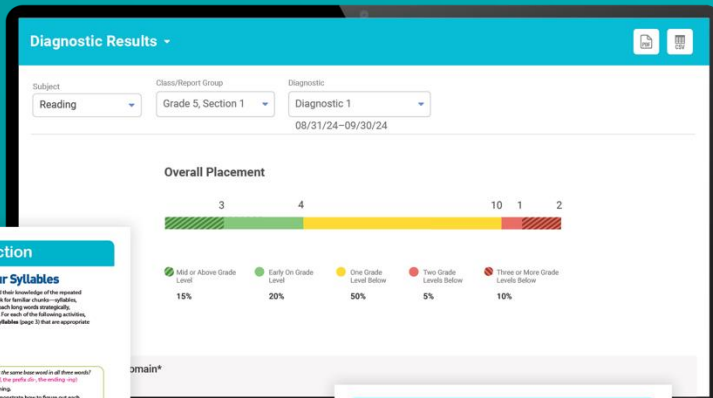




i-Ready Family Session

Facilitated by Dr. Mercedes Taylor
Grades K-8



i-Ready Tools for Instruction

Multisyllabic Words: Three and Four Syllables

With practice decoding three- and four-syllable words, students can build their knowledge of the essential spelling patterns that make up many multisyllabic words and learn to look for familiar syllables—openables, endings, prefixes, and suffixes. Students can get the confidence to approach long words strategically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word list Multisyllabic Words: Three and Four Syllables (page 2) that are appropriate for your students.

Three Ways to Teach

Identifying Base Words

- Display the words *corrected*, *disappointed*, and *convinced*. Ask, *What is the same base word in all three words?* (Answer: *What words have been added to the word?* *the ending -ed in the words -corrected, -disappointed, and -convinced.*)
- Have students read each longer word and show or tell about its meaning.
- Add concrete and abstract to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
- Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
- Challenge students to write an additional word with a suffix or prefix made with the same base word. See the examples below.

Words with Shared Base Word	Base Word	Additional Word
unhappy	happy	possible answer: <i>misery</i>
placing	place	possible answer: <i>replacement</i>
ending	end	possible answer: <i>conclude</i>
corrected	correct	possible answer: <i>correctness</i>
equally	equal	possible answer: <i>equality</i>

i-Ready Tools for Instruction

Know Division Facts

Objective: Use known multiplication facts, arrays, and fact families to solve division facts.

Materials: 1 inch grid paper, counters

Students have experience with basic multiplication facts, including using visual groups and arrays to represent multiplication situations. They also understand the inverse relationship between addition and subtraction, or the structure of inverse operations should be familiar.

One way to achieve fluency and confidence in division is to emphasize ways in which students can use the facts they know to find quotients they do not yet know. In this activity, students will use arrays to connect basic multiplication facts to the related division facts. Later, students will need to be able to recall division facts in order to estimate quotients and find exact quotients of larger numbers. Fluency with all basic facts provides a foundation for later computation, including three involving fractions and decimals.

Step by Step

- Model a 3x3 array.**
 - Provide the student with 1 inch grid paper. Help the student to model a 3x3 array.
 - Say: There are 3 rows and 3 columns in this array.
 - Have the student place one counter in each square on the grid paper to construct her own 3x3 array.
 - Ask: What base multiplication fact does the array show? (3x3=9) Discuss how the base facts can be represented by the number of rows and the number of counters in each row (which is also the number of columns), or the area is the same as the number of counters.
- Make the connection to division.**
 - Have the student take the counters off the grid paper and count the total number of counters.
 - Say: Recall how addition and subtraction have an inverse relationship. Multiplication and division also have an inverse relationship. In multiplication, you use the number of groups, the size of the number in each group (or row) to find the total. In division, you know the total and instead have to find the number of groups (or rows) or the number in each group (or row).
 - Say: You just counted 9 counters. I want to divide the counters into 3 equal groups. Place the counters back on the grid paper to show 3 equal rows.
 - Ask: What division problem does this show? (9 ÷ 3 = 3) How do you find the answer? (Count the number of groups in each row or count the number of columns. What is the answer?)
- Complete the fact family.**
 - Remind the student that a fact family uses two operations (in this case multiplication and division) to relate four facts using the same numbers.
 - Write the facts already discussed on the board: 3x3=9, 3x6=18 and 18 ÷ 3=6, 18 ÷ 6=3.
 - Have the student make the array 6x3, so that it is now 6 rows with 3 counters in each row. Ask: What

What is the measure of the angle?

Angle Measure = 70°

i-Ready Determine Word Meaning — Instruction

Tip #1: Spit on It

Have you ever seen your dog or cat lick its wounds? It probably feels good, but it's good medicine too. Licking cleans a wound, and saliva contains chemicals that kill germs. For many animals in the wild, spit is great medicine for cuts and scrapes. Even a human being will suck on a cut finger.

Which clue helps you understand what "saliva" is? Drag the clue into the chart.

Word	Context Clue
saliva	?

Outcomes

I can ...

Explain what <i>i-Ready</i> is and how the program can support student learning.	
Understand how the <i>i-Ready Diagnostic</i> 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!



