

**Overview:**

Based on the results of the adaptive diagnostic, students are placed automatically into the Foundational skills Personalized Instruction lessons that they need.

**i-Ready Personalized Instruction Lessons Provide Explicit Instruction and Practice**

In letter-sound correspondence lessons and sound-spelling pattern lessons, explicit instruction and practice activities are focused on discrete letter-sound relationships and strategies for blending sounds and decoding words.

Sample Instruction and Practice Screens - Letter-Sound Correspondence and Sound-Spelling Patterns



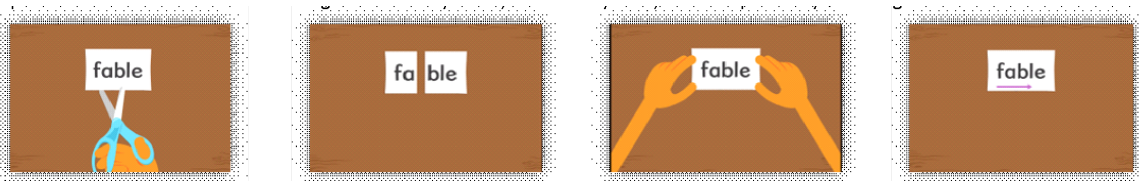
In blending lessons, students are given explicit instruction on how to blend letter-sounds and sound-spelling patterns from left to right to read words.

Sample Instruction and Practice Screens – Sound-by-Sound Blending



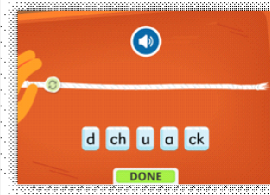
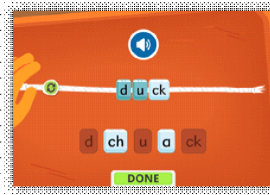
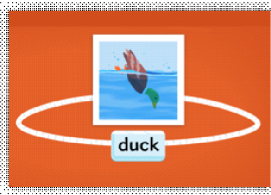
In multi-syllable lessons, endings lessons, and affix lessons students are taught to break words into syllables or word parts, read each part, and then blend the parts into words.

Sample Instruction Screens – Hierarchical Blending



Encoding instruction and activities in the new phonics lessons ask students to use taught sound-spelling patterns or word parts to build words.

Sample Instruction and Practice Screens - Encoding



At the end of this document, you can find instructions for how to view explicit instruction and practice within a lesson first-hand.

### **i-Ready Provides a Systematic Scope & Sequence**

**Phonological Awareness:** The systematic scope and sequence for i-Ready Phonological Awareness reflects the evidence that supports an instructional sequence that progresses from larger to smaller units of sound. Lessons start blending and segmenting of syllables and then briefly address onset and rime. Next, instruction transitions to focusing primarily on individual phonemes, with students being taught how to identify sounds in the initial, final, and medial position of words. Once students can isolate specific phonemes, they learn how to blend and segment words that have increasingly more phonemes, followed by instruction and practice with phoneme manipulation, including addition, deletion, and substitution activities. This progression of explicit instruction guides students toward phonemic mastery—an important component of orthographic mapping.

**Phonics:** Guided by the findings of the National Reading Panel (NRP), i-Ready provides systematic and explicit Phonics instruction in a progression that builds on students' prior learning in Phonological Awareness and addresses all 44 phonemes and their corresponding high-utility sound-spellings, syllables, and affixes. Lessons focus on the most common consonants first, followed by commonly confused letters that sound or look similar. Once students have learned a small set of consonants, they are introduced to a short vowel sound and begin to blend sounds to decode words. Students also work with word patterns to develop their word-attack skills, which are important for reading multisyllabic words. Because the NRP found that integrating multiple approaches of systematic phonics instruction is the most effective way of teaching phonics, i-Ready lessons employ a variety of instructional approaches, including synthetic (i.e., primary focus), embedded, and analytic phonics, to support guided practice and application of explicitly taught skills. Encoding instruction and practice are also incorporated. Teaching foundational literacy skills is shown to be more beneficial when integrated with opportunities to read meaningful, connected text. As students learn to apply the alphabetic principle to decode words, they develop a self-teaching mechanism that helps them independently learn new words when they read connected text. All i-Ready Phonics lessons (with the exception of Letter Learning lessons) build toward a concluding activity in which students apply phonics skills in the context of engaging connected text.

