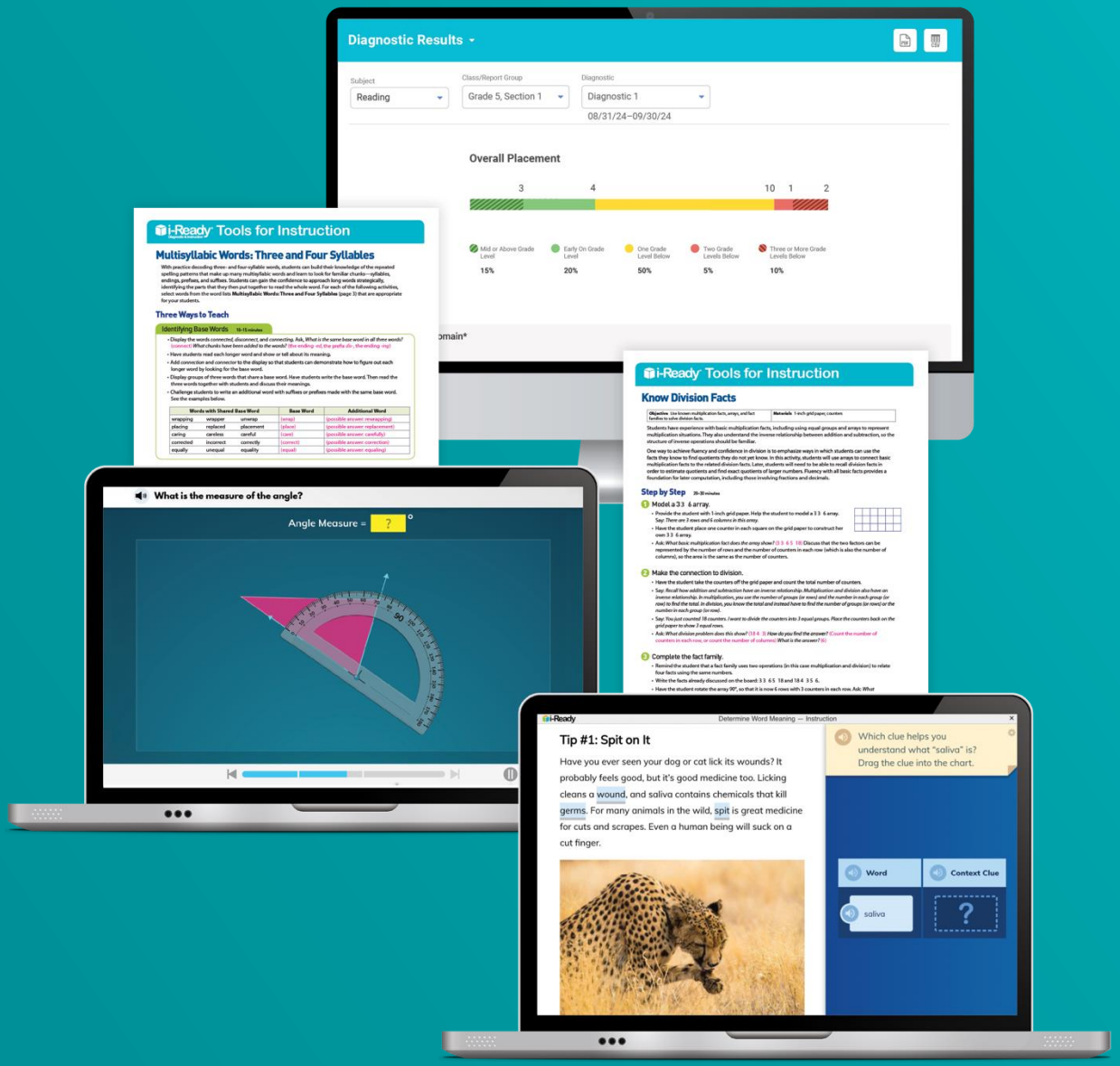



i-Ready

# *i-Ready* Family Session

Facilitated by Dr. Mercedes Taylor

Grades K–8

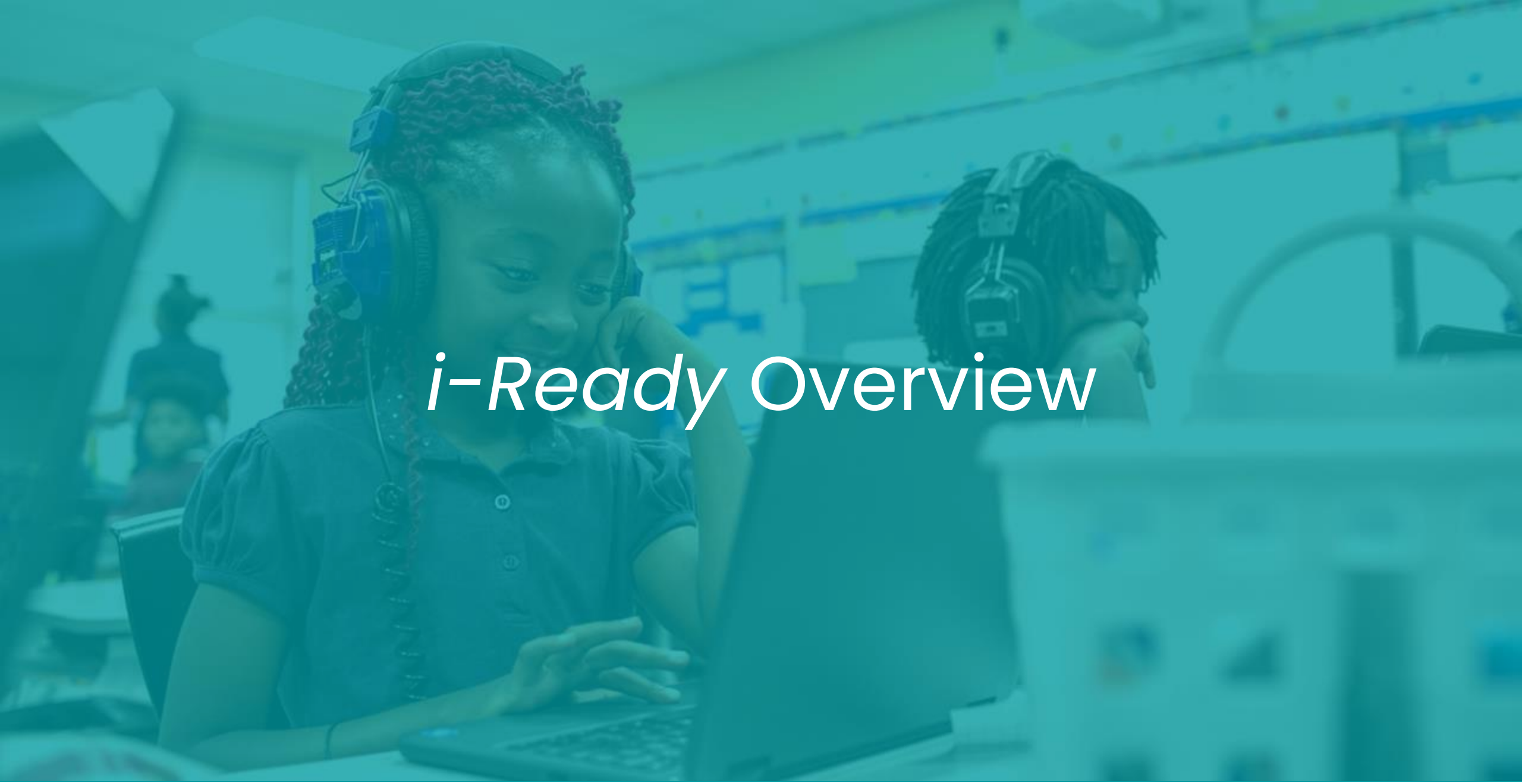
# Outcomes

I can . . .

| | |
|---|---|
| Explain what *i-Ready* is and how the program can support student learning. | |
| Understand how the *i-Ready Diagnostic* works. | |
| Identify resources available to families to support their students. | |
| Understand how Personalized Instruction works. | |
| | |

# Agenda

1. *i-Ready* Overview
2. Explain how the Diagnostic Works
3. Explore i-Ready Resources
4. *i-Ready Personalized Instruction*
5. Getting Support
6. *i-Ready* Q&A!



# *i-Ready* Overview

# What is *i-Ready?*

Actionable Insights

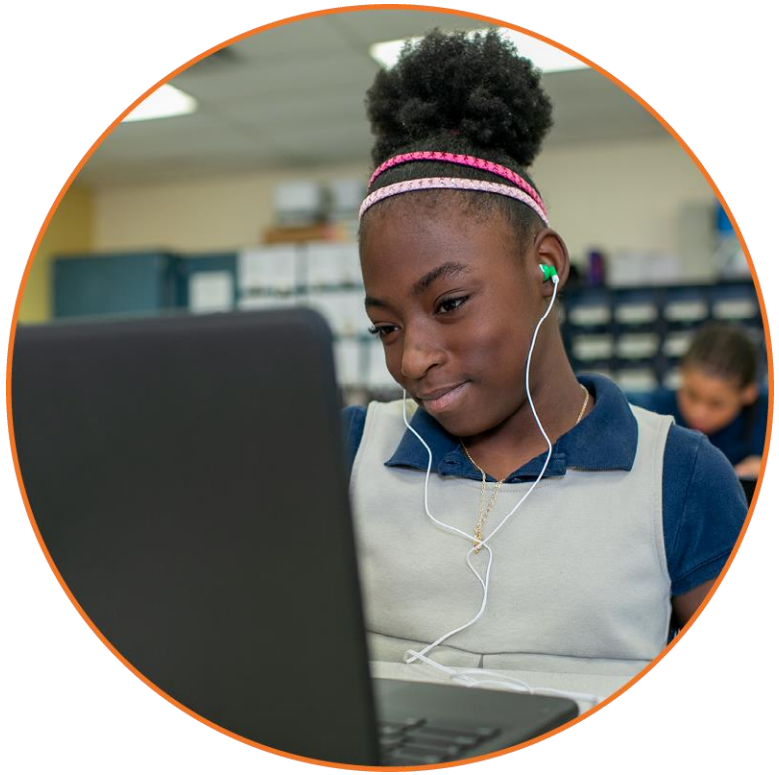
Goals

Personalized Instruction

Resources

# What is *i-Ready?*

Actionable Insights



Insight into student learning across K–12 skills that pinpoints students' strengths and next steps for instruction

# What is *i-Ready?*

Aspirational, attainable goals for each student to get them
on a path toward proficiency or advanced proficiency levels