A photograph of two young Black students in a classroom, both wearing large over-ear headsets and working on laptops. The student in the foreground is a girl with braided hair, smiling and looking at her laptop. The student in the background is a boy, also looking at his laptop. The image has a teal overlay. The text "i-Ready Overview" is centered in white.

i-Ready Overview

What is *i-Ready*?



Actionable
Insights



Goals



Personalized
Instruction

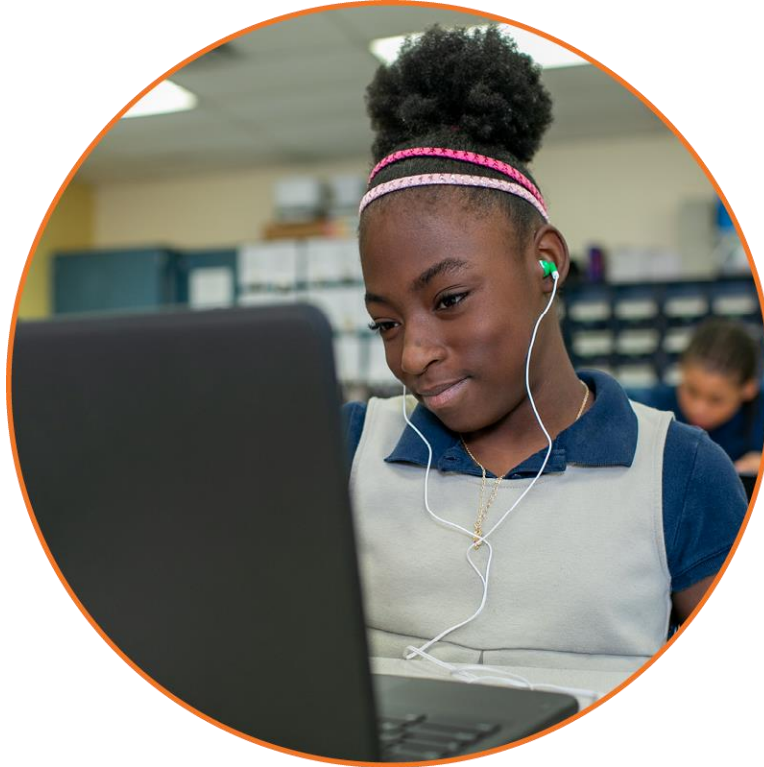


Resources

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

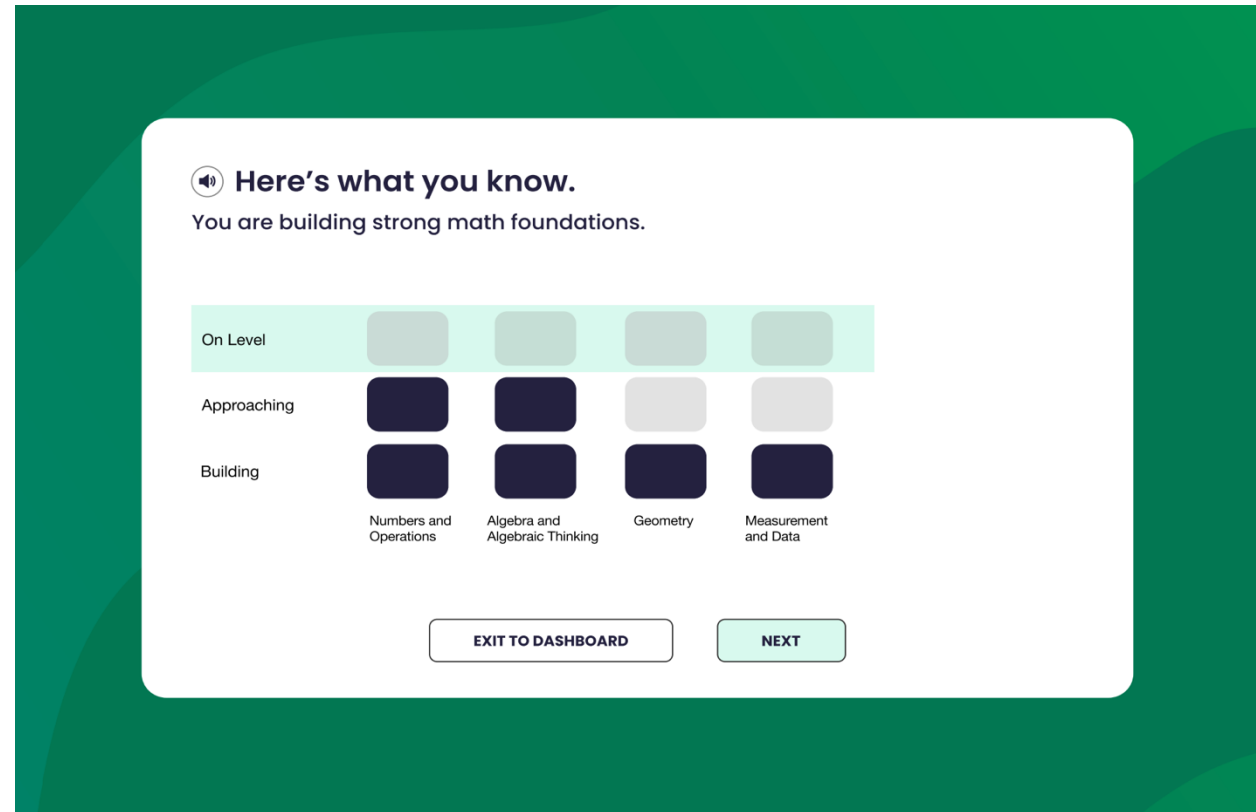
What is *i-Ready*?