**High Frequency Words:** Research shows that a small number of frequently occurring words have an outsized effect on students' success in school. i-Ready High-Frequency Words lessons use a five-part instructional routine to teach children how to recognize these essential words. Lessons focus on 100 of the most frequent words from the WFG Corpus, and then proceed to focus on an additional 40

high-frequency words with complex or irregular spelling patterns, which come from the WFG Corpus, Fry, and Dolch.

The table below provides a full list of lessons by grade level in Phonics, Phonological Awareness and High Frequency lessons that students are placed into based on the results of the adaptive diagnostic assessment.

| <b>Lesson Name</b>                        | <b>Domain</b>          | <b>Grade</b> |
|---|------------------------|--------------|
| Recognize Rhyme Part 1                    | Phonological Awareness | Emerging K   |
| Recognize Rhyme Part 1                    | Phonological Awareness | Emerging K   |
| Blend Syllables in Compound Words         | Phonological Awareness | Emerging K   |
| Blend Syllables in Two-Syllable Words     | Phonological Awareness | Emerging K   |
| Blend Onset Rime in Single-Syllable Words | Phonological Awareness | Emerging K   |

|   |                        |            |
|---|------------------------|------------|
| Recognize Rhyme                                 | Phonological Awareness | Early K    |
| Blend Words with Two or More Syllables          | Phonological Awareness | Early K    |
| Break Up Words with Two or More Syllables       | Phonological Awareness | Early K    |
| Blend Sound Parts in Words                      | Phonological Awareness | Early K    |
| Break Up Sound Parts in Words                   | Phonological Awareness | Early K    |
| Find and Say Beginning Sounds                   | Phonological Awareness | Early K    |
| Find and Say Ending Sounds                      | Phonological Awareness | Early K    |
| Find and Say Beginning Short Vowel Sounds       | Phonological Awareness | Early K    |
| Find and Say Middle Short Vowel Sounds          | Phonological Awareness | Early K    |
| Blend Words with Continuous Sounds              | Phonological Awareness | Early K    |
| Break Up Words with Continuous Sounds           | Phonological Awareness | Early K    |
| Blend Words with Stop Sounds                    | Phonological Awareness | Mid K      |
| Break Up Words with Stop Sounds                 | Phonological Awareness | Mid K      |
| Add Beginning Sounds to Make Words              | Phonological Awareness | Mid K      |
| Add Final Sounds to Make Words                  | Phonological Awareness | Mid K      |
| Substitute Beginning Sounds to Make Words       | Phonological Awareness | Mid K      |
| Substitute Final Sounds to Make Words           | Phonological Awareness | Mid K      |
| Find and Say Long Vowel Sounds                  | Phonological Awareness | Mid K      |
| Blend Words with Long Vowels                    | Phonological Awareness | Late K     |
| Break Up Words with Long Vowels                 | Phonological Awareness | Late K     |
| Blend Words with Beginning Consonant Blends     | Phonological Awareness | Late K     |
| Break Up Words with Beginning Consonant Blends  | Phonological Awareness | Late K     |
| Substitute Middle Vowel Sounds to Make Words    | Phonological Awareness | Late K     |
| Say Beginning Digraphs and Consonant Blends     | Phonological Awareness | Early 1    |
| Say Final Digraphs and Consonant Blends         | Phonological Awareness | Early 1    |
| Say Short and Long Vowel Sounds in Words        | Phonological Awareness | Early 1    |
| Compare Short and Long Vowel Sounds             | Phonological Awareness | Early 1    |
| Blend Words with Beginning Digraphs             | Phonological Awareness | Early 1    |
| Break Up Words with Beginning Digraphs          | Phonological Awareness | Early 1    |
| Blend Words with Beginning Consonant Blends     | Phonological Awareness | Early 1    |
| Break Up Words with Beginning Consonant Blends  | Phonological Awareness | Early 1    |
| Blend Words with Final Digraphs                 | Phonological Awareness | Early 1    |
| Break Up Words with Final Digraphs              | Phonological Awareness | Early 1    |
| Blend Words with Final Consonant Blends         | Phonological Awareness | Early 1    |
| Break Up Words with Final Consonant Blends      | Phonological Awareness | Early 1    |
| Blend Words with Digraphs, Trigraphs, Blends    | Phonological Awareness | Mid 1      |
| Break Up Words with Digraphs, Trigraphs, Blends | Phonological Awareness | Mid 1      |
| Recognize Letters Mm, Tt                        | Phonics                | Emerging K |
| Recognize Letters Ss, Bb                        | Phonics                | Emerging K |
| Recognize Letters Rr, Dd                        | Phonics                | Emerging K |
| Recognize Letters Oo, Ff                        | Phonics                | Emerging K |
| Recognize Letters Nn, Aa                        | Phonics                | Emerging K |
| Recognize Letters Pp, Ii                        | Phonics                | Emerging K |
| Recognize Letters Hh, Cc                        | Phonics                | Emerging K |
| Recognize Letters Ll, Gg                        | Phonics                | Emerging K |
| Letter Learning: Mm, Tt                         | Phonics                | Early K    |
| Letter Learning: Ss, Bb                         | Phonics                | Early K    |
| Letter Learning: Rr, Dd                         | Phonics                | Early K    |
| Letter Learning: Pp, Cc                         | Phonics                | Early K    |
| Letter Learning: Aa, Nn                         | Phonics                | Early K    |
| Read Words with short a                         | Phonics                | Early K    |
| Letter Learning: Ff, Hh                         | Phonics                | Early K    |
| Letter Learning: Gg, Ii                         | Phonics                | Early K    |
| Read Words with short i                         | Phonics                | Early K    |

