## Evidence of Real-Time Adjustment to Learning Opportunities

i-Ready Personalized Instruction lessons adjust to student performance and teachers are provided with differentiated instructional resources to support students based on their performance.
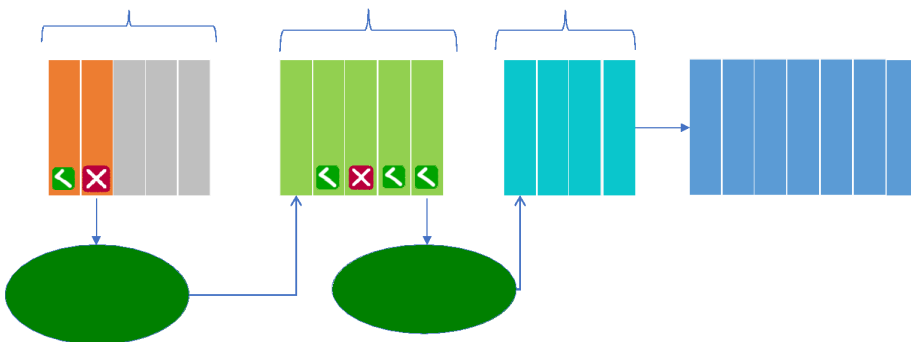
**Responsive Instruction for Students**

Students get placed into lessons right at their level based on results of the adaptive diagnostic assessment.  However, one of two things might happen: 1) Students may need additional instruction and practice if they are struggling, or 2) Students may have been taught new skills in class before they reach them in i-Ready and thus may no longer need instruction.  i-Ready Personalized Instruction lessons are designed to adapt to both of these scenarios, providing students more instruction when they need it, but allowing them to accelerate forward when they do not.  Lessons provide one of two approaches to meet these goals.  Lessons in the Phonics domain start with a Quick Check that determines whether the student needs instruction and practice or not.  If the student is not successful on the Quick Check, they receive 1 or 2 sets of explicit instruction and practice depending on the level of support they need on each skill.  In other domains, lessons do not start with a Quick Check but rather respond to student on an item by item basis, serving up instruction at each point of struggle.  Finally, for all lessons in i-Ready, students who fail lessons are given the opportunity to retake the lesson for further instruction and practice before a teacher is alerted that the student needs support.

Example 1: Phonics Lesson - Student skips instruction and practice
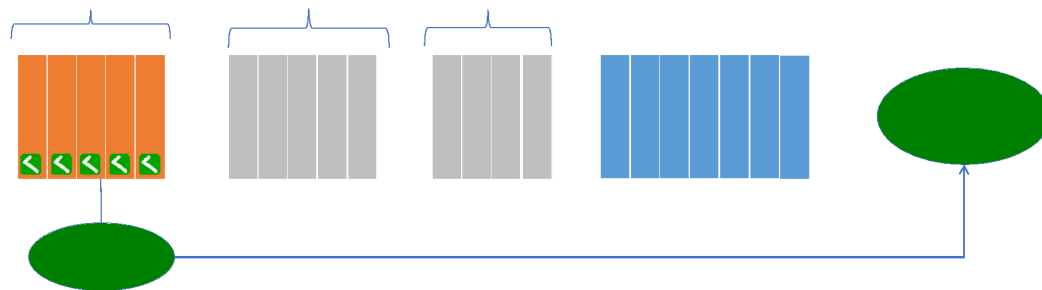


Example 2: Phonics Lesson - Student needs both sets of instruction and practice

**Differentiated Instructional Resources for Teachers**

Teachers can easily see how to differentiate instruction for students through reporting and alerts and are provided with teacher-led instructional resources to use to provide that differentiated instruction. The Personalized Instruction Summary (Class) Report is designed to help teachers determine how there students are performing in Personalized Instruction, and how they can support their students. On this report, teachers see alerts next to students' names to indicate that the students needs additional support from the teacher. Additionally, on the Personalized Instruction by Lesson (Class) Report, teachers can determine whether there are specific lessons on which multiple students struggled and need support and can see which students need support and form a small group for these students to provide instruction on the same skill(s). Teachers can then download Tools for Instruction (TFIs) to provide that support. TFIs are short, downloadable PDFs of targeted lesson plans for teacher-led instruction that are directly tied to students' areas for improvement.