Resources for whole class and
small group instruction

What is *i-Ready Pro*

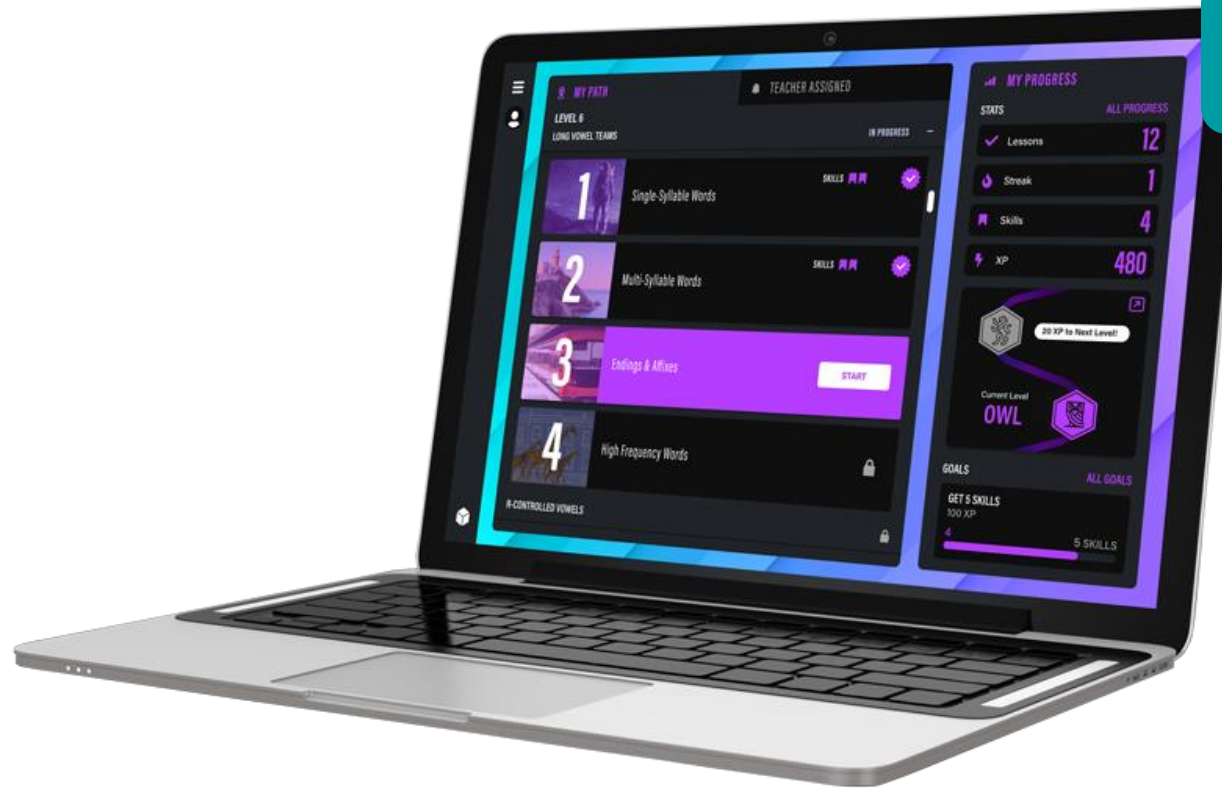
The Next Evolution of the **Student Experience** in Grades 6–12



Boost Student
Confidence

What is *i-Ready Pro*

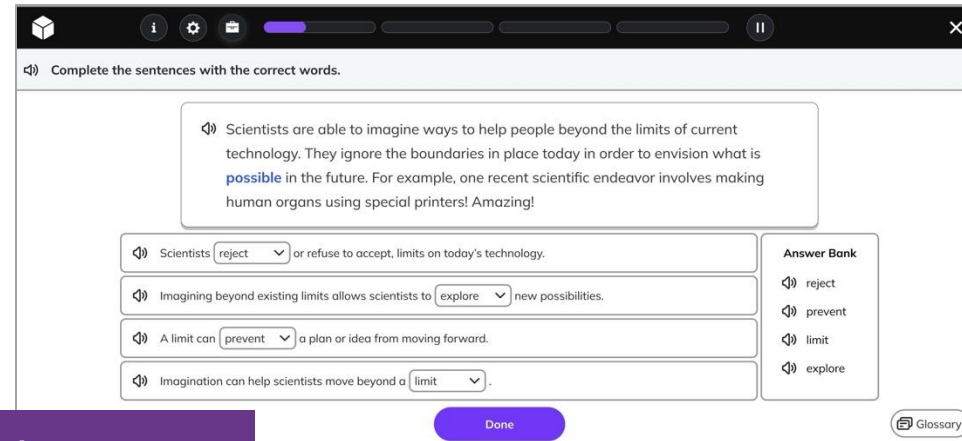
The Next Evolution of the **Student Experience** in Grades 6–12



Maximize Learning Time

What is *i-Ready Pro*

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



Complete the sentences with the correct words.