|  |         |         |
|--|---------|---------|
| Letter Learning: Ll, Oo                                    | Phonics | Mid K   |
| Read Words with short o                                    | Phonics | Mid K   |
| Letter Learning: Kk, Vv                                    | Phonics | Mid K   |
| Letter Learning: Jj, Ww                                    | Phonics | Mid K   |
| Letter Learning: Uu, Yy                                    | Phonics | Mid K   |
| Read Words with short u                                    | Phonics | Mid K   |
| Letter Learning: Xx, Zz                                    | Phonics | Mid K   |
| Letter Learning: Ee, Qq                                    | Phonics | Mid K   |
| Read Words with short e                                    | Phonics | Mid K   |
| Read Words with Short Vowels                               | Phonics | Late K  |
| Beginning Blends with r,l                                  | Phonics | Late K  |
| Long vowel a   | Phonics | Late K  |
| Long vowels i,o  | Phonics | Late K  |
| Long vowels u,e  | Phonics | Late K  |
| Digraph dk   | Phonics | Early 1 |
| Digraphs ng, sh  | Phonics | Early 1 |
| Long vowels a and i with silent e                          | Phonics | Early 1 |
| Long vowels o and u with silent e                          | Phonics | Early 1 |
| Long e spelled ee  | Phonics | Early 1 |
| Digraphs wh, th  | Phonics | Early 1 |
| Digraphs tch, ch   | Phonics | Early 1 |
| End blends with s  | Phonics | Early 1 |
| Endings -s, -es  | Phonics | Early 1 |
| Endings -ed, -ing  | Phonics | Early 1 |
| Read Two-Syllable Words with Closed Syllables              | Phonics | Mid 1   |
| Read Two-Syllable Words with Open Syllables                | Phonics | Mid 1   |
| Long a spelled ai, ay                                      | Phonics | Mid 1   |
| Long o spelled oa, ow                                      | Phonics | Mid 1   |
| Long e spelled ea, y                                       | Phonics | Mid 1   |
| Long i spelled y, igh                                      | Phonics | Mid 1   |
| Endings -ed, -ing: Changes to the Base Word                | Phonics | Mid 1   |
| Endings -es, -ed: Changes to the Base Word                 | Phonics | Mid 1   |
| Read Words with the Spelling oo                            | Phonics | Mid 1   |
| The Sound /är/ Spelled ar                                  | Phonics | Late 1  |
| The Sound /ôr/ Spelled or, ore                             | Phonics | Late 1  |
| The Sound /ûr/ Spelled ir, er, ur                          | Phonics | Late 1  |
| The Soft Sound for c Spelled c and ce                      | Phonics | Late 1  |
| The Soft Sound for g Spelled g, ge, dge                    | Phonics | Late 1  |
| The Sound /ou/ Spelled ou, ow                              | Phonics | Late 1  |
| The Sound /oi/ Spelled oi, oy                              | Phonics | Late 1  |
| The Sound /ô/ Spelled au, aw                               | Phonics | Late 1  |
| Read Two-Syllable Words That Divide Between Two Consonants | Phonics | Late 1  |
| Endings -er, -est  | Phonics | Late 1  |
| Read Two-Syllable Words with Final Syllable with le        | Phonics | Late 1  |
| Long and Short Vowels: a                                   | Phonics | Early 2 |
| Long and Short Vowels: i                                   | Phonics | Early 2 |
| Long and Short Vowels: o                                   | Phonics | Early 2 |
| Long and Short Vowels: u                                   | Phonics | Early 2 |
| Long and Short Vowels: e                                   | Phonics | Early 2 |
| Read Words with the Spelling y                             | Phonics | Early 2 |
| Read Words with the Prefix re-                             | Phonics | Early 2 |
| Read Words with the Prefixes un-, pre-                     | Phonics | Early 2 |
| Read Words with the Suffix -ly                             | Phonics | Early 2 |
| Read Words with the Suffix -ful                            | Phonics | Early 2 |
| Read Two-Syllable Words with VCe Syllables                 | Phonics | Early 2 |