# What is *i-Ready?*

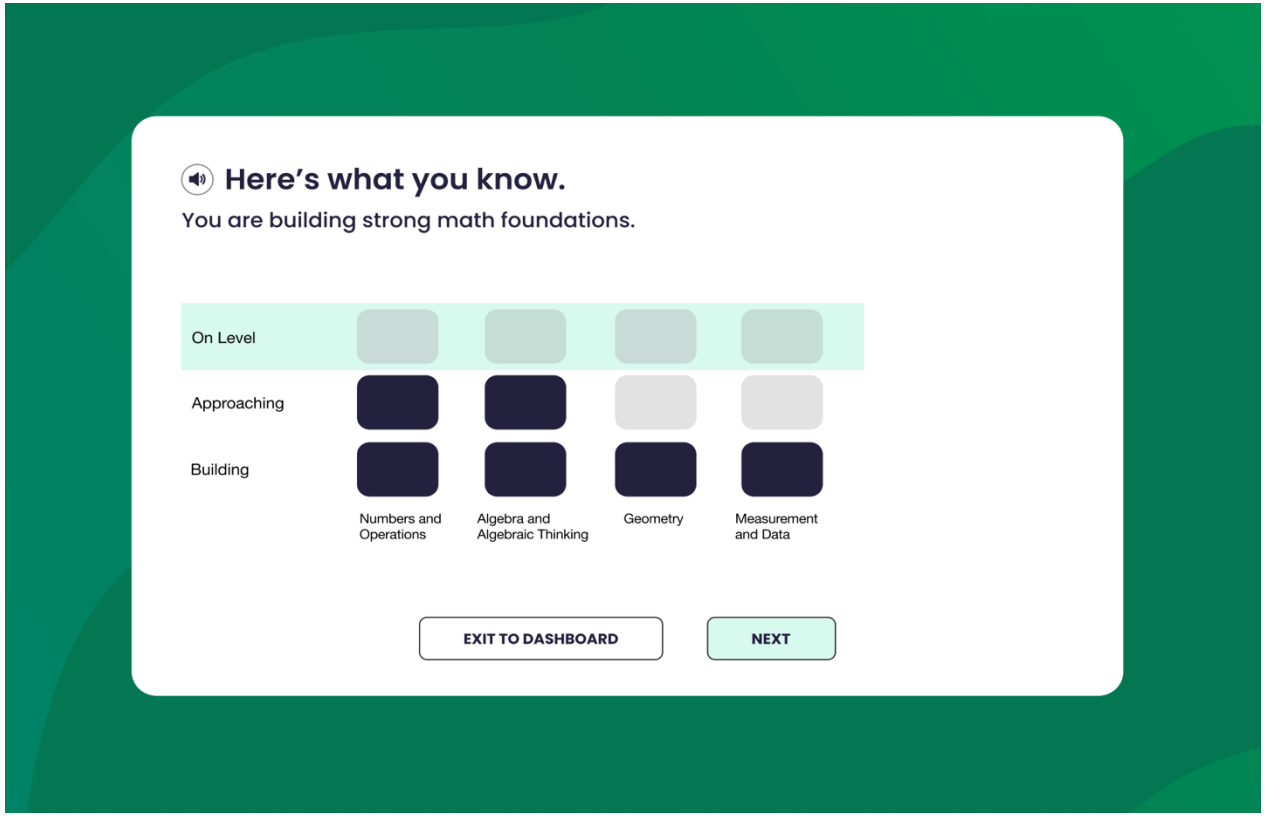
Personalized online lessons
based on students' individual skill levels

# What is *i-Ready?*

Resources for whole class and small group instruction

# What is *i-Ready Pro*

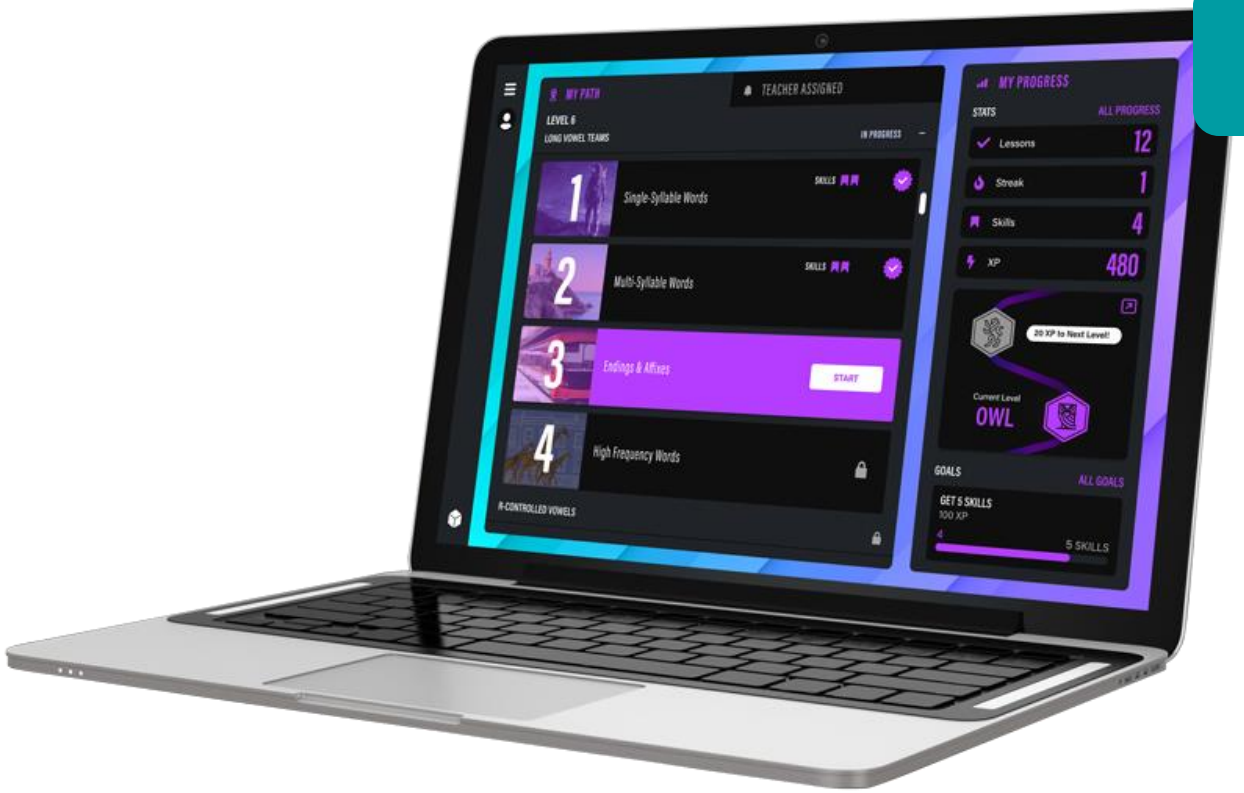
## The Next Evolution of the **Student Experience** in Grades 6–12




Boost Student Confidence

# What is *i-Ready Pro*

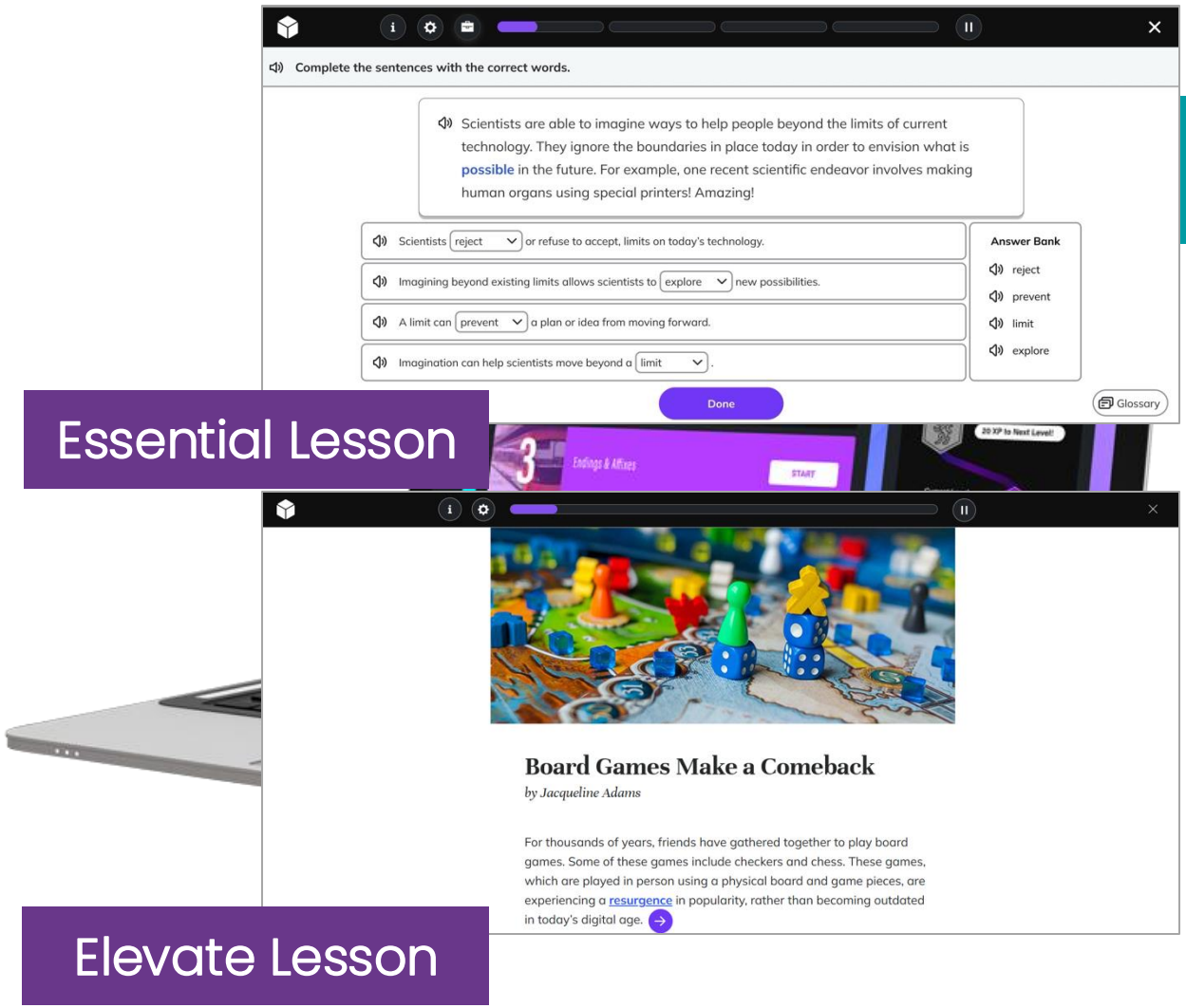
## The Next Evolution of the **Student Experience** in Grades 6–12