Scientists are able to imagine ways to help people beyond the limits of current technology. They ignore the boundaries in place today in order to envision what is **possible** in the future. For example, one recent scientific endeavor involves making human organs using special printers! Amazing!

Scientists **reject** or refuse to accept, limits on today's technology.

Imagining beyond existing limits allows scientists to **explore** new possibilities.

A limit can **prevent** a plan or idea from moving forward.

Imagination can help scientists move beyond a **limit**.

Answer Bank

- reject
- prevent
- limit
- explore

Done

Glossary

Maximize Learning Time


Essential Lesson



3 Endings & Affairs

START

20 XP to Next Level!



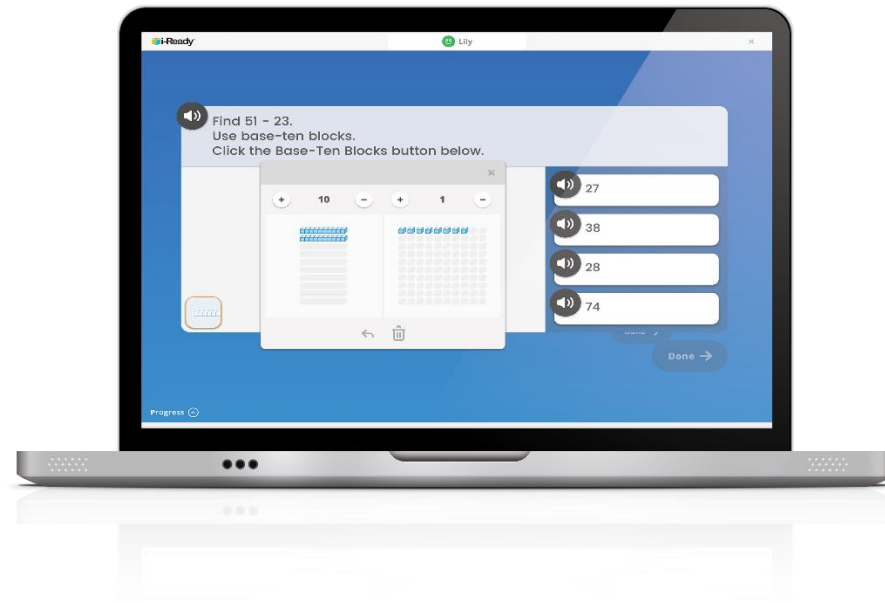
Board Games Make a Comeback

by Jacqueline Adams

For thousands of years, friends have gathered together to play board games. Some of these games include checkers and chess. These games, which are played in person using a physical board and game pieces, are experiencing a **resurgence** in popularity, rather than becoming outdated in today's digital age.

Elevate Lesson

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

How Does the Diagnostic Work?

i-Ready is an **adaptive test**. This means the questions change based on your answers.

