers
- Discourse support



The Teacher Digital Experience includes:

Teacher Toolbox

- Interactive Tutorials E/S
- Digital Math Tools
- Lesson Slides E/S
- Fluency & Skills Practice E/S
- Math Center Activities E/S
- Enrichment Activities E/S
- Print Assessment Resources E/S
- Unit Flow & Progression Videos*
E/S
- Literacy Connections E/S
- Grade Level Games (K–2) and Unit Games E/S

Interactive Practice E/S and Report

- Assignable online practice for select lessons
- Students receive immediate feedback to encourage perseverance and keep them on track.
- Report shows student completion status.

Comprehension Checks E/S and Reports

- Assignable assessments comparable to the print Lesson Quiz, Mid-Unit, and Unit Assessments
- Assess understanding of grade-level content at the lesson and unit level
- Auto-graded to save teachers time
- Reports show student progress on lesson or unit content and common misconceptions, helping teachers determine their next steps for differentiation.

Prerequisites Report

- Know which, if any, students are likely to need additional support in accessing grade-level instruction.
- See key information on students' learning needs, driven by results from the Diagnostic assessment and aligned with *i-Ready Classroom Mathematics* unit content.
- Use the identified recommended resources found on Teacher Toolbox to support students' differentiated learning needs.

Learning Games E/S and Reports

- Identify playtime breakdown for each game for a selected time interval
- Provide teachers with a real-time snapshot of performance
- Track students' choices with respect to content that is challenging for them:
 - Growth Mindset
 - Productive Strategy
 - Confidence
 - Self-Regulation

E/S = Available in English/Spanish

* = Closed-captioned in English and Spanish

Program Resources

i-Ready Classroom Mathematics provides a wealth of instructional resources to support teachers in effective implementation, including assessment tools and support for differentiated instruction. The online Teacher Toolbox provides complete access to all grade-level resources.

Student			
Component	Print	Online	Spanish
Student Worktext			
Interactive Learning Games			
Digital Math Tools			
Multilingual Glossary			
Bilingual Glossary			
Family Resource Center			
Family Letters			
Unit Flow & Progression Videos*			*

Teacher			
Component	Print	Online	Spanish
Instruction and Practice			
Teacher's Guide			
Lesson Slides			
Interactive Tutorials			
Digital Math Tools			
Assignable Interactive Practice			
Fluency & Skills Practice **			
Activity Sheets			
Unit Games			
Literacy Connection			
Discourse Cards and Discourse Cube			
Cumulative Practice			

* = Closed-captioned in English and Spanish

** = Editable Word® document available

Microsoft Word® is a registered trademark of Microsoft Corporation.

Teacher, Cont'd.

Component	Print	Online	Spanish
Assessment			
Adaptive Diagnostic Assessment		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesson Quizzes **	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mid-Unit and Unit Assessments **	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment Practice Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assignable Comprehension Checks		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reports			
Diagnostic Assessment Reports		<input checked="" type="checkbox"/>	
Prerequisites Report		<input checked="" type="checkbox"/>	
Comprehension Check Reports		<input checked="" type="checkbox"/>	
Learning Games Reports		<input checked="" type="checkbox"/>	
Interactive Practice Report		<input checked="" type="checkbox"/>	
Differentiated Instruction on the Teacher Toolbox			
Tools for Instruction		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Math Center Activities		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enrichment Activities		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Implementation			
Pacing Guidelines for the Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Math Practices Correlations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Connect Language Development to Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Learning Progressions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Math Background	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Unit Flow & Progression Videos*		<input checked="" type="checkbox"/>	*
Lesson 0	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Manipulatives List		<input checked="" type="checkbox"/>	

* = Closed-captioned in English and Spanish

** = Editable Word document available

Integrate Language and Mathematics

To help students use academic language to learn, the Try–Discuss–Connect routine provides opportunities to incorporate language routines, teacher moves, and tips for engaging students in mathematical discourse.

To learn more about the **Language Routines**, visit:
i-Ready Classroom Mathematics
Teacher Toolbox > Program Implementation > Try–Discuss–Connect Routine Resources.