Maximize Learning Time

# What is *i-Ready Pro*

## The Next Evolution of the **Student Experience** in Grades 6–12



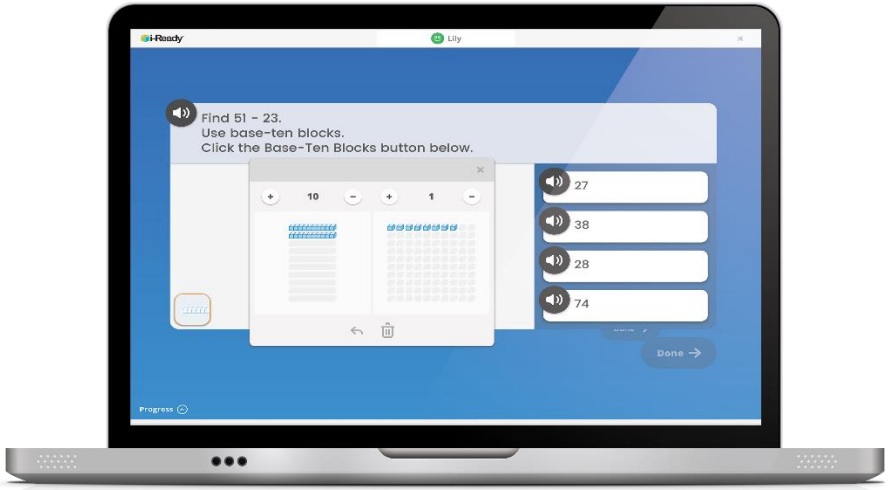

Maximize Learning Time

Essential Lesson

Elevate Lesson

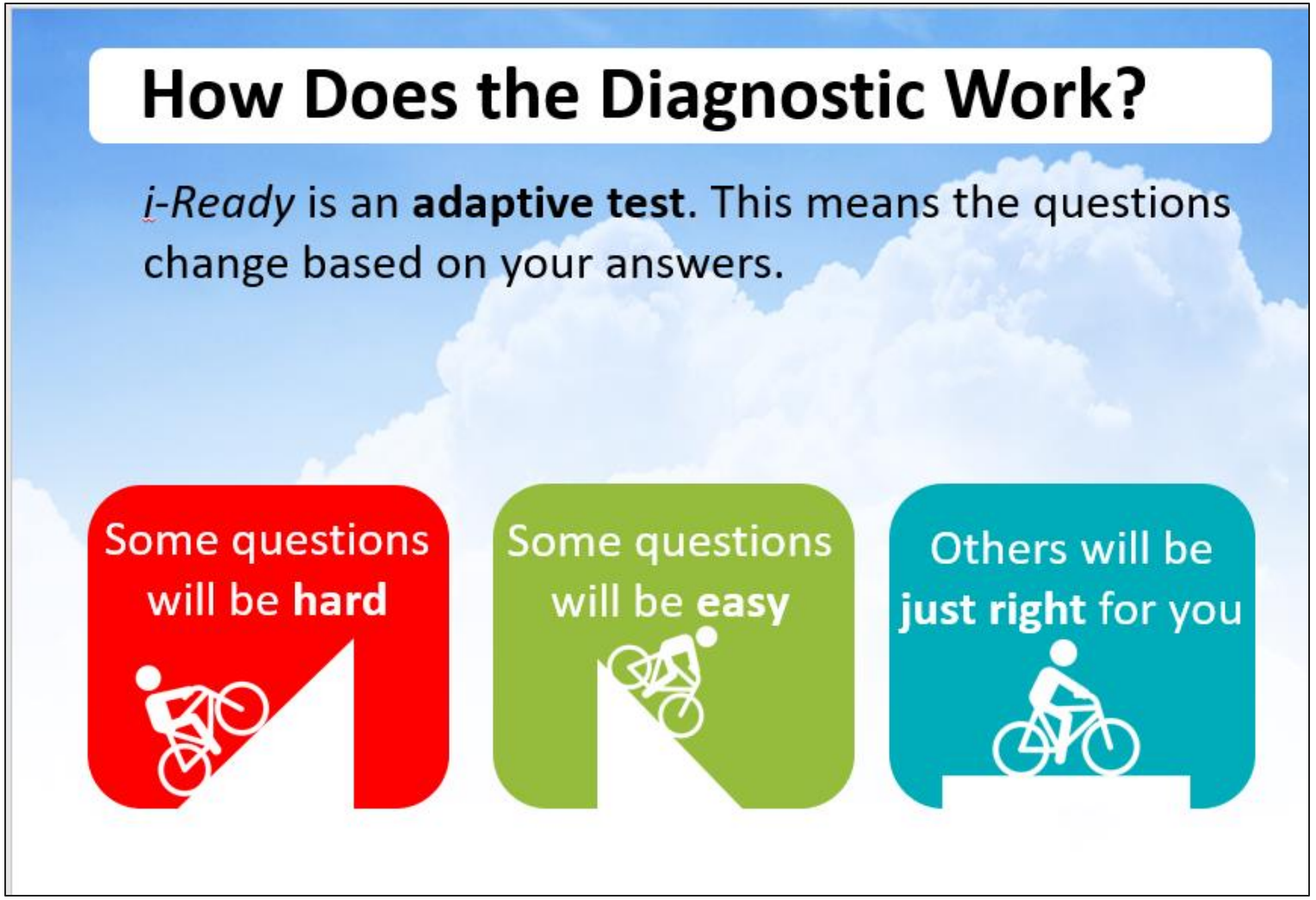
i-Ready Partners

# *i-Ready Diagnostic*

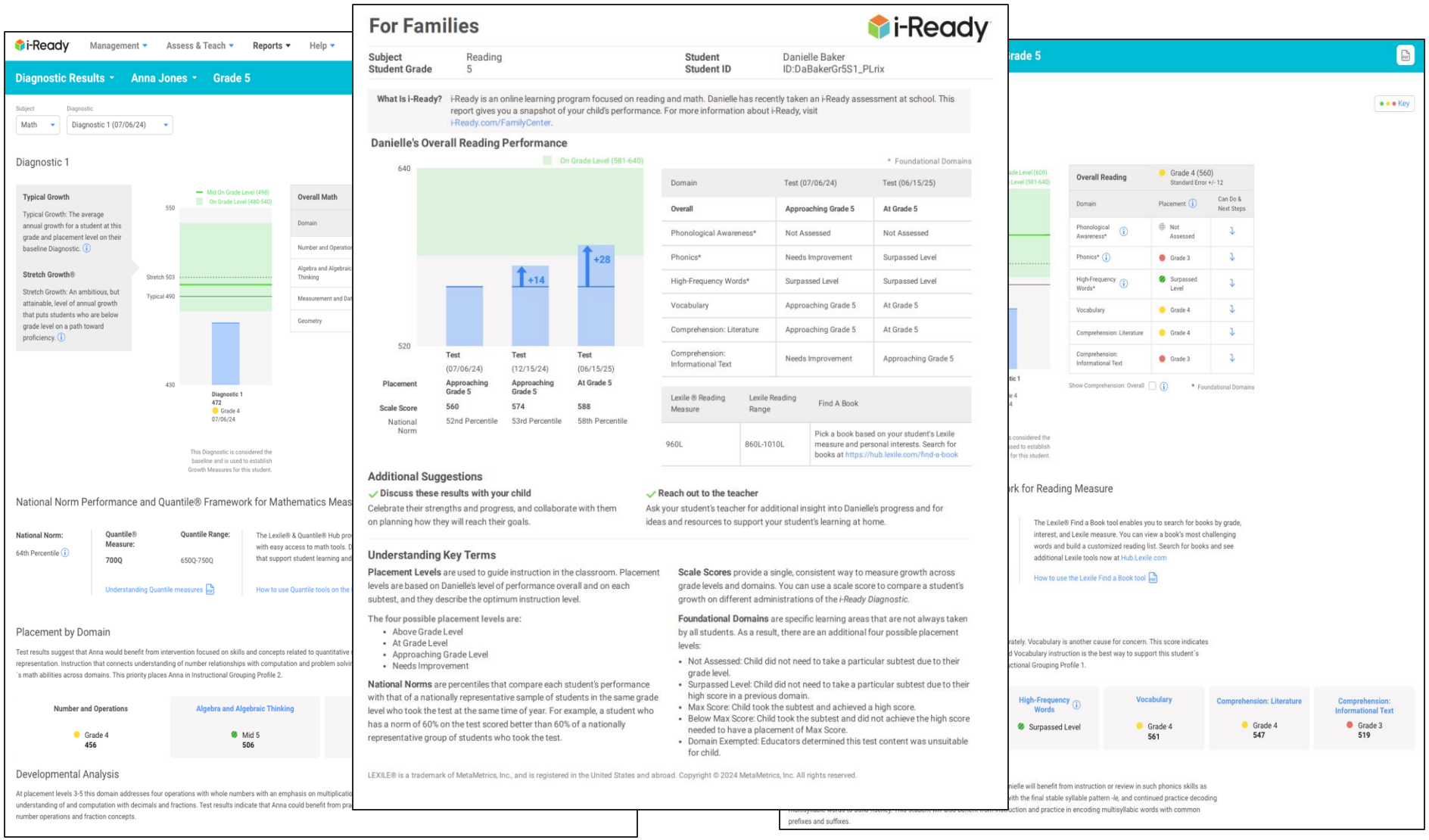



The purpose of the Diagnostic is to determine how best to support your student's learning, not to give your student a score or grade.