Some questions
will be **hard**



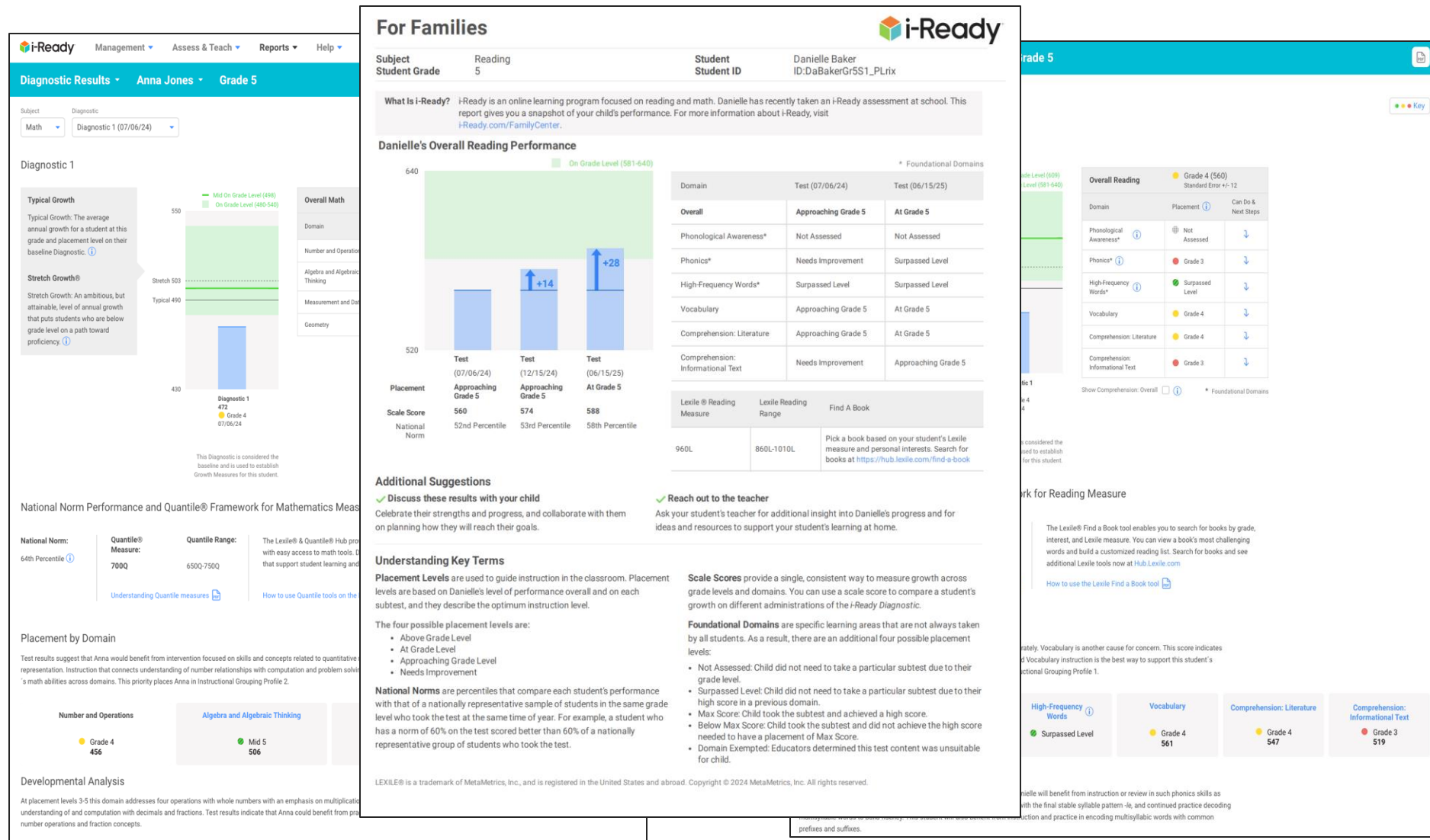
Some questions
will be **easy**



Others will be
just right for you



Diagnostic Results Reports



Grade 5

Key

Overall Reading

Grade 4 (560)

Standard Error +/- 12

Domain

Placement

Can Do & Next Steps

Phonological Awareness

Not Assessed

Phonics

Grade 3

High-Frequency Words

Surpassed Level

Vocabulary

Grade 4

Comprehension: Literature

Grade 4

Comprehension: Informational Text

Grade 3

Show Comprehension: Overall

Foundational Domains

Work for Reading Measure

The Lexile® Find A Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at [Hub Lexile.com](https://hub.lexile.com)

How to use the Lexile Find A Book tool

High-Frequency Words

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Surpassed Level

Grade 4 (561)

Grade 4 (547)

Grade 3 (519)

Danielle will benefit from instruction or review in such phonics skills as with the final stable syllable pattern -le, and continued practice decoding and practice in encoding multisyllabic words with common prefixes and suffixes.

Personalized Instruction

Personalized
Instruction K-5

YoopoStar01 Yoop-o-Gram

Dentists _____ new toothbrushes to give to patients. They tell patients to _____ their toothbrush every few months.

store skill replace

This screenshot shows a reading comprehension exercise. At the top, there's a header with a user profile 'YoopoStar01' and a 'Yoop-o-Gram' icon. Below is an image of several colorful toothbrushes. The main text is a sentence with two blanks: 'Dentists _____ new toothbrushes to give to patients. They tell patients to _____ their toothbrush every few months.' Below the text are three buttons labeled 'store', 'skill', and 'replace'. A progress bar and navigation icons are at the bottom.

Lesson Name

Tap a group of fish to put one in each tank.

$24 \div 4$

This screenshot shows a math task. At the top, it says 'Lesson Name'. Below is an instruction: 'Tap a group of fish to put one in each tank.' In the center, there's a division problem: $24 \div 4$. Below the problem are 24 pink fish arranged in three rows of eight. At the bottom, there are four empty fish tanks, each containing one pink fish. A progress bar and navigation icons are at the bottom.

Personalized
Instruction 6+ in
i-Ready Pro

This spot is filled with liquid molten metal.

Earth's Core Shopping Mall

This screenshot shows a science task. At the top, there's a text box that says 'This spot is filled with liquid molten metal.' Below this are two options: 'Earth's Core' with an image of the Earth's core, and 'Shopping Mall' with an image of a shopping mall. A progress bar and navigation icons are at the top.

Jaxon is arranging a display of headphones and watches for his shop.

Represent the display wall so that $\frac{1}{3}$ of the total are watches.