Supports for Academic Language within the Try–Discuss–Connect Routine



LESSON 23 **SESSION 2** • • • •
Develop Finding Equivalent Fractions

Read and try to solve the problem below.

Carl eats $\frac{2}{8}$ of an orange. Trey's orange is the same size. He eats $\frac{1}{4}$ of it. Show that the two boys eat the same amount of an orange.

TRY IT

Math Toolkit

- fraction tiles
- fraction circles
- fraction models
- number lines
- grid paper

DISCUSS IT

Ask your partner: How did you choose that strategy?
Tell your partner: A model I used was ... It helped me ...

Language Routines
To make sure students understand the problem, use a language routine like **Three Reads**. In this routine, students read a word problem three times, each time with a specific focus:

- Read 1: *What is the problem about?*
- Read 2: *What are we trying to find out?*
- Read 3: *What are the important quantities and relationships?*

Teacher Moves
Use effective teaching strategies like **Turn and Talk** and **Individual Think Time** to develop mathematical understanding and guide discussion.

Differentiated Instruction for English Learners

Every session includes differentiated support for various levels of English proficiency.

ELL English Language Learners: Differentiated Instruction

Prepare for Session 2 Use with *Apply It*.

Levels 1–3

Listening/Speaking Give pairs two congruent circles. Read aloud *Apply It* problem 8. Ask: How many equal pieces are in Lina's pizza? [4] How do you know? Provide the sentence frame: The denominator is 4. Model how to fold one circle to create fourths. Ask: How many slices did Lina eat? [3] Shade the circle to represent $\frac{3}{4}$. Repeat the process with the second circle. Say: Both pizzas show $\frac{3}{4}$. Discuss how the four slices of Adam's pizza can be made into eight equal pieces. Validate suggestions. Model how to fold or draw lines to create eighths. Display and have students complete the sentence frame: Adam ate 6 slices.

Levels 2–4

Listening/Speaking Give pairs two congruent circles. Read aloud *Apply It* problem 8. Ask: How many equal pieces are in Lina's pizza? [4] How do you know? [The denominator is 4.] How many slices did Lina eat? [3] Discuss with your partner how you can use a circle to represent Lina's pizza. Validate suggestions. Have them fold one circle to create fourths. Say: Shade the circle to represent $\frac{3}{4}$. Repeat the process with the second circle. Say: With your partner, show eighths on the second circle to represent Adam's pizza. Decide how many eighths are equal to the three slices Lina ate. Have students complete the sentence frame: Adam ate 6 pizza slices. Have students take turns reading the sentence to their partners.

Levels 3–5

Listening/Speaking Give pairs two congruent circles. Read aloud *Apply It* problem 8. Ask: How many equal pieces are in Lina's pizza? How do you know? How many slices did Lina eat? Encourage students to answer in complete sentences. Say: Discuss with your partner how you can use a circle to represent Lina's pizza. Validate suggestions. Have them fold one circle to create fourths. Say: Shade the circle to represent $\frac{3}{4}$. With your partner, show eighths on the second circle to represent Adam's pizza. Decide how many eighths are equal to the three slices Lina ate. Write a sentence that tells how many slices Adam ate. Select pairs to share their process.

Scaffolded language support for a specific problem is identified. However, this differentiation can be applied to other problems as needed.

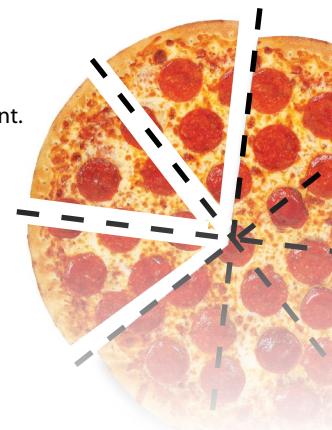
LESSON 23 DEVELOP

SESSION 2 • • ooo

APPLY IT

Use what you just learned to solve these problems.

- 8 Lina and Adam each order a small pizza. They eat the same amount. Lina eats $\frac{3}{4}$ of her pizza. Adam's pizza is divided into 8 slices. How many slices of pizza did Adam eat? Show your work.