# Computer-Adaptive Assessment



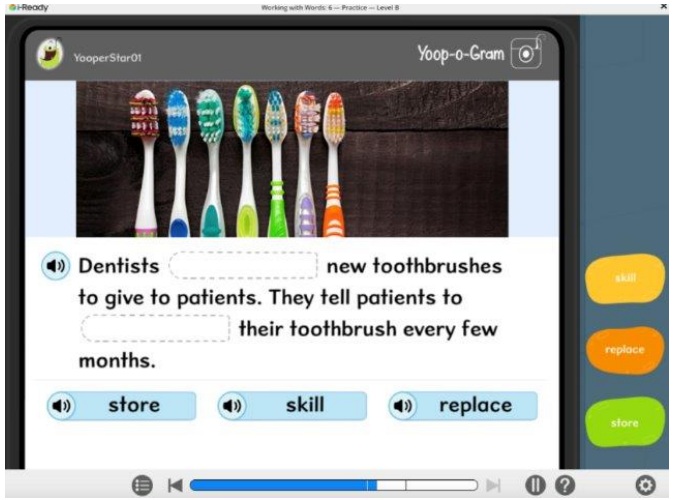
# Diagnostic Results Reports

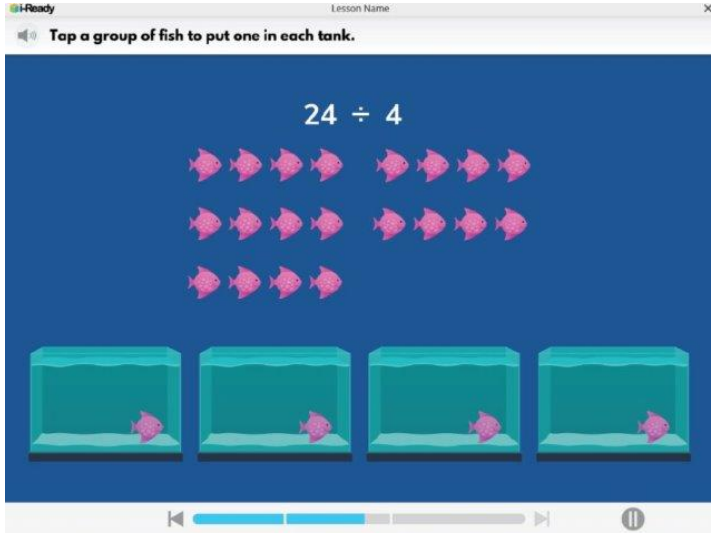



i-Ready Partners

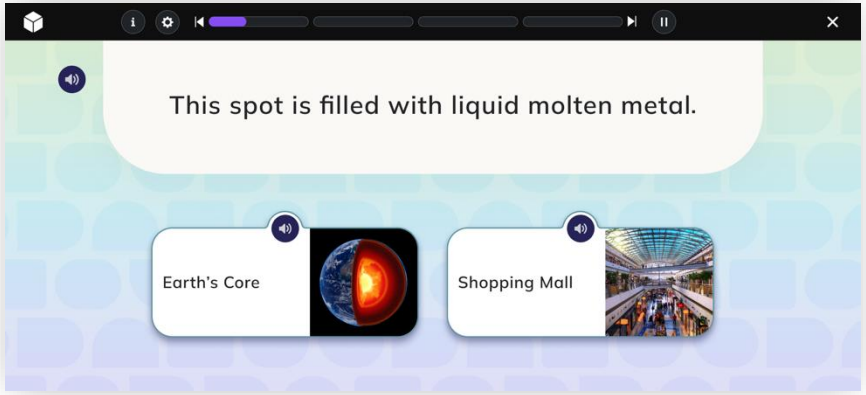
# Personalized Instruction

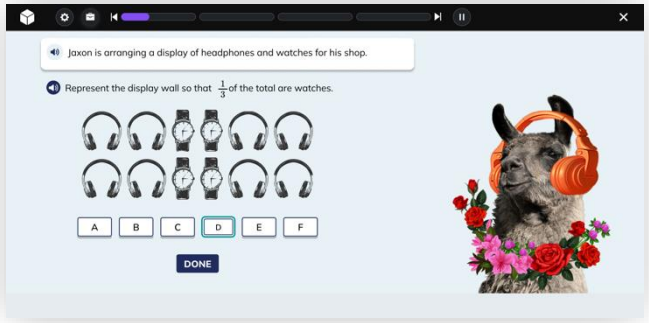
Personalized Instruction K-5




Personalized Instruction 6+ in *i-Ready Pro*



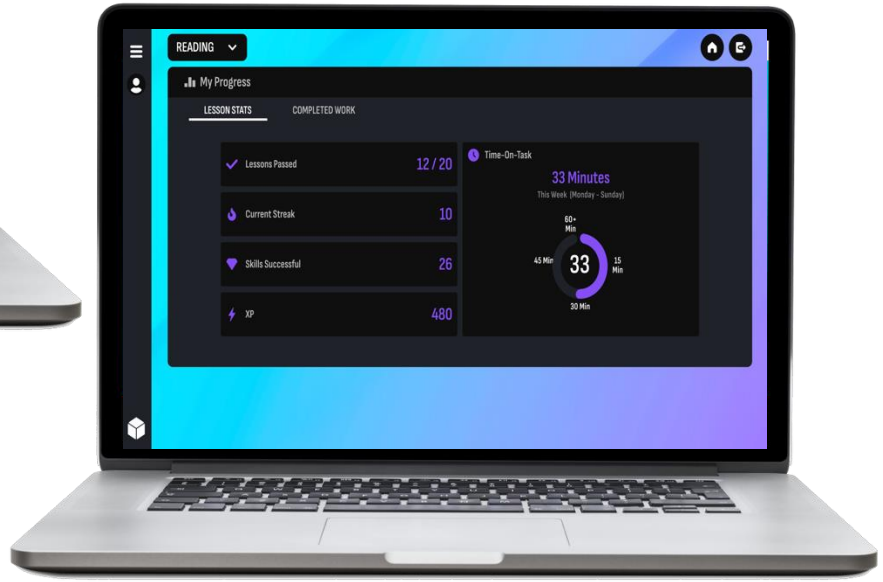

i-Ready Partners

# Student Dashboard

## Grades K–2

## Grades 3–5

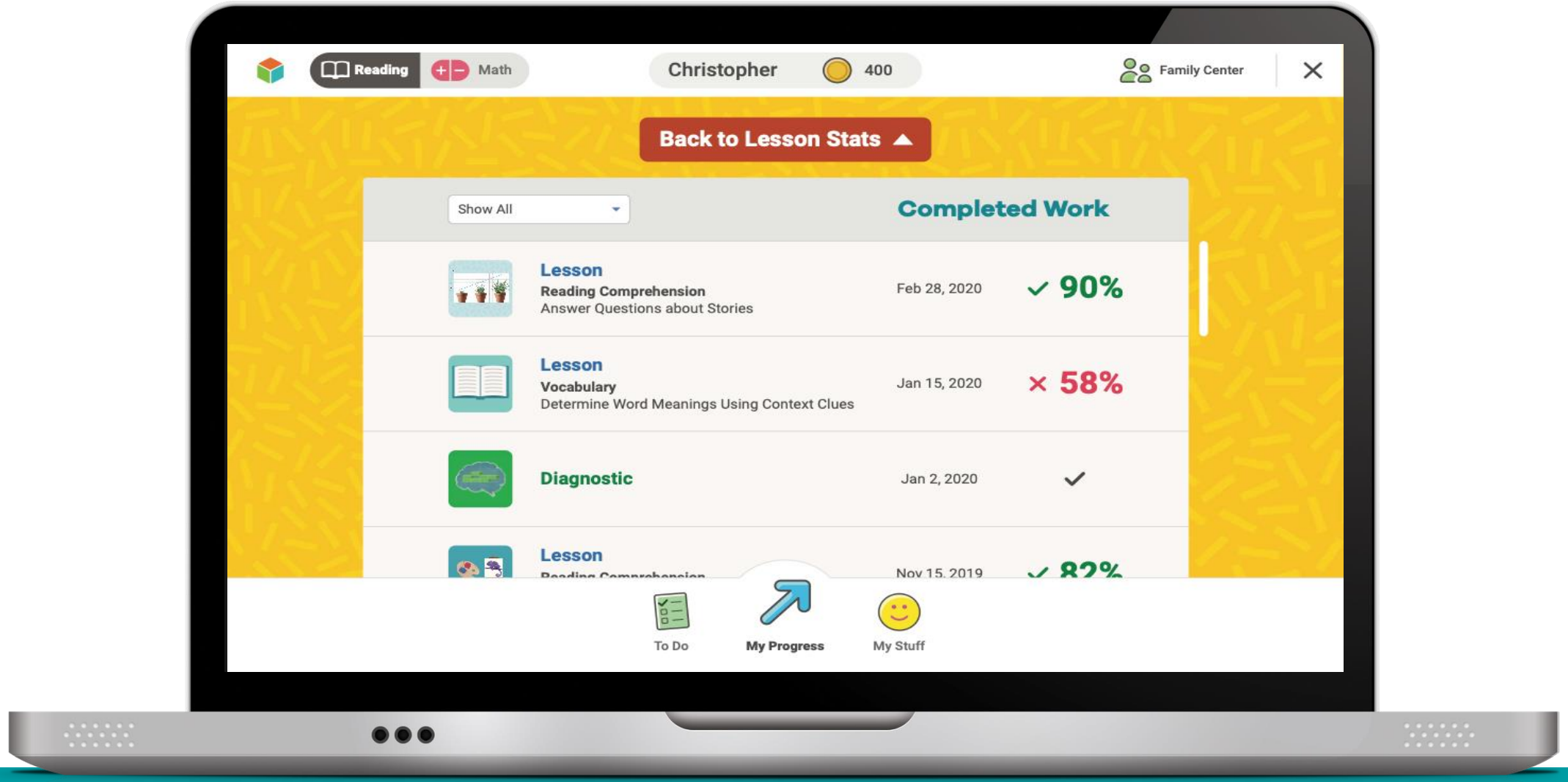
## Grades 6–8




i-Ready Partners

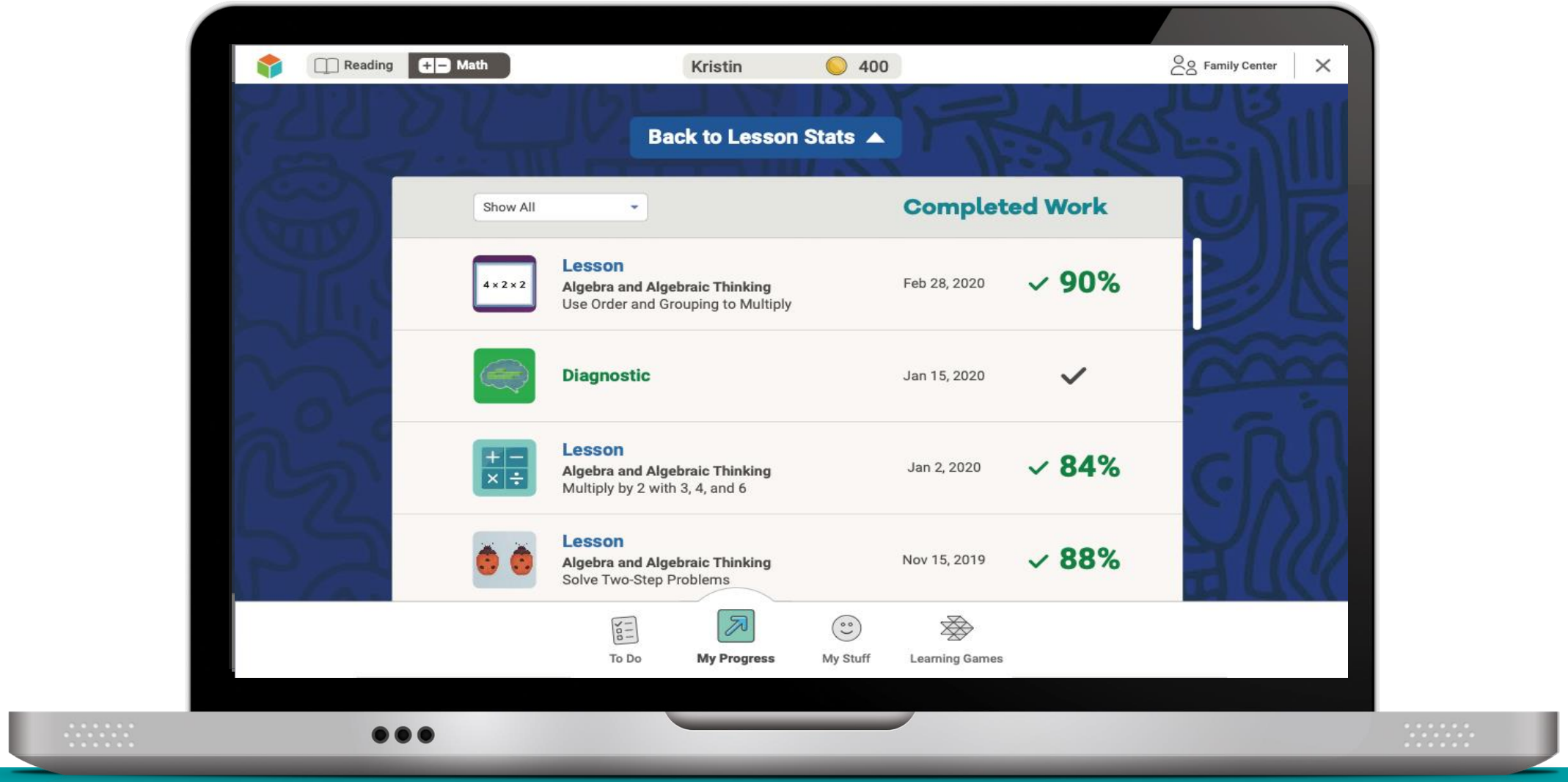
Grades K–2

# Student Dashboard



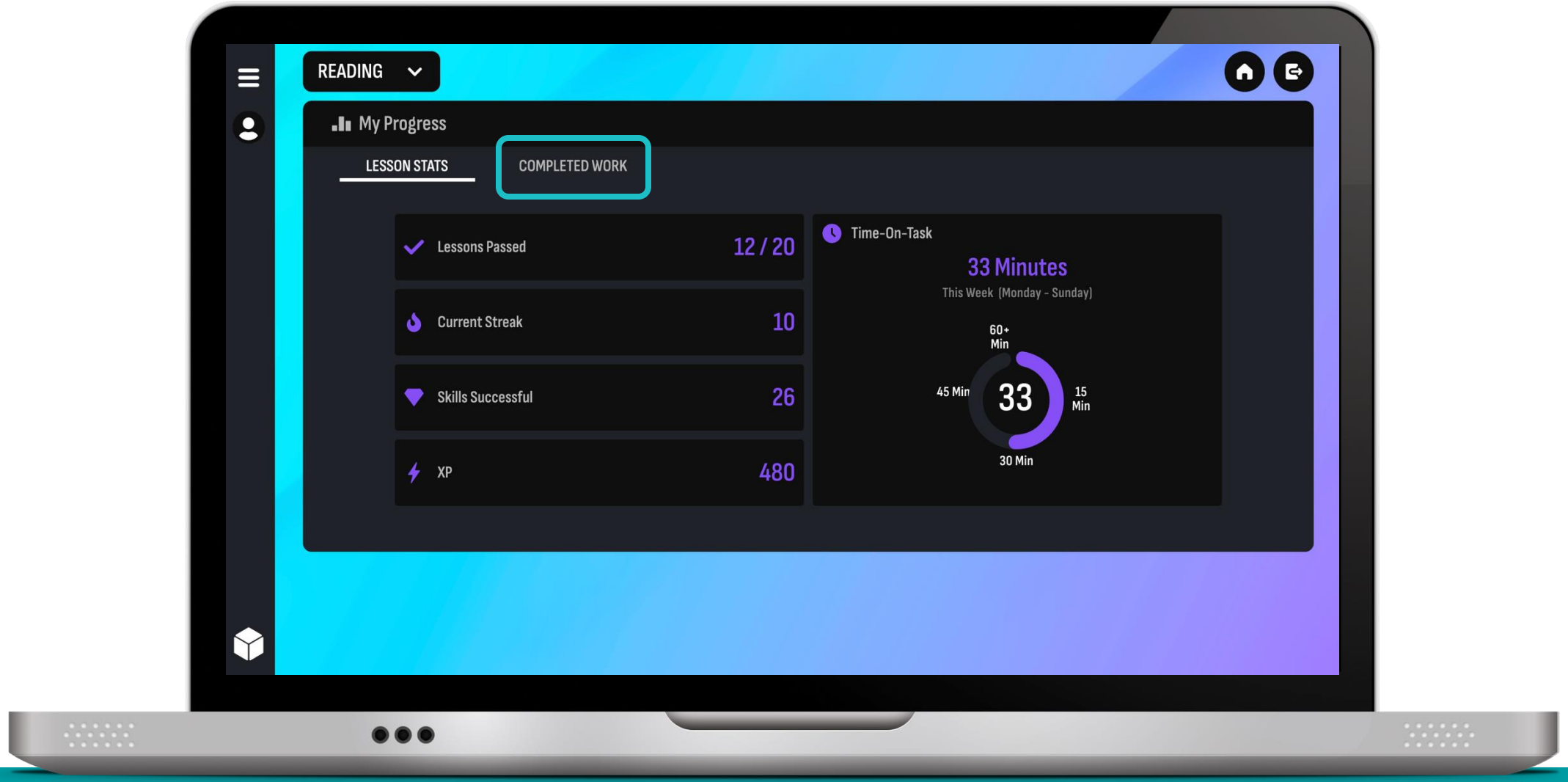