A B C D E F

DONE

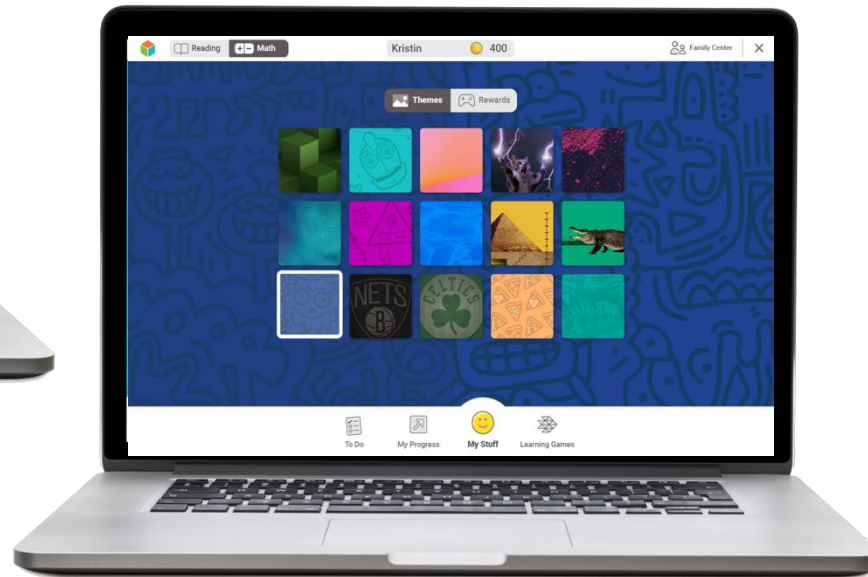
This screenshot shows a math task. At the top, it says 'Jaxon is arranging a display of headphones and watches for his shop.' Below is an instruction: 'Represent the display wall so that $\frac{1}{3}$ of the total are watches.' In the center, there are 12 items: 8 headphones and 4 watches. Below the items are six buttons labeled A, B, C, D, E, and F. A 'DONE' button is at the bottom right. On the far right, there's an image of a llama wearing headphones. A progress bar and navigation icons are at the top.