Professional Learning is available in every unit to support teachers with discourse and language development throughout the year.

Professional Learning

Supporting Math and Academic Vocabulary Development

Understanding mathematics and engaging in mathematical discussions requires students to communicate ideas using both academic and math-specific vocabulary and language.

Formal academic mathematical language can be challenging for many students. Exposure to and integrated practice with academic language is critical for all students' success.

Academic language falls into two categories:

- technical, discipline-specific words and phrases used in the area of mathematics (such as *hypotenuse*, *prime number*, *rational number*, *base-ten*, "per," "if and only if")
- all-purpose academic words—such as *analyze* and *structure*—that transcend the discipline of mathematics (Council of the Great City Schools, 2016)

Build Your Vocabulary

At the beginning of each unit, the *Build Your Vocabulary* activities make math and academic vocabulary accessible to all learners:

- Math Vocabulary that students were exposed to in previous

Academic Vocabulary Routine

Use with *Build Your Vocabulary*.

1 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*.

2 Pronounce the words.

- Review the *Academic Vocabulary*.
- Say each of the words aloud and then have students repeat to ensure correct pronunciation.

Support for Language, Discourse, Community, and Culture

See a few program highlights below and a complete list in the chart on the next page.

i-Ready Classroom Mathematics recognizes the linguistic and cultural assets that all students, especially English Learners, bring to the classroom. Leveraging students' background knowledge, experiences, and insights can enrich the classroom culture and be built upon for academic success.

Vocabulary Development

i-Ready Classroom Mathematics provides instruction and practice to help students communicate ideas using both academic and math-specific vocabulary and language.

UNIT 4 Build Your Vocabulary

Math Vocabulary
Label the illustrations with a review fraction word. Then compare and discuss your answers with your partner.

halves
thirds
fourths

Academic Vocabulary
Put a check next to the academic words you know. Then use the words to complete the sentences.

88 is 81.
56 is 61.

decide label point out however

LESSON 23 SESSION 1

Prepare for Finding Equivalent Fractions

1 Think about what you know about fractions. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

Name: _____

Each fraction model below shows thirds. Draw lines on each model to show sixths.

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Lesson 23 Find Equivalent Fractions 497

Connect to Community and Cultural Responsiveness

Use these activities to connect with and leverage the diverse backgrounds and experiences of all students.

Session 1 Use with Try It.

- Ask students to tell their favorite snack. Suggest that many people like to snack on granola bars. Draw and label a model as you say: When you eat a whole granola bar, the whole bar is represented as $\frac{1}{1}$. If you give your bar to two friends to share, the unit fraction they each get is $\frac{1}{2}$ (display). If you give your bar to three friends to share equally, the unit fraction they each get is $\frac{1}{3}$ (display). Turn to a partner and decide what unit fraction four friends receive if they share equally. Display $\frac{1}{4}$. Point to the models: What happens to the pieces of the granola bar as more friends share? [the pieces get smaller] Point to the fractions. Ask: What happens to the denominators as more friends share? [the number gets greater] Display and have students complete the sentence frame: The pieces get smaller as the denominators get greater.

Session 2 Use throughout the session.

- Say: We have focused on food parts. Display a dollar bill and *dollar* into equal parts not a *go*! Say: Are there things that can't be fractional pieces? Turn to a partner and think cannot or should not be!

Be prepared to explain why you cannot or should not divide your item. Select pairs to share.

Session 3 Use with Try It.

- Ask students if they have or have seen a birdhouse, bird feeder, or bird bath. Ask students to explain the purpose of each. Point out that these objects are often made of wood. Ask: What are some things that can be built with wood? (for example, a fence, a bookcase, and a tree house) Display a list of items students suggest. Ask students to share any experiences they may have had building something out of wood.

Session 4 Use with Apply It problem 10.

- Explain that breads in different cultures can vary quite a bit by ingredients, size, and shape. Invite students to tell about different types of breads that they know or like. You may also ask: What type of bread is most common in your home?

Connect to Community and Cultural Responsiveness
Leverage students' backgrounds and experiences to enhance learning.