|   |                      |         |
|---|----------------------|---------|
| Read Words with the Suffixes -er, -or                                   | Phonics              | Mid 2   |
| Read Words with the Suffix -y   | Phonics              | Mid 2   |
| Read Two-Syllable Words with Vowel Team Syllables                       | Phonics              | Mid 2   |
| Read Two-Syllable Words with Vowel Variations in the Initial Syllable   | Phonics              | Mid 2   |
| Read Words with the Prefixes mis-, dis-                                 | Phonics              | Mid 2   |
| Read Words with the Spelling ow   | Phonics              | Mid 2   |
| Read Words with the Spelling ou   | Phonics              | Mid 2   |
| Read Two-Syllable Words with r-Controlled Syllables                     | Phonics              | Late 2  |
| The Sound /âr/ Spelled air, are   | Phonics              | Late 2  |
| Read Words with the Suffixes -less, -ness                               | Phonics              | Late 2  |
| Read Words with the Suffix -en  | Phonics              | Late 2  |
| Read Two-Syllable Words with Vowel Variations in the Final Syllable     | Phonics              | Late 2  |
| Reading Multisyllabic Words with Prefixes in-, im -                     | Phonics              | Early 3 |
| Reading Multisyllabic Words with Prefixes dis-, mis-, non-              | Phonics              | Early 3 |
| Reading Multisyllabic Words with Suffixes -less, -ful                   | Phonics              | Early 3 |
| Reading Multisyllabic Words with Suffixes -ous, -able                   | Phonics              | Early 3 |
| Reading Multisyllabic Words That Divide Between Consonants              | Phonics              | Early 3 |
| Sounds for ch   | Phonics              | Early 3 |
| Silent Letters  | Phonics              | Early 3 |
| Reading Multisyllabic Words with Suffixes -ment, -ness                  | Phonics              | Mid 3   |
| Reading Multisyllabic Words with Suffixes -er, -or                      | Phonics              | Mid 3   |
| Reading Multisyllabic Words with Medial Vowels                          | Phonics              | Mid 3   |
| Reading Multisyllabic Words That Divide Between Two Vowels              | Phonics              | Mid 3   |
| Sounds for ear  | Phonics              | Mid 3   |
| Reading Multisyllabic Words with Two Suffixes                           | Phonics              | Late 3  |
| Reading Multisyllabic Words with a Prefix and a Suffix                  | Phonics              | Late 3  |
| Reading Multisyllabic Words That Divide Between a Vowel and a Consonant | Phonics              | Late 3  |
| High-Frequency Words: Lesson 0  | High Frequency Words | Early K |
| High-Frequency Words: Lesson 1  | High Frequency Words | Early K |
| High-Frequency Words: Lesson 2  | High Frequency Words | Early K |
| High-Frequency Words: Lesson 3  | High Frequency Words | Early K |
| High-Frequency Words: Lesson 4  | High Frequency Words | Early K |
| High-Frequency Words: Lesson 5  | High Frequency Words | Mid K   |
| High-Frequency Words: Lesson 6  | High Frequency Words | Mid K   |
| High-Frequency Words: Lesson 7  | High Frequency Words | Mid K   |
| High-Frequency Words: Lesson 8  | High Frequency Words | Mid K   |
| High-Frequency Words: Lesson 9  | High Frequency Words | Late K  |
| High-Frequency Words: Lesson 10   | High Frequency Words | Late K  |
| High-Frequency Words: Lesson 11   | High Frequency Words | Late K  |
| High-Frequency Words: Lesson 12   | High Frequency Words | Late K  |
| High-Frequency Words: Lesson 13   | High Frequency Words | Late K  |
| High-Frequency Words: Lesson 14   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 15   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 16   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 17   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 18   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 19   | High Frequency Words | Early 1 |
| High-Frequency Words: Lesson 20   | High Frequency Words | Mid 1   |
| High-Frequency Words: Lesson 21   | High Frequency Words | Mid 1   |
| High-Frequency Words: Lesson 22   | High Frequency Words | Mid 1   |
| High-Frequency Words: Lesson 23   | High Frequency Words | Mid 1   |
| High-Frequency Words: Lesson 24   | High Frequency Words | Mid 1   |
| High-Frequency Words: Lesson 25   | High Frequency Words | Late 1  |
| High-Frequency Words: Lesson 26   | High Frequency Words | Late 1  |
| High-Frequency Words: Lesson 27   | High Frequency Words | Late 1  |
| High-Frequency Words: Lesson 28   | High Frequency Words | Late 1  |
| High-Frequency Words: Lesson 29   | High Frequency Words | Late 1  |