Student Dashboard

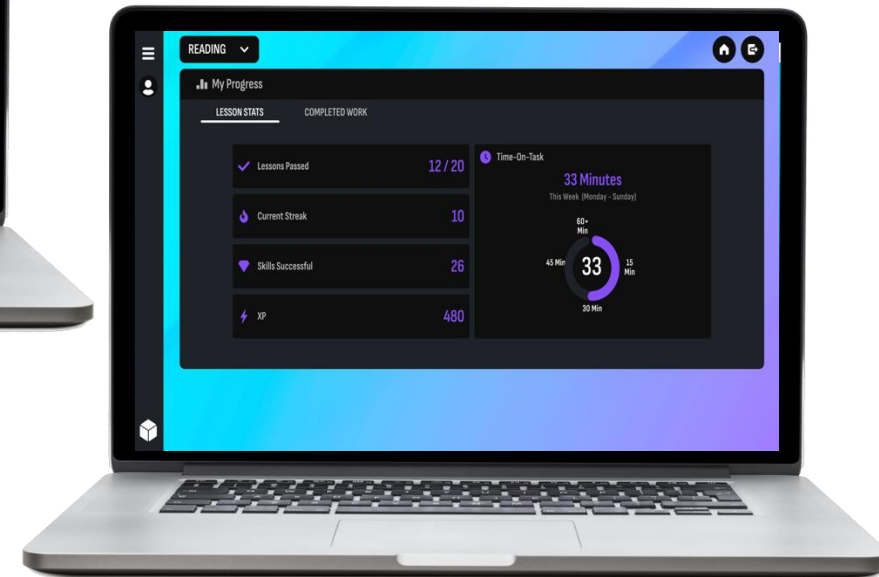
Grades K-2



Grades 3-5

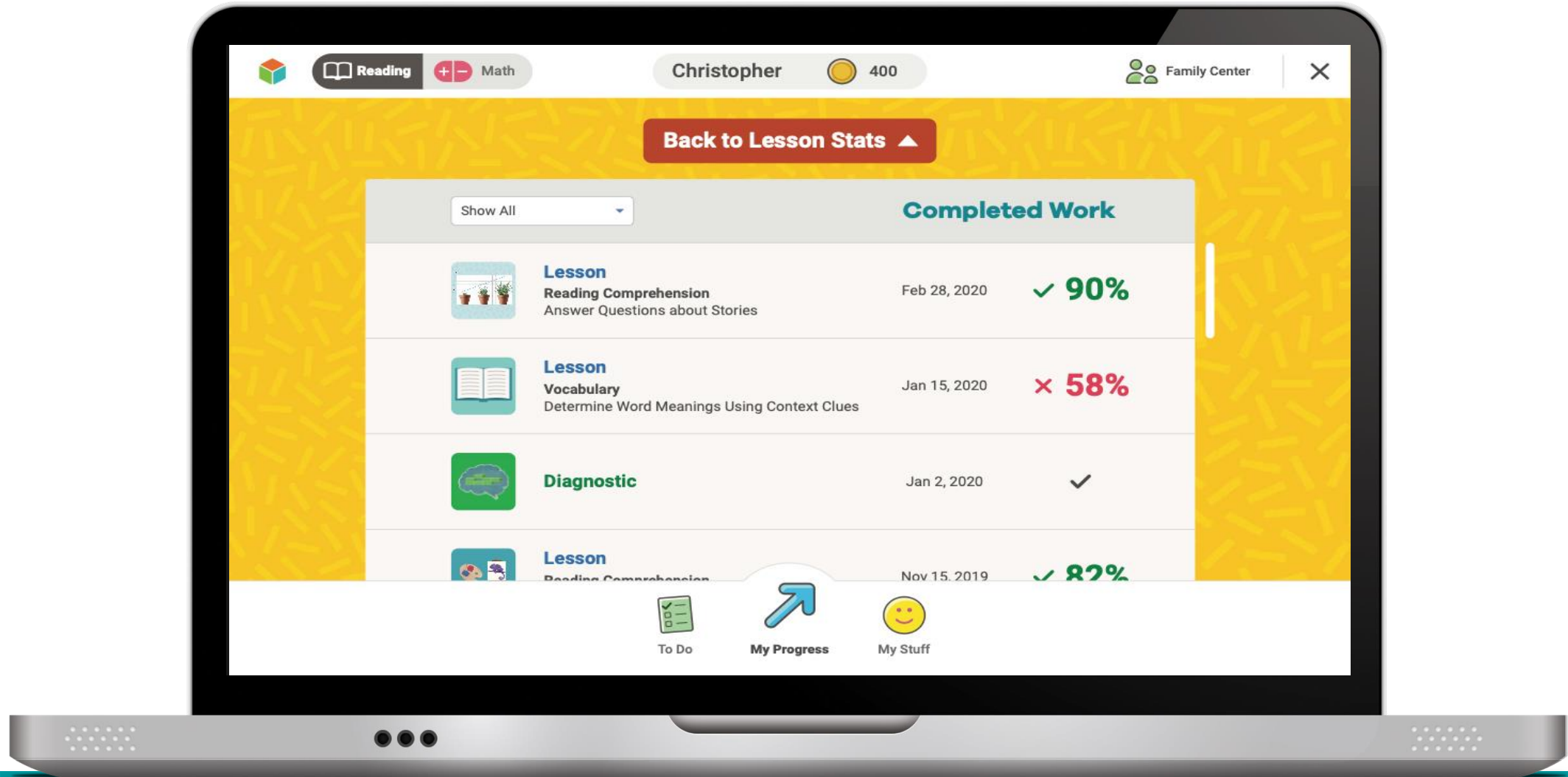


Grades 6-8