ELL Language Expectations

Learning Target: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

LANGUAGE DOMAINS	Beginning Level 1	Intermediate Level 2	Level 3	Advanced/Advanced High Level 4	Level 5
LISTENING	Follow the teacher's oral explanation of how she solved a four-digit addition or subtraction problem, using visuals.	Follow the oral explanation of how a partner solved a four-digit addition or subtraction problem, using visuals.	Follow the oral explanation of how a partner solved four- or five-digit addition or subtraction problems, using visuals.	Follow the oral explanation of how a partner solved an addition or subtraction problem involving greater numbers, using visuals and numbers.	Follow the oral explanation of how a partner solved an addition or subtraction problem involving greater numbers, using numbers.
SPEAKING	Point to and name the values of the digits in each number while solving an addition or subtraction problem using a visual model.	Explain the steps taken to solve an addition or subtraction problem using a visual model.	Explain where a student made a computation error while solving an addition or subtraction problem using an oral sentence frame.	Explain why a computation error occurred while solving an addition or subtraction problem using an oral sentence frame.	Generalize common mistakes made when solving addition and subtraction problems using oral sentence frames.
READING	Match the pictorial solution of an addition or subtraction problem with the numerical solution using a table.	Match solutions using the addition/subtraction algorithm to visual models with a partner.	Identify and sort word problems based on whether they should be solved most efficiently using the addition/subtraction algorithm or a visual model with a partner.	Sequence procedural steps used to solve an addition or subtraction problem using models, drawings, or numbers.	Find the mistake in a partner's addition or subtraction problem using models.
WRITING	List real-world professions that require solving problems involving addition or subtraction with a partner.	Describe real-world scenarios that require solving problems involving addition and subtraction with a partner.	Compose a real-world problem requiring the use of addition or subtraction using a sentence stem.	Explain the steps taken to solve an addition or subtraction problem using visuals and numbers.	Elaborate on the mistake made in a problem and why the student may have made that mistake using visuals and numbers.

ELL Language Expectations
Chart Examples of what students can do based on their English-language proficiency in connection with one of the standards addressed in the unit.

Mathematics Language and Discourse

Feature	How This Supports Language and Discourse	Where to Find It
Language Objectives	<i>Language Objectives</i> indicate the language students are expected to understand and produce as they work on <i>Lesson Objectives</i> .	<ul style="list-style-type: none"> Teacher's Guide
Build Your Vocabulary	<i>Build Your Vocabulary</i> provides the opportunity for students to use prior knowledge in reviewing previously taught math vocabulary and provides an early entry point to general, all-purpose academic words.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
Try–Discuss–Connect Routine	In <i>Discuss It</i> , students explain their ideas and begin to understand other students' ideas, first with partners and then with the class. Through discourse, students see how the same problem can be represented with different models or solved with different strategies.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
Develop Language	<i>Develop Language</i> provides targeted vocabulary and language support to ensure mathematics content is accessible to all students.	<ul style="list-style-type: none"> Teacher's Guide
Explore Session: Prepare for ...	<i>Prepare for</i> pages use graphic organizers to help students access prior knowledge and vocabulary they will build on in the lesson.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
Discourse Cards and Discourse Cube	<i>Discourse Support</i> resources provide sentence starters and questions to help students initiate, deepen, and extend conversations with partners, small groups, or the whole class.	Teacher Digital Experience > Teacher Toolbox

English Learner Support

Feature	How This Supports Language and Discourse	Where to Find It
Language Expectations	<i>Language Expectations</i> chart provides examples of what English Learners can do based on their English-language proficiency levels in connection with a learning target. These examples help teachers differentiate instruction and meet the needs of English Learners.	<ul style="list-style-type: none"> Teacher's Guide
Build Your Vocabulary	A <i>Cognate Support</i> routine is provided in the Teacher's Guide for students who primarily speak Spanish or other Latin-based languages.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
ELL Differentiated Instruction	<i>ELL Differentiated Instruction</i> scaffolds the language so students can access the mathematics in one problem or part of each session. Instruction is differentiated for different levels of English proficiency and focuses on the language domains of listening, speaking, reading, and writing.	<ul style="list-style-type: none"> Teacher's Guide