|                                 |                      |         |
|---------------------------------|----------------------|---------|
| High-Frequency Words: Lesson 30 | High Frequency Words | Early 2 |
| High-Frequency Words: Lesson 31 | High Frequency Words | Early 2 |
| High-Frequency Words: Lesson 32 | High Frequency Words | Early 2 |
| High-Frequency Words: Lesson 33 | High Frequency Words | Mid 2   |
| High-Frequency Words: Lesson 34 | High Frequency Words | Mid 2   |
| High-Frequency Words: Lesson 35 | High Frequency Words | Mid 2   |
| High-Frequency Words: Lesson 36 | High Frequency Words | Late 2  |
| High-Frequency Words: Lesson 37 | High Frequency Words | Late 2  |
| High-Frequency Words: Lesson 38 | High Frequency Words | Late 2  |

**Login to view Explicit Instruction and Practice:**

## Demonstration Account Access and Login Credentials for: *i-Ready Assessment and Personalized Instruction*

### Getting Started

The login credentials below provide reviewers access to features and functions available to administrators, teachers, and students in *i-Ready*®.

#### Three Steps to Log In:

1. To get started, go to <https://pd.i-ready.com>.
2. Please enter the following login credentials **EXACTLY** as they appear below:

| Demonstration Account Login Credentials (Valid Until 02/28/2023) |                     |                |
|--|---------------------|----------------|
| Login Type   | Username            | Password       |
| Teacher  | A12X_Teacher003a_TS | Demo4Educators |