Grades 3–5

# Student Dashboard



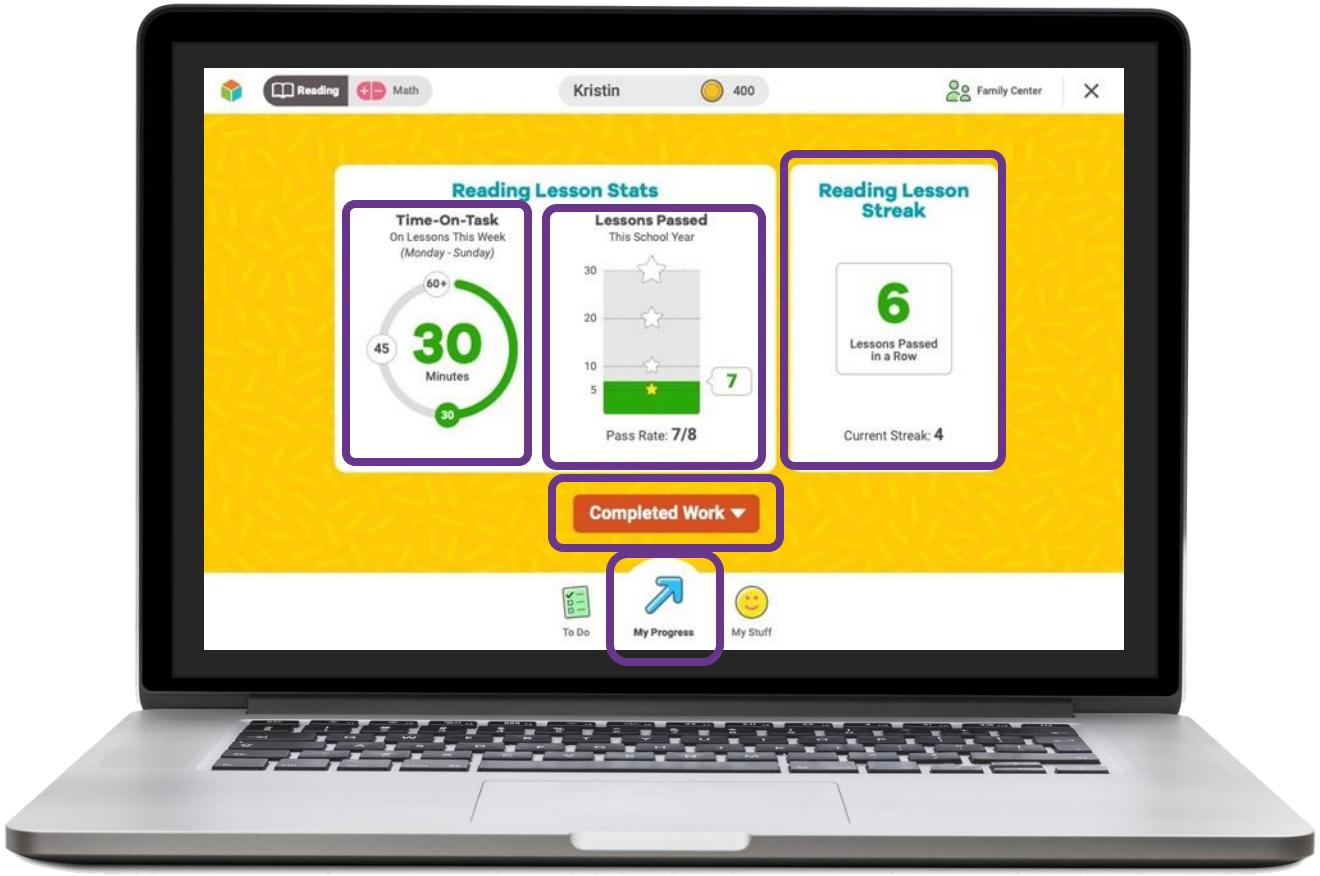
Grades 6-12

# Student Dashboard



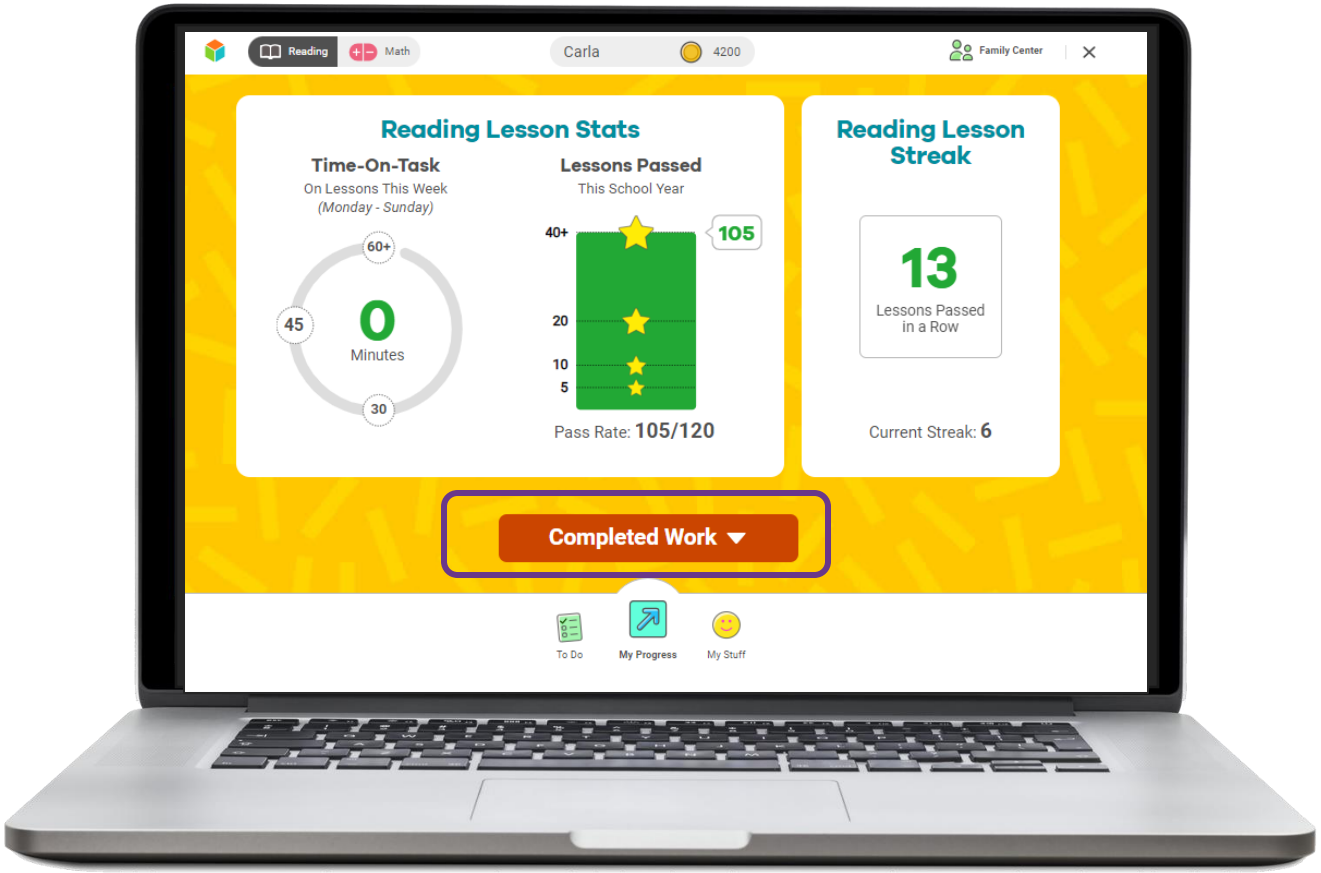
# My Progress

- **Time-On-Task:** how many minutes spent on lessons this week.
- **Lessons Passed:** how many passed this school year.
- **Lesson Streak:** how many lessons passed in a row.



# Completed Work

- Completed Work: student's **past work**

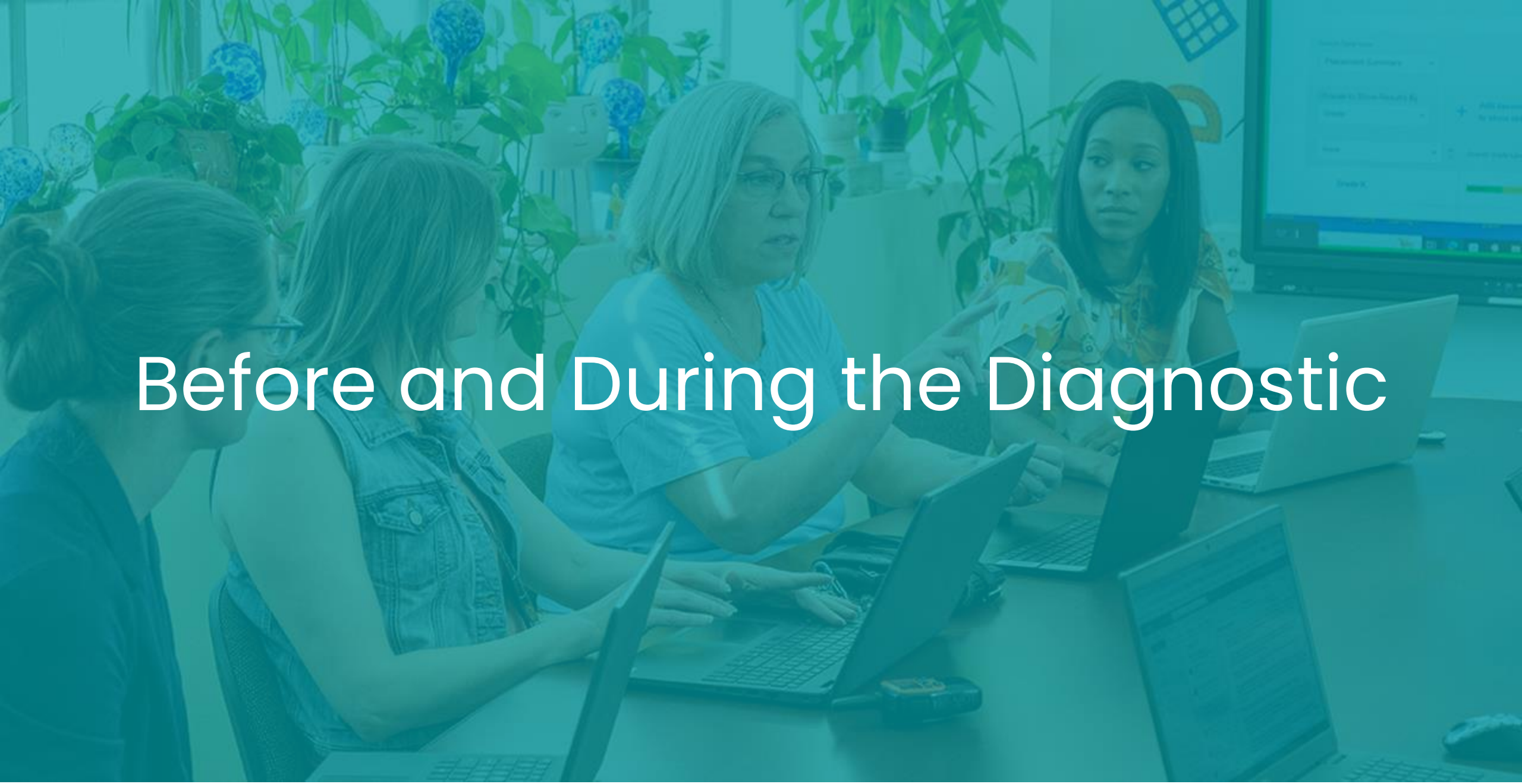



**Note:** This shows the Grades K–2 dashboard only.

# My Stuff

- **Grades K–2:**
  Your student can pick Buddies, background themes, and play games with coins here.