Community and Culture

Feature	How This Supports Language and Discourse	Where to Find It
Connect to Community and Cultural Responsiveness	<i>Connect to Community and Cultural Responsiveness</i> provides teachers with ideas to increase engagement and connections with the diverse backgrounds and experiences of all students.	<ul style="list-style-type: none"> Teacher's Guide
Family Letters	<i>Family Letters</i> provide background information and include an activity. Letters are available for every lesson in English, Spanish, Russian, Tagalog, Arabic, Mandarin, Korean, and Vietnamese.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
Math in Action	<i>Math in Action</i> lessons include explanations of topics to build background and provide alternative suggested contexts to connect with all students.	<ul style="list-style-type: none"> Student Worktext Teacher's Guide

High-Quality Practice Opportunities

i-Ready Classroom Mathematics provides questions and practice problems that solidify students' conceptual understanding of mathematical content before providing skills-oriented computational practice to develop fluency.

See a few program highlights below and a complete list in the chart on the next page.

Name: _____ LESSON 23 SESSION 2

Practice Finding Equivalent Fractions

Study the Example showing how to find equivalent fractions. Then solve problems 1–8.

EXAMPLE
Maria colors $\frac{1}{3}$ of her art paper red. Erica colors $\frac{2}{6}$ of her art paper green. The papers are the same size. Do the two girls color the same amount of their art papers?

Maria colors $\frac{1}{3}$.

Erica colors $\frac{2}{6}$.

One third is equal to two sixths.

Additional Practice

Independent Practice in the Student Worktext for every session helps students build proficiency with the strategies learned in class.

LESSON 23 SESSION 5

Refine Finding Equivalent Fractions

Complete the Example below. Then solve problems 1–9.

EXAMPLE
Caleb and Hannah buy two melons that are the same size. Caleb cuts his melon into fourths. Hannah cuts her melon into eighths. Hannah eats $\frac{3}{8}$ of her melon. Caleb eats an equal amount of his melon. What fraction of his melon does Caleb eat?
Look at how you could show your work using a model.

The student used solid lines to show fourths. She used dashed lines to show how to divide eighths to make eights.

PAIR/SHARE
How could you solve this?

Refine Session

The Refine session provides dedicated class time for students to strengthen their skills through practice, applications, and differentiation.

Fluency and Skills Practice

Finding Equivalent Fractions

Name: _____

The answers to problems 1–6 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $\frac{1}{3} = \frac{\square}{6}$ 2 $\frac{2}{3} = \frac{\square}{6}$
3 $\frac{1}{2} = \frac{\square}{6}$ 4 $\frac{4}{8} = \frac{\square}{2}$
5 $\frac{3}{6} = \frac{\square}{8}$ 6 $\frac{1}{4} = \frac{2}{\square}$

7 Please use a ruler or centimeter to measure to the nearest 1/16 in.

Fluency & Skills Practice

Optional targeted practice uses patterns and repeated reasoning to build mathematical skills.

Choose ALL the clocks that show 15 minutes before 5:00.

4:15 4:45 5:15

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.

Learning Games

Learning Games help students gain a rich conceptual understanding of mathematics concepts, improve fluency, and develop a positive relationship to challenge.

Practice resources are available in print or digital versions. Check out i-ReadyConnect.com to see resources available for all units and lessons.