0. Select **Texas** as the state in the drop-down menu, then click "Go!".



Username

Password

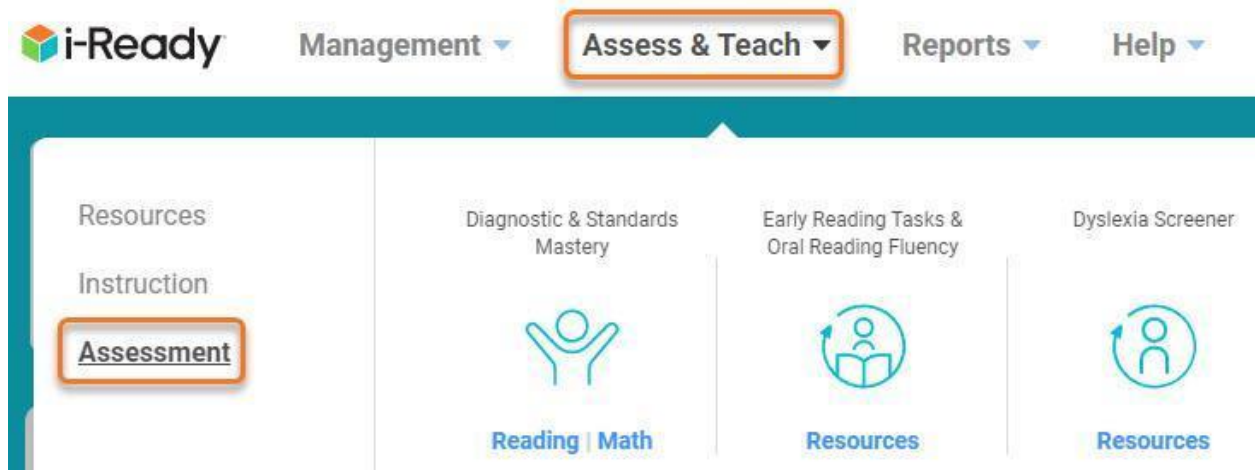
[Forgot Username/Password](#)

State

**Go!**

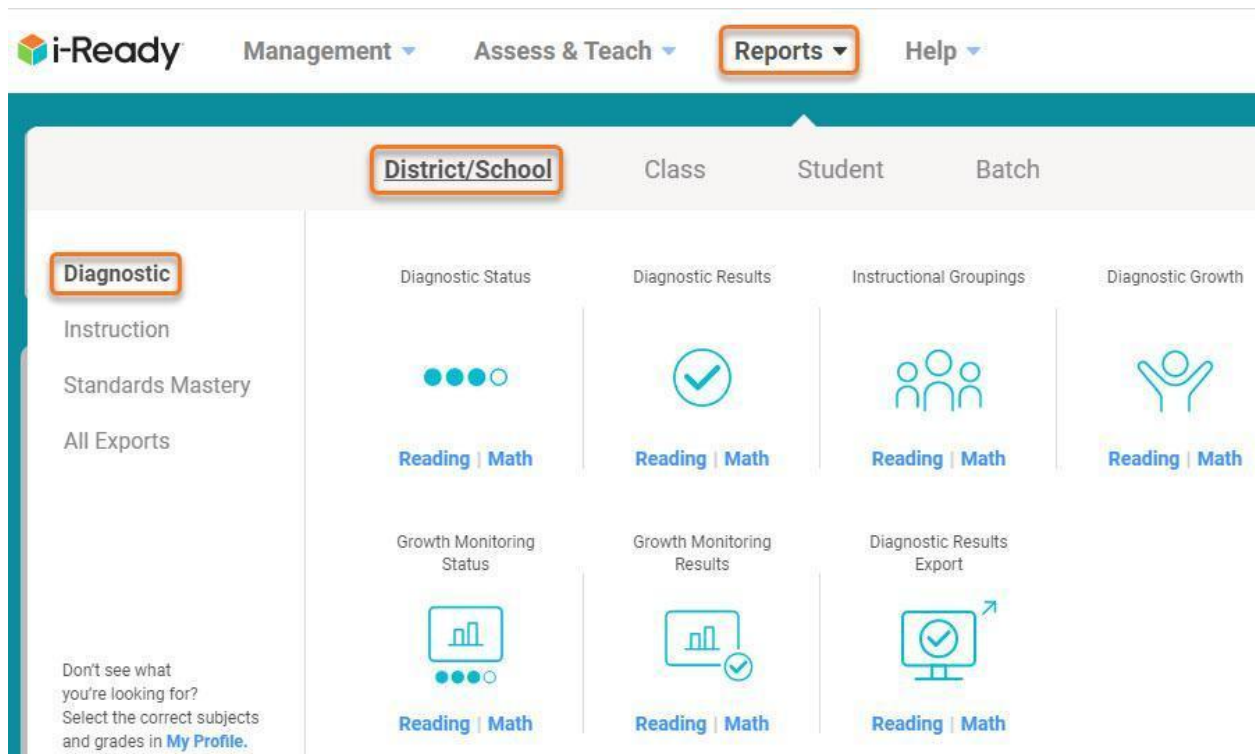
### Accessing Assessments in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Assessment” on the left side menu; then click on the desired assessment.