Examples of TFIs:

## Tools for Instruction

### Words with *r*-Controlled Vowels

The sound /r/ after a vowel affects the sound of that vowel. The vowel letter and *r* together create a unique sound. Beginning readers learn to recognize both letters as a unit—*ar, or, er, ir,* and *ur*—as they decode words with vowel-*r* spellings. The letters *ar* have the sound /är/ as in *car*; the letters *or* have the sound /ôr/ as in *for*; and the letters *er, ir, ur* have the sound /ûr/ as in *fern, bird,* and *turn.*

**Step By Step** 10–15 minutes

**❶ Introduce vowel-*r* spellings.**
- Explain that a vowel with the letter *r* after it sounds different from a short vowel.
- Display the following word pairs, one at time, and read each word aloud, emphasizing the different vowel sounds in each pair.

  at/art    spot/sport    gem/germ    bid/bird    cub/curb

- Underline or highlight the vowel-*r* letters, and pronounce the sounds: /är/, /ôr/, /ûr/. Have students repeat the sound. Then say the word and have students repeat it.
- Display *ar, or, er, ir, ur,* and pronounce each as a syllable.
- Ask, *Which spelling is /är/?* (a r) *Which spelling is /ôr/?* (o r) *Which three spellings have the sounds /ûr/?* (e r, i r, u r)

**❷ Model decoding words with vowel-*r*.**
- Display words such as these, one at a time.

  hurt    part    north    stern    third

- Point out the vowel-*r* spelling in each word. Pronounce it as a syllable.
- Run your finger under the word from left to right, saying the word naturally. Use the word in an oral sentence to show its meaning.
- Have students join in as you read each word again.

**❸ Provide practice with decoding vowel-*r* words.**
- Display words such as these, one at a time.

  turn    barn    for    jar    burn    first    clerk

- Have students name the vowel-*r* letters in the word and say their sounds.
- Run your finger under each word as students read the word aloud.
- Ask, *What is the word? Can you show or tell what the word means?*

## Tools for Instruction

### Make Inferences

When readers make inferences, they combine clues in the text with what they already know to understand information that is not explicitly stated. Even though students make inferences every day, such as looking outside for clues about the weather, they can struggle with knowing how or when to apply it as a reading strategy. Often what is hardest for students is understanding how to link what they already know with details in the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

**Step by Step** 30–45 minutes

**❶ Introduce making inferences.**
- Connect making inferences to the kind of thinking students do in everyday life.

  *You take a brownie out of your lunch bag. Your friend stares at it while you both eat your lunches. Then your friend says, "I really like chocolate, too."*

- Ask, *What does your friend want?* (some of your brownie) *How do you know?* (stares at it while you both eat your lunches; says, "I really like chocolate, too.")
- Point out that your friend did not say, "I want some of your brownie." Instead, you used clues to figure that out. Explain that this is called making inferences.
- Display the phrase *making inferences,* and read it aloud chorally. Then say, *We also make inferences when we read. Authors don't tell you everything. Sometimes readers have to use what they know and what they have read to make inferences about what the author does not say.*

**❷ Model making inferences.**
- Select a short, simple text. This can either be a text you read aloud or a text students read together in your class. It is best to use texts with topics familiar to your students, so everyone shares the same background knowledge.
- Display **Inference Chart** (page 3).
- As you read the story aloud, pause to question a detail in the text. Model how you connect what the author tells you and what you already know to make an inference. The following example is from *The Stories Julian Tells,* by Ann Cameron.

  *It says that the boys went and crawled under the bed. But why would they do that? I read that Father made delicious pudding and then told the boys not to eat any of it, but then the boys ate a lot of it. They knew that they were not supposed to do that. I know that sometimes kids hide when they do something wrong. I think the boys are hiding because they are afraid Father will yell at them for eating the pudding.*

Additionally, teachers can download Tools for Scaffolding Comprehension. These lesson plans that provide a pathway to grade-level instruction by targeting the most important concepts and skills students need to access upcoming reading comprehension outcomes. Lessons provide two levels of differentiation – one for students working One Grade Level Below and one for students Two or More Grade Levels Below in Comprehension.