Practice Opportunities

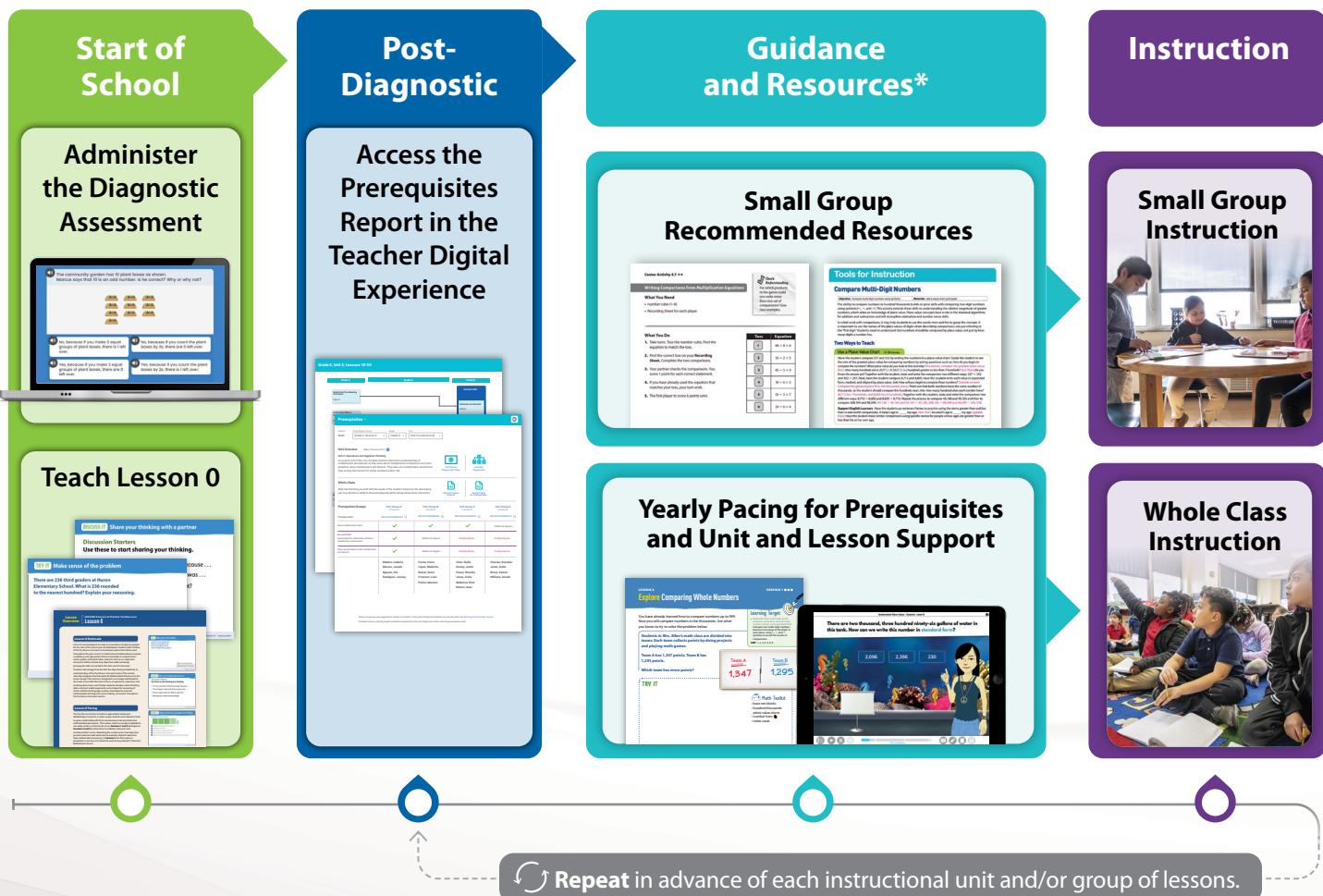
Practice Opportunity	Where to Find It	
Lesson-Level Practice		
Connect It and Apply It Problems (print)	<ul style="list-style-type: none"> • Student Worktext 	<ul style="list-style-type: none"> • Teacher's Guide
Additional Practice (print)	<ul style="list-style-type: none"> • Student Worktext 	<ul style="list-style-type: none"> • Teacher's Guide
Building Fluency: Grade K (print)	<ul style="list-style-type: none"> • Teacher's Guide 	
Fluency Practice: Grades K–1 (print)	<ul style="list-style-type: none"> • Teacher's Guide 	
Refine Sessions (print)	<ul style="list-style-type: none"> • Student Worktext 	<ul style="list-style-type: none"> • Teacher's Guide
Develop Fluency Activities (print)	<ul style="list-style-type: none"> • Teacher's Guide 	
Unit-Level Practice		
Unit Review (print)	<ul style="list-style-type: none"> • Student Worktext 	<ul style="list-style-type: none"> • Teacher's Guide
Unit Games (print)	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox 	
Cumulative Practice (print)	<ul style="list-style-type: none"> • Student Worktext 	<ul style="list-style-type: none"> • Teacher's Guide
Ongoing Practice		
Fluency & Skills Practice (print)	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox 	
Grade Level Games: Grades K–2 (print)	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox 	
Leveled Math Center Activities (print)	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox 	
Learning Games (digital)	<ul style="list-style-type: none"> • Student Digital Experience 	<ul style="list-style-type: none"> • Teacher Digital Experience
Assignable Interactive Practice (digital)	<ul style="list-style-type: none"> • Teacher Digital Experience 	
Digital Math Tools (digital)	<ul style="list-style-type: none"> • Student Digital Experience 	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox

See a few program highlights below and a complete list in the chart on the next page.

Differentiation

The first step in effective differentiation is understanding where students are and what content and strategies they should be learning. *i-Ready Classroom Mathematics* embeds best practices for supporting all learners throughout the instructional design and provides print and digital resources to support learning needs. This practical approach ensures that students receive differentiation of grade-level content throughout every aspect of their learning.

Use Data to Differentiate Instruction



*The Prerequisites report helps you use Diagnostic data to make instructional decisions. It is recommended that you also consider additional data points when selecting the most appropriate pathway for your students.

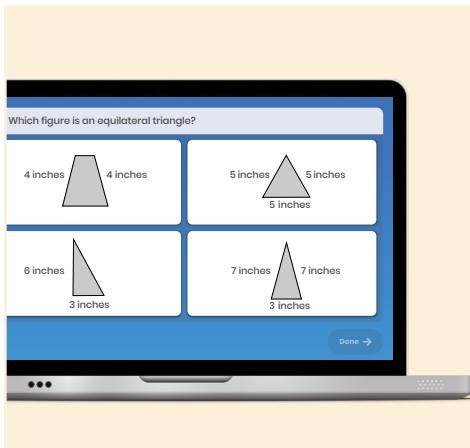
Differentiation Resources

	How to Determine Student Needs	Differentiation Resources	Where to Find It
Before and throughout a Unit/Lesson	Identify student learning needs, groups, and recommended resources from the Prerequisites report, based on the Diagnostic.	Prerequisite Lessons and Corresponding Resources	<ul style="list-style-type: none"> Teacher Digital Experience
During a Lesson (Explore and Develop Sessions)	Informal observations and evidence of student work based on the Try–Discuss–Connect routine, including the Start activity and Close: Exit Ticket	Hands-On Activity or Visual Model	<ul style="list-style-type: none"> Teacher's Guide
		Fluency & Skills Practice	<ul style="list-style-type: none"> Teacher Digital Experience > Teacher Toolbox
		Deepen Understanding	<ul style="list-style-type: none"> Teacher's Guide
		ELL Differentiated Instruction	<ul style="list-style-type: none"> Teacher's Guide
End of a Lesson (Refine Session)	Evidence of student work based on the Start activity and Apply It	Hands-On Activity	<ul style="list-style-type: none"> Teacher's Guide
		Apply It	<ul style="list-style-type: none"> Student Worktext Teacher's Guide
		Interactive Practice (when applicable)	<ul style="list-style-type: none"> Teacher Digital Experience
		Challenge Activity	<ul style="list-style-type: none"> Teacher's Guide
After a Lesson	Item response analysis and class results information from the Comprehension Check Results report (based on lesson-level Comprehension Checks) <i>OR</i> Evidence of student work on the Lesson Quizzes	Tools for Instruction	<ul style="list-style-type: none"> Teacher Digital Experience > Teacher Toolbox
		Math Center Activity	<ul style="list-style-type: none"> Teacher Digital Experience > Teacher Toolbox
		Enrichment Activity	<ul style="list-style-type: none"> Teacher Digital Experience > Teacher Toolbox
Ongoing	Data from assessments and reports, as well as informal observations	Grade Level Games (K–2 only)	<ul style="list-style-type: none"> Teacher Digital Experience > Teacher Toolbox
		Learning Games	<ul style="list-style-type: none"> Student Digital Experience Teacher Digital Experience
		Digital Math Tools	<ul style="list-style-type: none"> Student Digital Experience Teacher Digital Experience

See a few program highlights below and a complete list in the chart on the next page.