### Accessing Reports in i-Ready

Click on “Reports” at the top of the screen; then select any data type from the left side menu and user category from the top menu to view all available reports. As an example, here are all reports available on the “District/School” level for the *Diagnostic*.



### Accessing Personalized Instruction in i-Ready

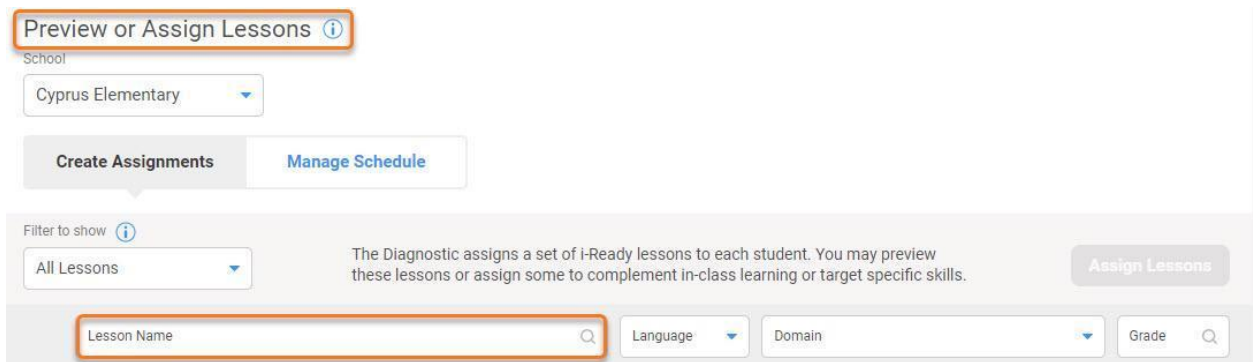


To access *i-Ready Personalized Instruction* lessons, follow these steps:

1. Click on “Assess & Teach” at the top of the screen; then “Instruction” on the left side menu; then click on Reading under “Personalized Instruction.”

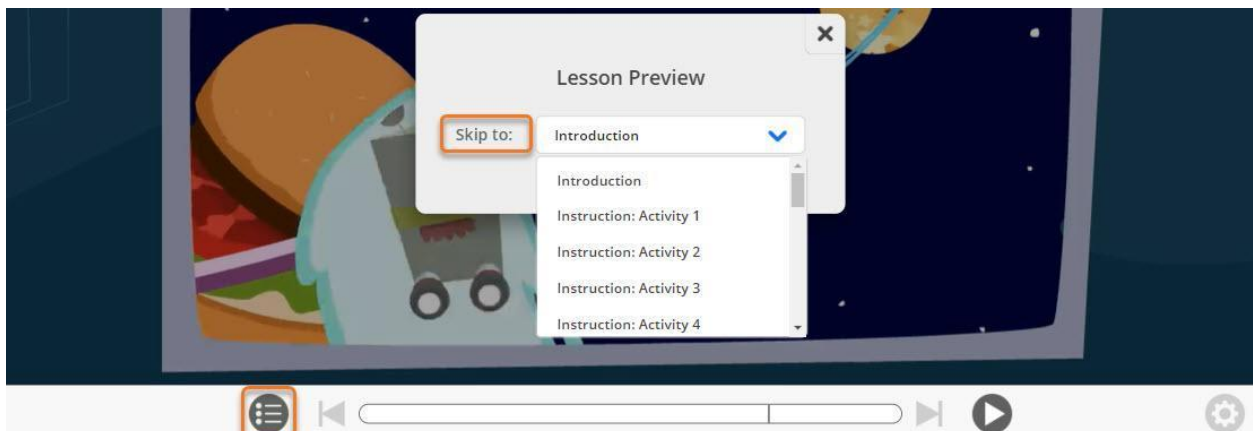


0. Scroll down to “Preview or Assign Lessons.” (Note: If you are logged in as an Administrator, you will need to select a demo school.) Use the “Lesson Name” field to search for a lesson.