- **Grades 3-5:**
  Your student's My Stuff page will include background themes and Rewards options.



# Before and During the Diagnostic

# Prepare Your Student for the Diagnostic

Take your time and **do not rush**.

**Try your best**.

For Math—Show your work on **paper** for every problem.

For Reading—Read each passage carefully and **reread** the passage when necessary.

**Check your work** before going to the next question.

# The Student Experience

# The Student Experience Continued...

Watch a video.

Click on each button to watch a video about each tool.

# The Student Experience Continued...

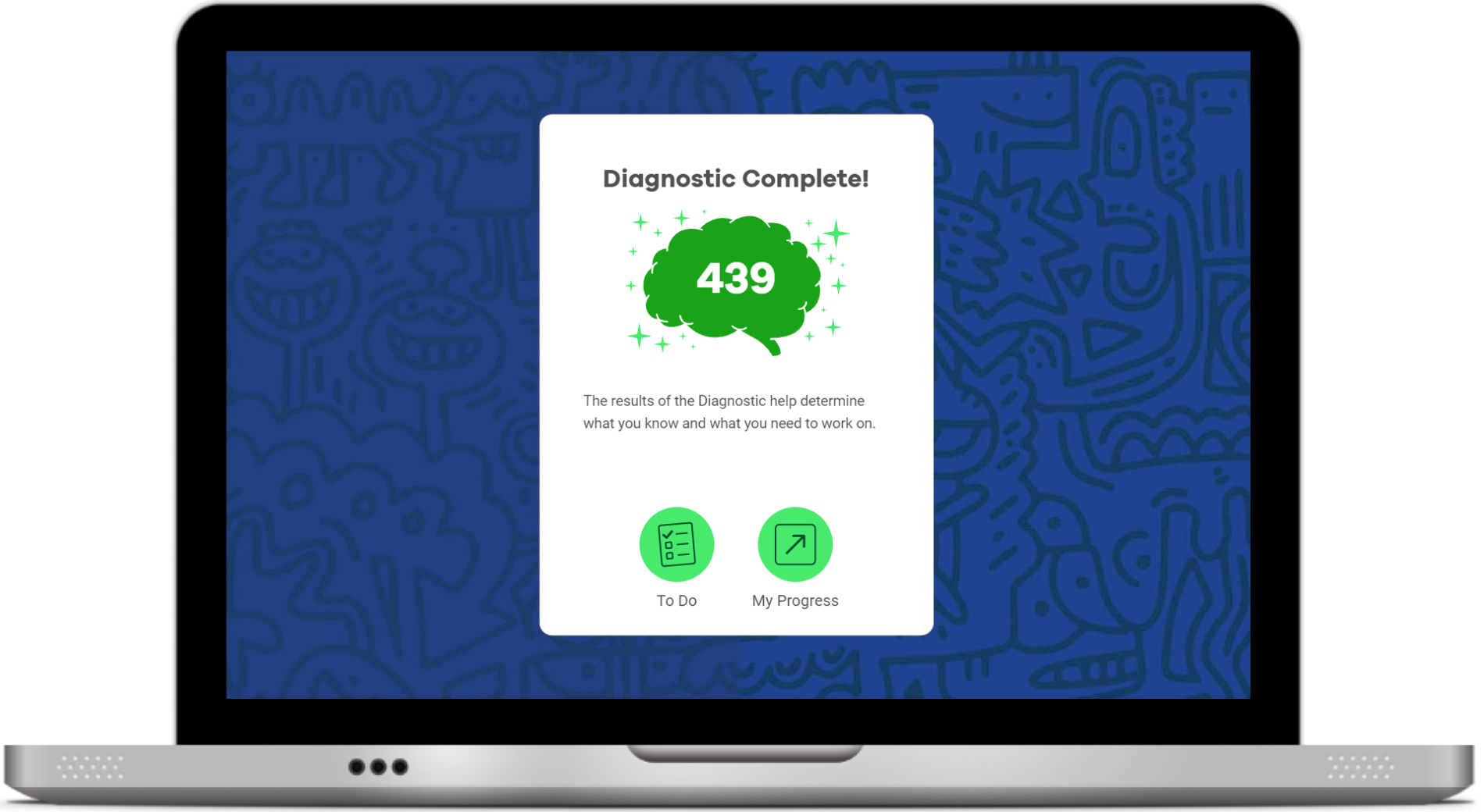
Watch a video.

You must **click on all of them** before you can **press start.**

Grades K–2

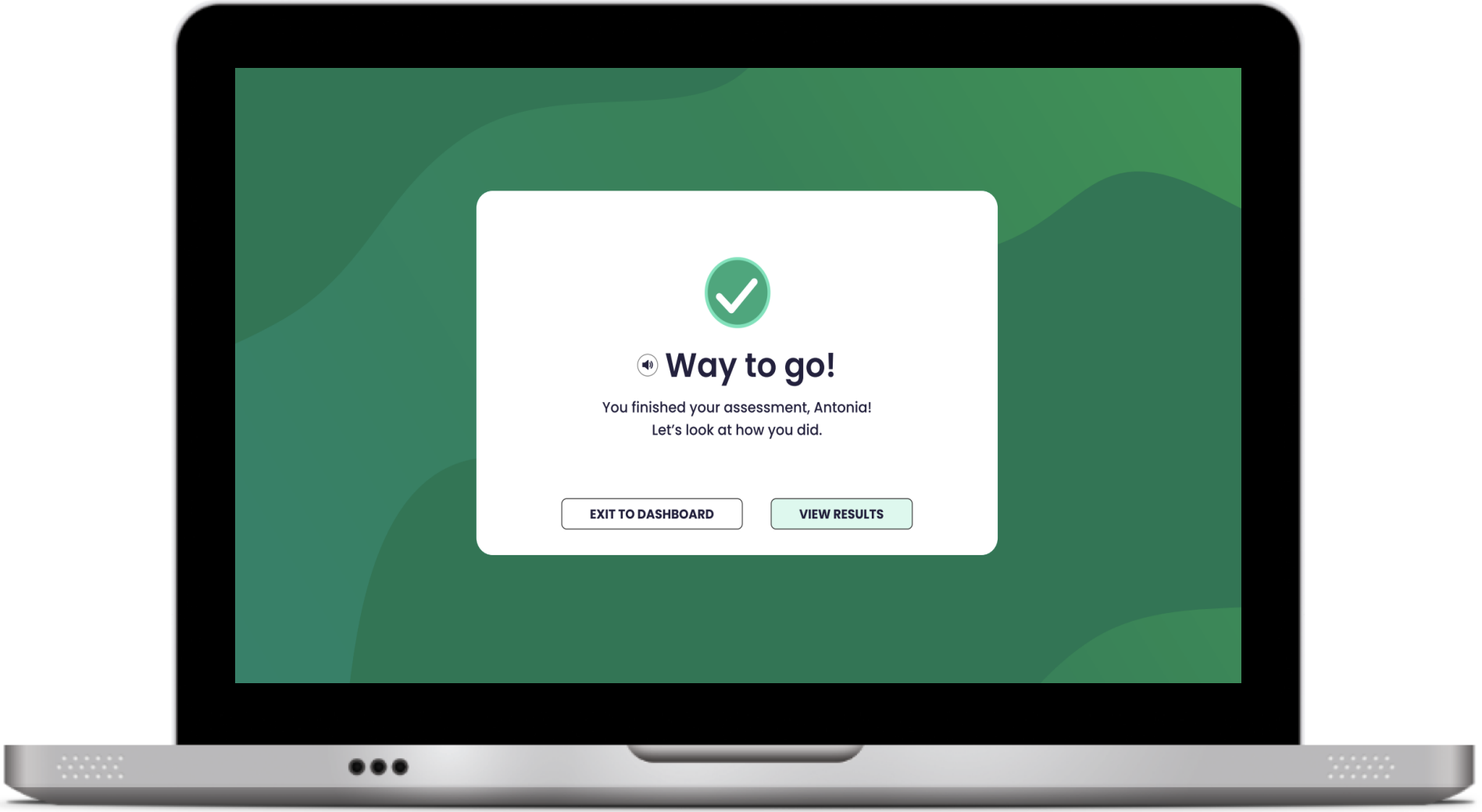
# Confirmation Screen

# Grades 3–5 Confirmation Screen



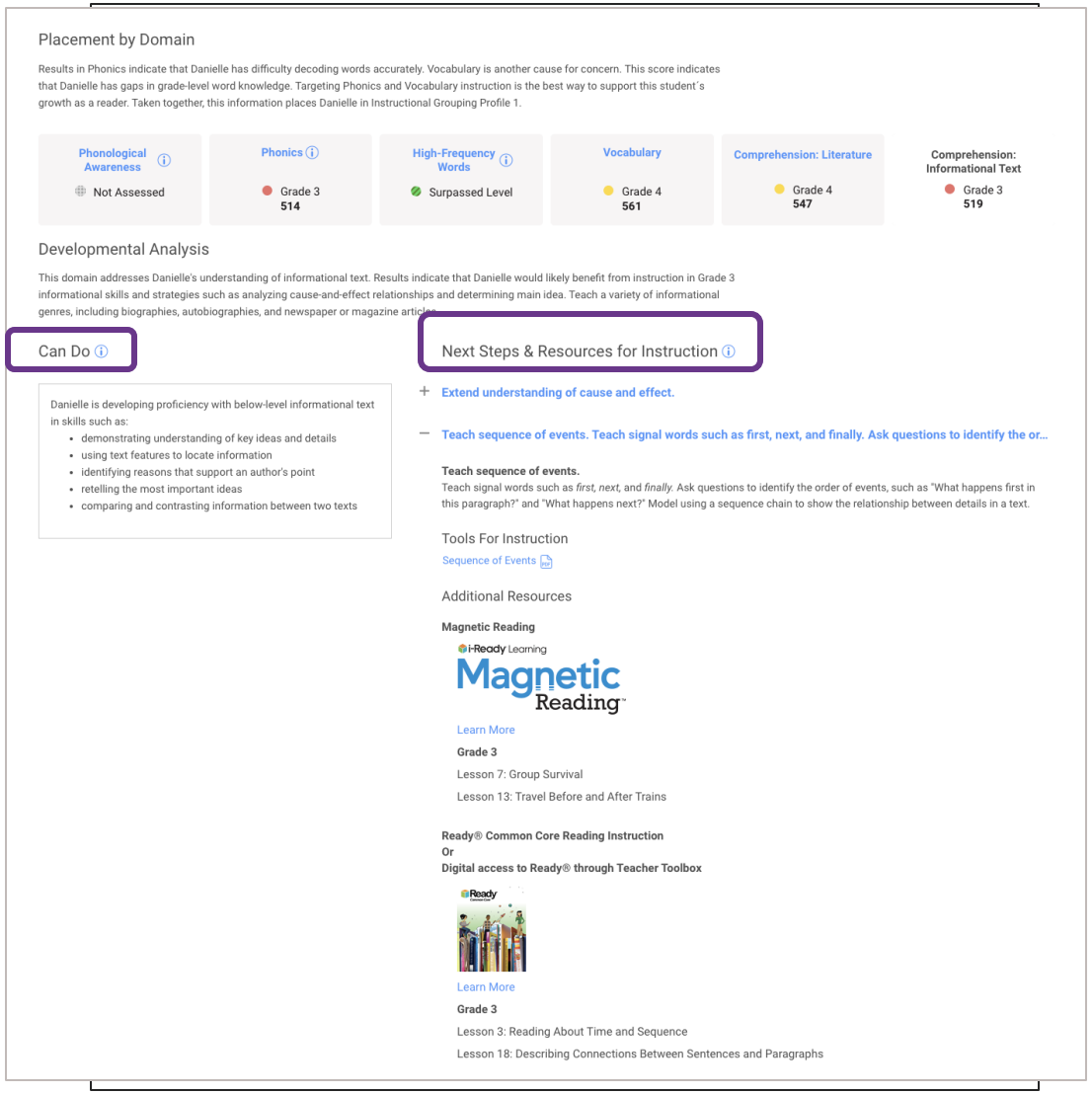
Grades 6-12

# Confirmation Screen



# After the Diagnostic

# Exploring Diagnostic Results (Student)



Placement by Domain

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

| Phonological Awareness | Phonics | High-Frequency Words | Vocabulary | Comprehension: Literature | Comprehension: Informational Text |
|---|---|---|---|---|---|
| Not Assessed | Grade 3 514 | Surpassed Level | Grade 4 561 | Grade 4 547 | Grade 3 519 |

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle would likely benefit from instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

Danielle is developing proficiency with below-level informational text in skills such as:

- demonstrating understanding of key ideas and details
- using text features to locate information
- identifying reasons that support an author's point
- retelling the most important ideas
- comparing and contrasting information between two texts

Next Steps & Resources for Instruction

+ Extend understanding of cause and effect.