Assessments and Reports

The purpose of assessment is not only to measure student learning, but also to support and enhance it. *i-Ready Classroom Mathematics* is careful to assess students with precision and intention. Actionable reports provide teachers with guidance on what to teach and how to differentiate instruction and provide students with the guidance to monitor their own performance.



Diagnostic

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

Prerequisite	Prerequisite Groups			
	Unit Group A	Unit Group B	Unit Group C	Unit Group D
Prerequisite 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prerequisite 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Prerequisites Report

Use data from the Diagnostic to focus teacher time and effort on the prerequisite skills most critical for grade-level success.

Name _____ Date _____

Lesson 23 Quiz

Solve the problems.

1 Which pairs of equivalent fractions can be shown on the number lines below? Choose all the correct answers.

Ⓛ $\frac{1}{4} = \frac{1}{8}$ Ⓜ $\frac{3}{4} = \frac{7}{8}$

Lesson Quiz

Quiz that evaluates student understanding of lesson content
Available as a PDF or editable Word document

Colby says the model below shows $\frac{1}{4}$ shaded. Lance says the model shows $\frac{5}{8}$ shaded.

Which sentence explains who is correct?

- Ⓛ Colby is correct because the model shows 5 parts, and each part is $\frac{1}{8}$.
- Ⓜ Lance is correct because the model shows 1 whole, and $\frac{5}{8}$ is equal to 1.
- Ⓝ Colby is correct because the model shows 1 whole divided into 5 parts, or $\frac{1}{5}$.
- Ⓞ Lance is correct because the model shows 5 wholes divided into 8 parts, or $\frac{5}{8}$.

Comprehension Check

Digital assessment comparable to the Lesson Quiz, Mid-Unit Assessment, and Unit Assessment

Comprehension Check Results (Class)

Student	Score	Response Analysis
Student 1	80%	Common errors: ...
Student 2	95%	Common errors: ...
Student 3	75%	Common errors: ...
Student 4	60%	Common errors: ...

Comprehension Check Results (Class) Report

Monitor student understanding of concepts and skills at the lesson and unit level with auto-scored assessments.

Comprehension Check Results (Student) Report

The response analysis provides insight into common student errors and misconceptions, making it easier to address incorrect answers.

Assessments and Reports

Assessment	When to Administer It	Where to Find It	Related Digital Assessments Reports
Diagnostic	<p>Three times:</p> <ul style="list-style-type: none"> • Beginning of the year • Middle of the year • End of the year 	<ul style="list-style-type: none"> • Teacher Digital Experience 	<ul style="list-style-type: none"> • Prerequisites • Diagnostic Results (Class) • Diagnostic Results (Student)
Observations of Student Understanding: <ul style="list-style-type: none"> • Start • 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 	<p>During each session of a lesson</p>	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox • Teacher's Guide 	N/A
Lesson Quiz (print) or Comprehension Check (digital)	After each lesson	<ul style="list-style-type: none"> • Teacher Digital Experience 	<ul style="list-style-type: none"> • Comprehension Check (Class) • Comprehension Check (Student)
Mid-Unit Assessment (print) or Comprehension Check (digital)	At the midpoint of longer units	<ul style="list-style-type: none"> • Teacher Digital Experience 	<ul style="list-style-type: none"> • Comprehension Check (Class) • Comprehension Check (Student)
Unit Assessment (print) or Comprehension Check (digital)	At the end of a unit	<ul style="list-style-type: none"> • Teacher Digital Experience 	<ul style="list-style-type: none"> • Comprehension Check (Class) • Comprehension Check (Student)
Assessment Practice Book (Grades 2–8)	Optional: two to three times per year	<ul style="list-style-type: none"> • Teacher Digital Experience > Teacher Toolbox 	N/A