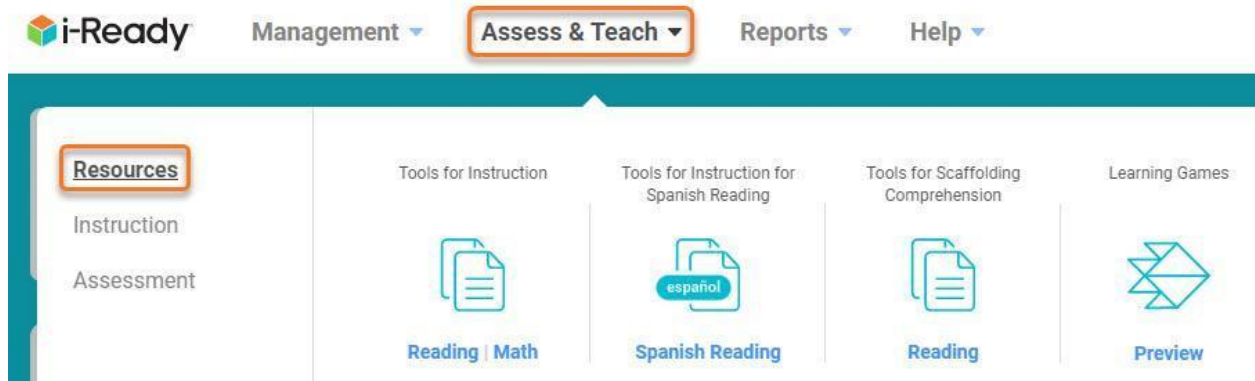
In the Lesson Name bar, type in *Long e spelled ee*. Click on the lesson name. Start the lesson.

0. Once you enter a lesson, you can navigate to a specific part. Click the navigation button on the bottom left, and then scroll through the “Skip to” menu to view and select any activity. Click *Instruction: Activity 6* to view explicit instruction on *ee*. After the instruction, you can see practice items. Get some wrong 1x or 2x to see different levels of instructional feedback provided.



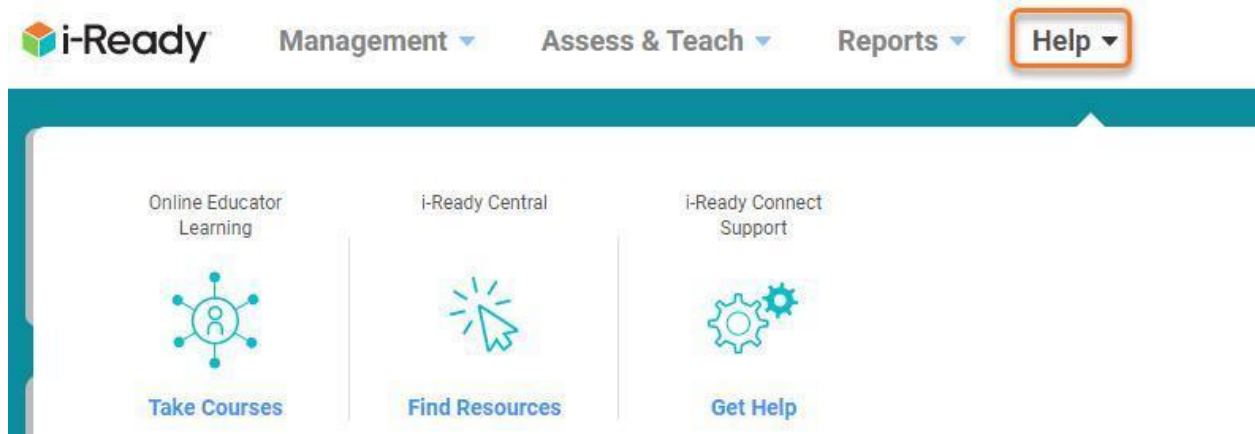
## Accessing Tools for Instruction and Other Resources in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Resources” on the left side menu; then click on the desired resource.



## Accessing Help in *i-Ready*

Click on “Help” at the top of the screen to access *i-Ready Central* and other supports to help you implement *i-Ready*.



**HELP:** For questions about the demonstration account contact:

1. Jackie Sullivan at [jsullivan@cainc.com](mailto:jsullivan@cainc.com) / 978-313-1315 or
2. Noah Segal at [nsegal@cainc.com](mailto:nsegal@cainc.com) / 978-947-7624