− Teach sequence of events. Teach signal words such as first, next, and finally. Ask questions to identify the or...

**Teach sequence of events.**
Teach signal words such as *first*, *next*, and *finally*. Ask questions to identify the order of events, such as "What happens first in this paragraph?" and "What happens next?" Model using a sequence chain to show the relationship between details in a text.

Tools For Instruction

Sequence of Events

Additional Resources

**Magnetic Reading**

i-Ready Learning Magnetic Reading™

Learn More

**Grade 3**

Lesson 7: Group Survival

Lesson 13: Travel Before and After Trains

**Ready® Common Core Reading Instruction**
**Or**
**Digital access to Ready® through Teacher Toolbox**



Learn More

**Grade 3**

Lesson 3: Reading About Time and Sequence

Lesson 18: Describing Connections Between Sentences and Paragraphs

# Tools For Instruction

## Math

## Tools for Instruction

### Compare Fractions

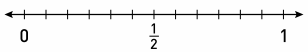
**Objective** Use benchmark fractions or equivalent fractions to compare unlike fractions.

This activity extends prior skills with writing fractions as part of a whole to thinking about the relative sizes of fractions. The goal of this activity is to help students learn how to compare fractions with unlike denominators by building on an understanding of the concept of a fraction's size. One way to build fraction number sense is to use benchmark fractions such as 0, $\frac{1}{2}$, and 1 to aid in comparison. Another approach is to generate equivalent fractions with like denominators and then compare the part of the fractions that is not the same. Building a solid understanding of the concept of comparing fractions will help students in future work with estimation with fractions, proportionality, geometry applications, and probability.

### Two Ways to Teach

#### Use Benchmark Fractions 20–30 minutes

Draw a number line to represent 0 to 1. Mark 0, 1, and $\frac{1}{2}$ as benchmarks on the number line as shown. Remind the student why it is necessary to compare fractions from the same whole. Explain, for instance, that a half foot is not the same as a half inch. Help the student mark where some unit fractions are located, such as $\frac{1}{12}$, $\frac{1}{4}$, and $\frac{1}{3}$, and then discuss their sizes using comparison terms. Write the comparisons using the symbols for less than and greater than. Guide the student to understand that when the numerators are the same, fractions divided into fewer equal parts (as indicated by the denominator) are larger.




Provide some non-unit fraction examples, including some with the same numerator. For example, compare $\frac{3}{8}$ and $\frac{3}{5}$. Discuss that 3 is less than half of 8, so $\frac{3}{8}$ is less than $\frac{1}{2}$. Also, 3 is more than half of 5, so $\frac{3}{5}$ is greater than $\frac{1}{2}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{3}{8}$ must be less than $\frac{3}{5}$ because the numerators are the same and an eighth is smaller than a fifth.

#### Find Equivalent Fractions 10–15 minutes

Write "$\frac{1}{4}$ ? $\frac{3}{8}$" on the board. Review the process for finding equivalent fractions using multiplication, and have the student find an equivalent fraction for $\frac{1}{4}$ that has a denominator of 8. Under the original comparison, write $\frac{2}{8}$ ? $\frac{3}{8}$. Ask the student to replace the ? with the appropriate symbol, $<$ or $>$. Continue with other comparisons, such as $\frac{2}{3}$ and $\frac{4}{6}$, $\frac{2}{5}$ and $\frac{2}{3}$, and $\frac{5}{12}$ and $\frac{1}{2}$. Encourage the student to explain the method used to make each comparison.



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## Reading

## Tools for Instruction

### Explore Multiple-Meaning Words

A quick glance inside a dictionary shows that multiple-meaning words are common—an entry word often features more than one numbered definition. In fact, some multiple-meaning words are homographs, or words that are spelled the same way but have different meanings and sometimes different pronunciations and origins. To help students be aware of multiple-meaning words in their reading, provide frequent opportunities for problem solving and word play. Help students recognize that truly understanding a word requires making discoveries about its different meanings and uses.

### Three Ways to Teach

#### Determine New Meanings for Known Words 10–15 minutes

Although it is not realistic to teach all multiple-meaning words explicitly, students benefit from developing an awareness of multiple-meaning words and strategies for determining their meanings.

- Display a familiar word such as *kite,* and ask students to tell what they know about it. (A kite is a toy that flies in the wind.)
- Then say, *Listen to the way I use* kite *in this sentence: The* kite *held a mouse in its claws as it flew.*
- Display the sentence, and model the steps good readers take when they encounter a familiar word for which the known meaning does not seem to make sense.

*I will use the context to figure out what kite might mean in this sentence. I see that the kite has claws and can fly, so I know it is a bird of some sort. The kite is holding a mouse, so I think it might be a bird of prey. I am going to try that meaning in the sentence: The bird of prey held a mouse in its claws as it flew. Yes, that makes sense. Now I will use the dictionary to confirm that "bird of prey" is one of the meanings of kite. The dictionary says that a kite is "a small bird in the hawk family that has long, pointed wings and feeds on insects and rodents."*

- Have partners create sentences and illustrations that demonstrate the different meanings of words such as *file, pound, draft, current,* and *story.*

#### Find Meanings in the Dictionary 20–30 minutes

When students encounter a familiar word that does not seem to make sense in the given context, they can look in the dictionary to determine how a word with multiple meanings is being used.

- Display sentences that convey different meanings for the same word.

The apple tree will bear fruit. I cannot bear loud music. The bear has two cubs.

- Have students look up the word in a dictionary and choose the definition that makes the most sense in each sentence.
- Then have partners take turns creating a sentence for each meaning of the word.
- Repeat the activity with the words *order, patch, root, press,* and *tackle.*



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# Personalized Instruction

# *i-Ready Personalized Instruction*

*i-Ready Personalized Instruction* provides students with lessons based on their individual skills level, so they can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.

# What is a lesson?

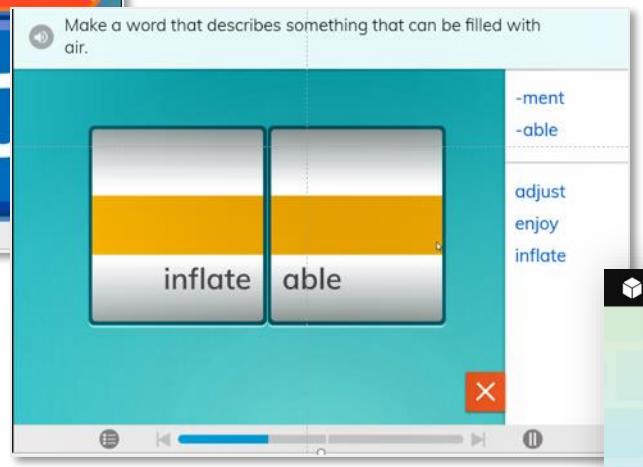
- *i-Ready Personalized Instruction* uses a combination of:
  - Explicit instruction
  - Guided or independent practice
  - A short, scored quiz (Grades K-5) to help you and your student know how they did

- Lessons are:
  - Based on research on effective online learning practices
  - Built from rigorous state standards
  - Fun and interactive to keep your students engaged as they learn

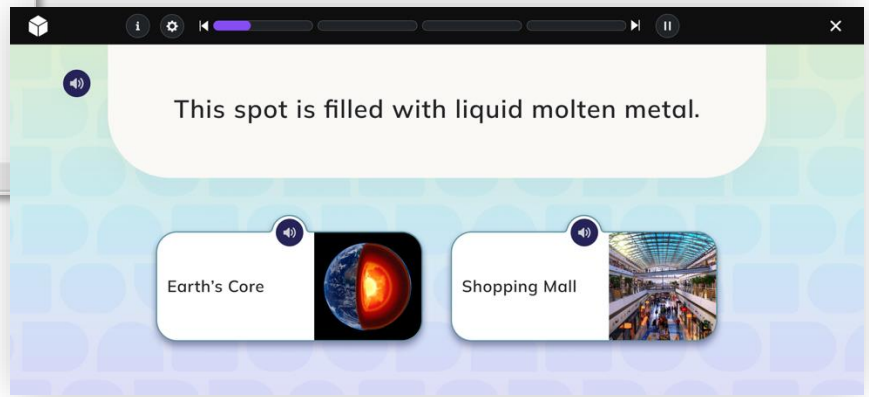
# *i-Ready Personalized Instruction* for Reading

Emerging K

Grade 3



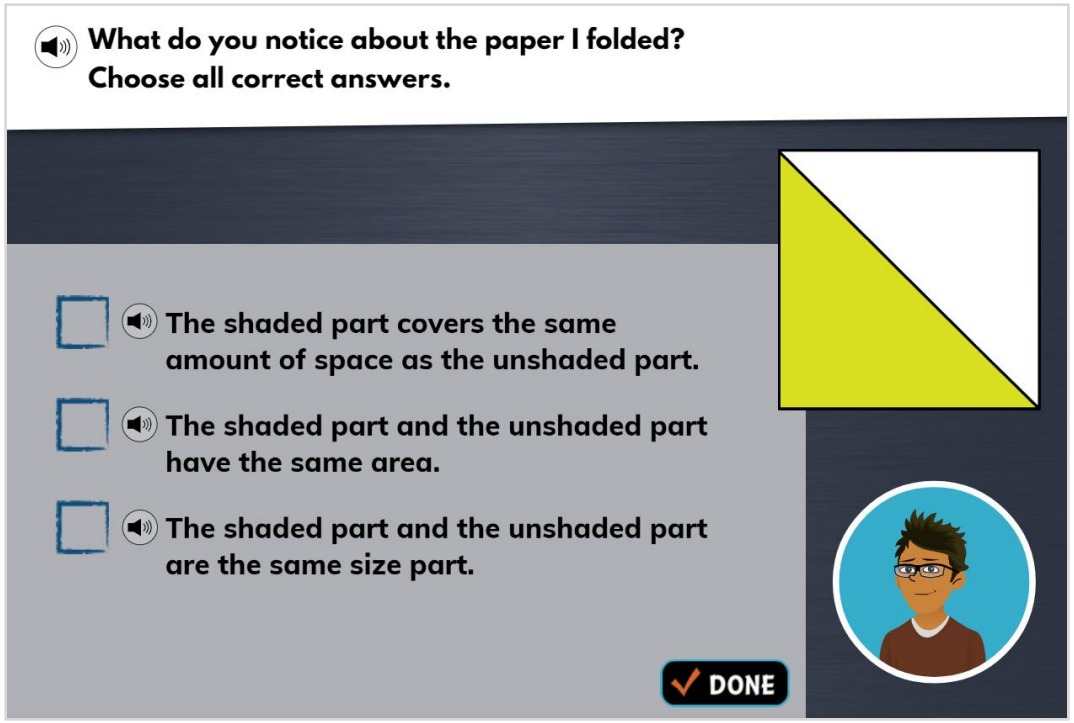

Grade 7

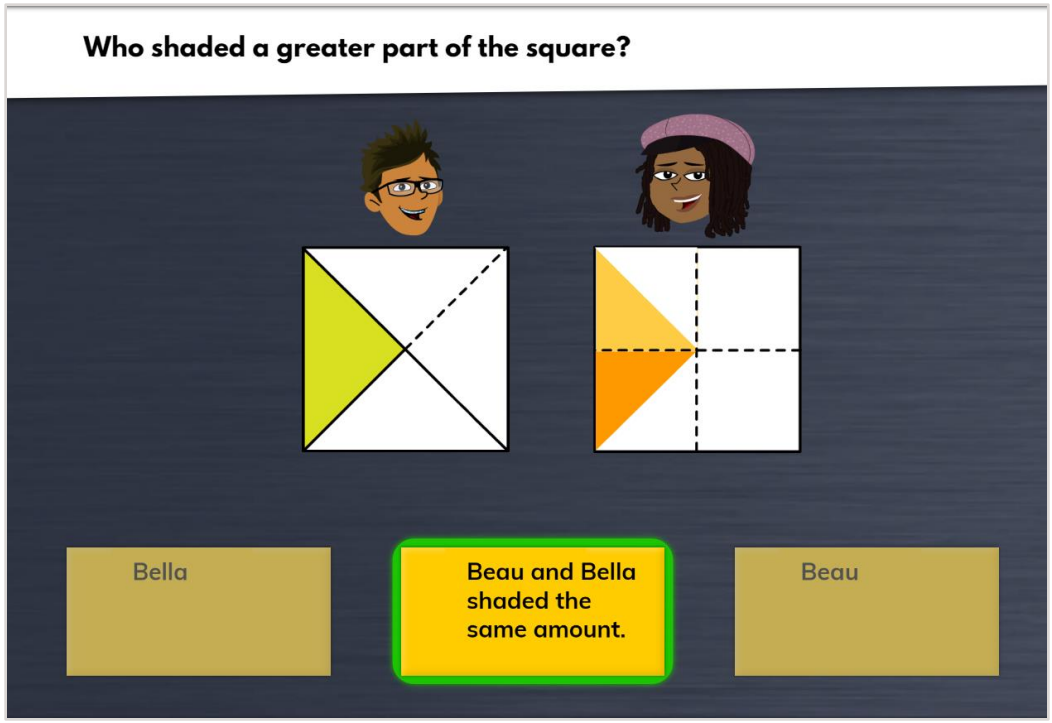


# How *i-Ready* Supports English Learners

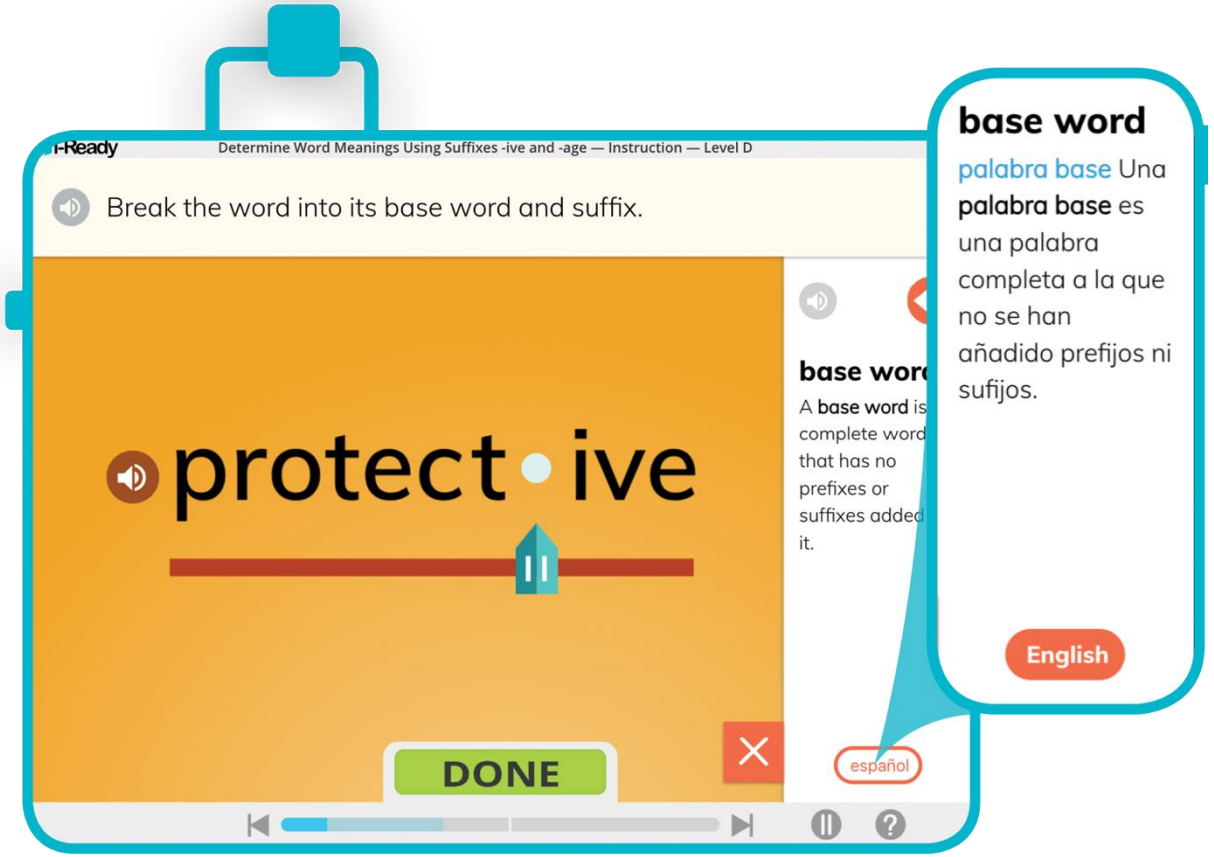
- Generates high-impact, easily accessible data to inform instruction
- Promotes access and engagement
- Helps motivate students with personal success
- Integrates strategic scaffolds and supports academic language development

# Visual Scaffolds and Multiple Representations



# Explicit and Direct Instruction



# In-Text Vocabulary Support and Spanish Cognates

# *i-Ready Personalized Instruction* in Spanish

# Getting Support

# Supporting Your Student at Home

## PREPARE

- Explain.
- Make a plan.
- Follow your teacher's guidance.
- Share.

## SUPPORT

- Encourage.
- Track and discuss progress.

## CELEBRATE

- Celebrate.

# *i-Ready* Learning at Home: Preparation

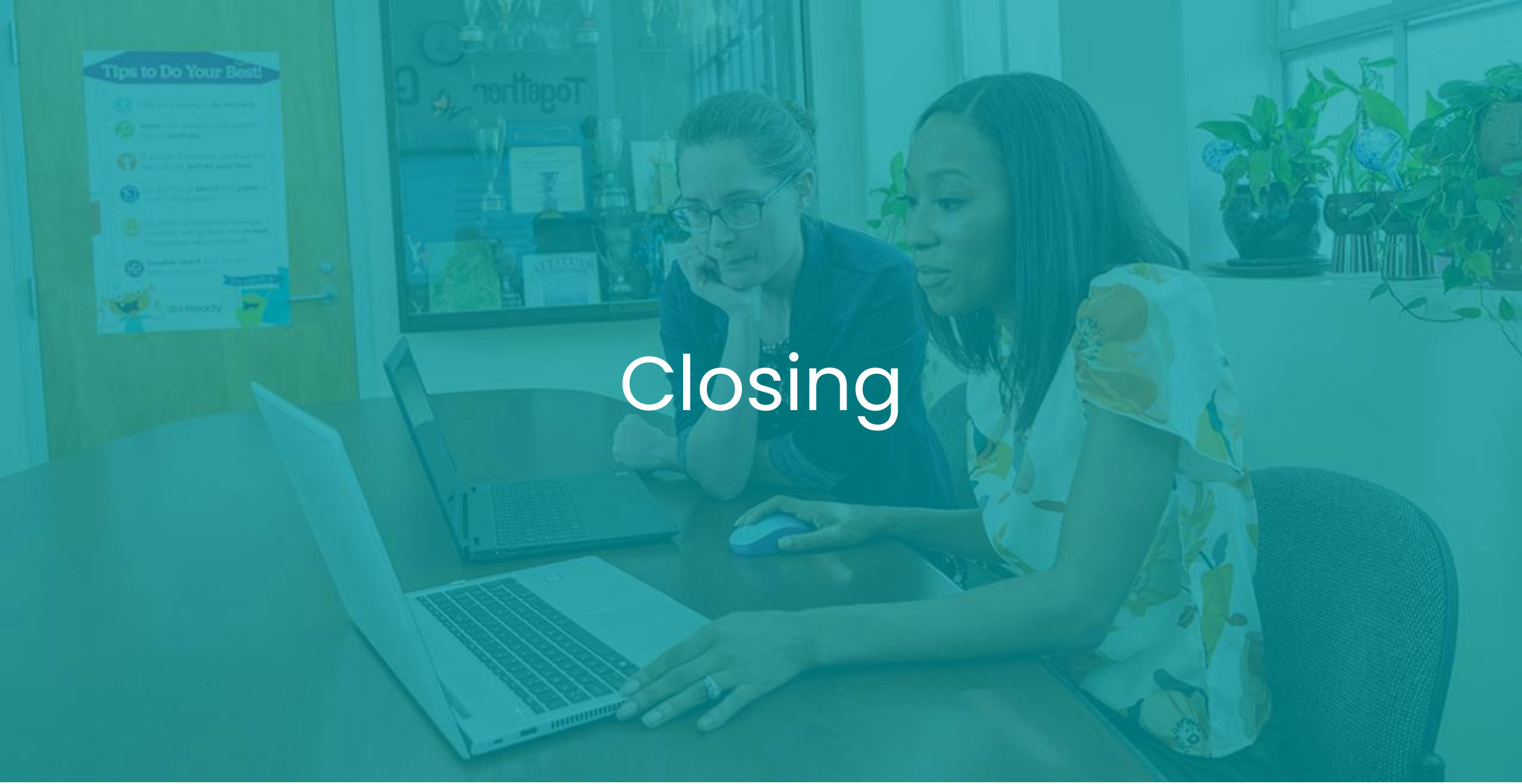
- **MAKE SURE THEY HAVE WHAT THEY NEED.**
  - A quiet place to work
  - A device that works with *i-Ready*, internet, login information, headphones
  - Paper and pencil for tracking lesson progress
- **HELP THEM FOCUS.**
  - Plan together for how and when they will work on their learning activities.
  - Direct students to the To Do section for upcoming lessons.
  - Encourage them to take their time, ask questions, and take notes

# *i-Ready* Learning at Home: Support

- **KEEP THEM MOTIVATED:**
  - Explain: *i-Ready* will help them learn and get them ready for the next grade level.
  - Encourage them to take their learning seriously.
  - Remind them that mistakes are okay and part of learning. If they don't pass a lesson, they can take it again!
- **HELP THEM TRACK PROGRESS:**
  - Discuss lessons and what they're learning.
  - Ask them to tell you or write down what they learned and any questions.
  - Regularly review progress using the My Progress page.

# *i-Ready* Learning at Home: Celebration

- **CELEBRATE THEIR PROGRESS.**
  - Celebrate milestones, such as passing a lesson or reaching a goal (e.g., putting marbles in a jar after passing lessons).
  - Reward hard work and focus.




# Closing

# *i-Ready Diagnostic* Key Takeaways

The *i-Ready Diagnostic* provides information to your student's teacher(s) so they can best meet students' needs.

Help your student by encouraging them to try their best on the assessment!

Use the resources available on our support sites for families.

# *i-Ready Personalized Instruction* Key Takeaways

*i-Ready Personalized Instruction* provides students with lessons based on their Diagnostic assessment.

Regularly review progress with your student using the My Progress page on the student dashboard.

Celebrate your student's progress!

# Q & A

# Outcomes

I can . . .

| | |
|---|---|
| Explain what *i-Ready* is and how the program can support student learning. | |
| Understand how the *i-Ready Diagnostic* works. | |
| Identify resources available to families to support their students. | |
| Understand how Personalized Instruction works. | |
| Explain Learning Games and how to access them. | |

i-Ready

# Thank You!