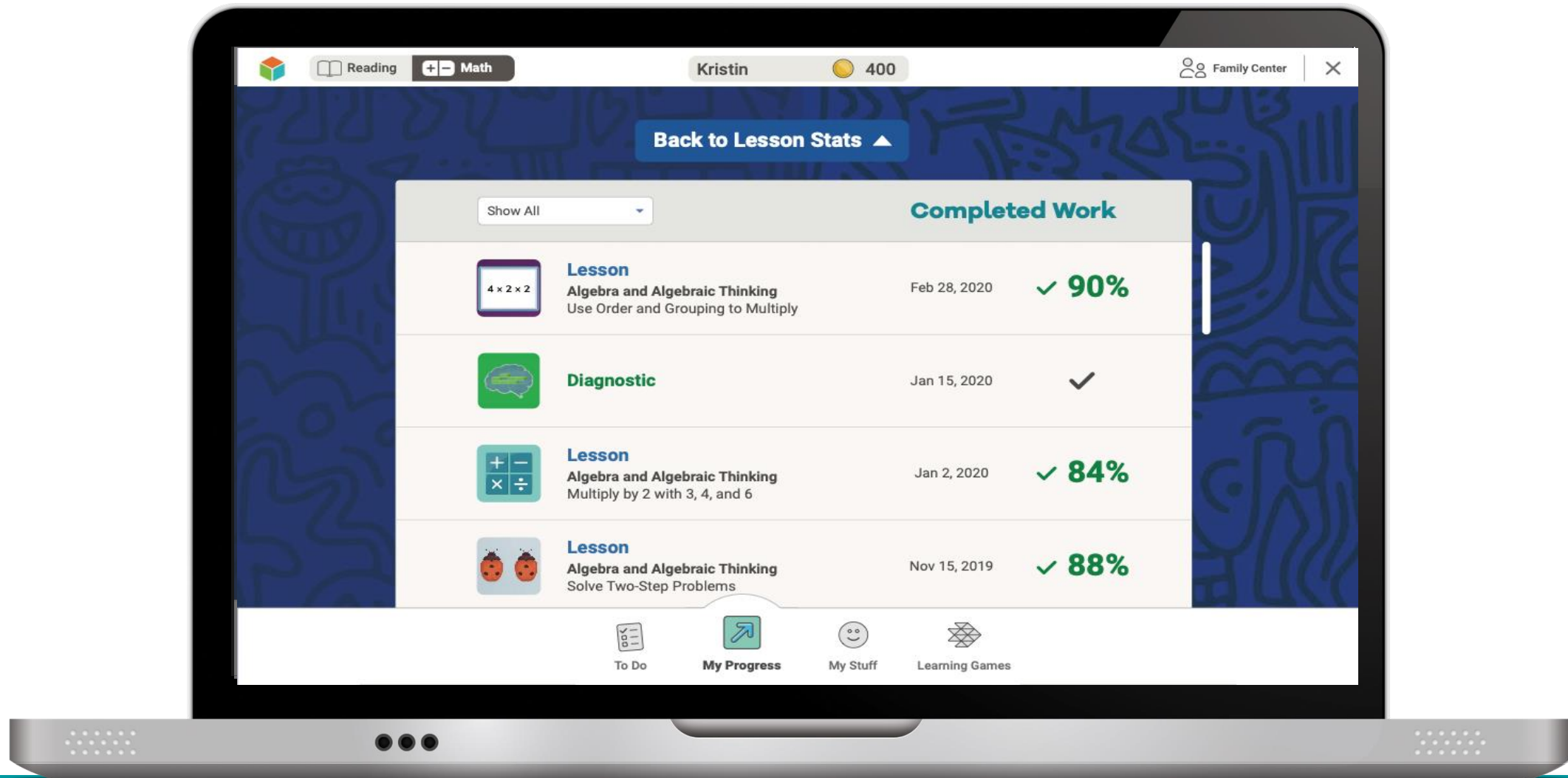
Grades K-2

Student Dashboard



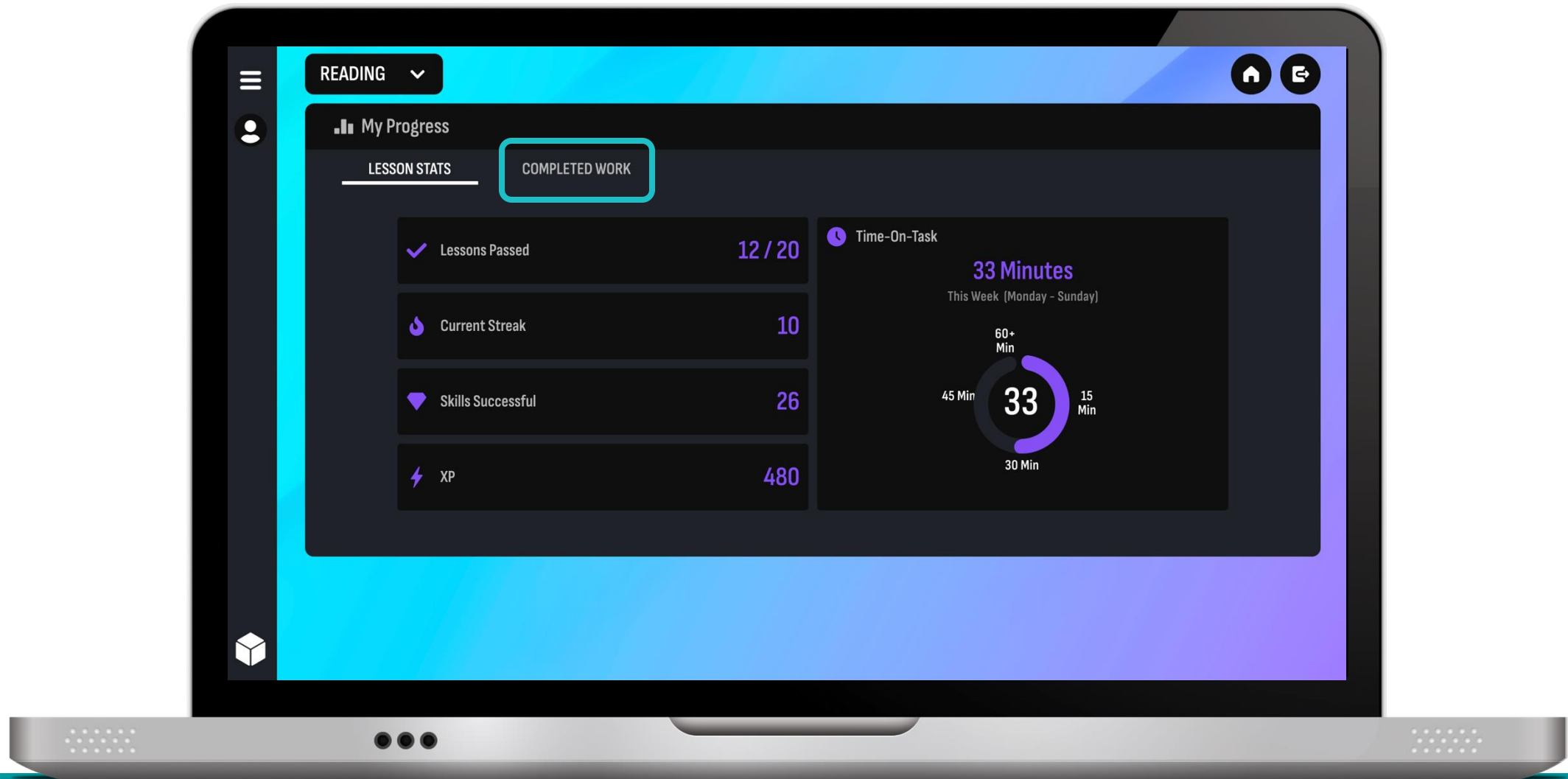
Grades 3–5

Student Dashboard



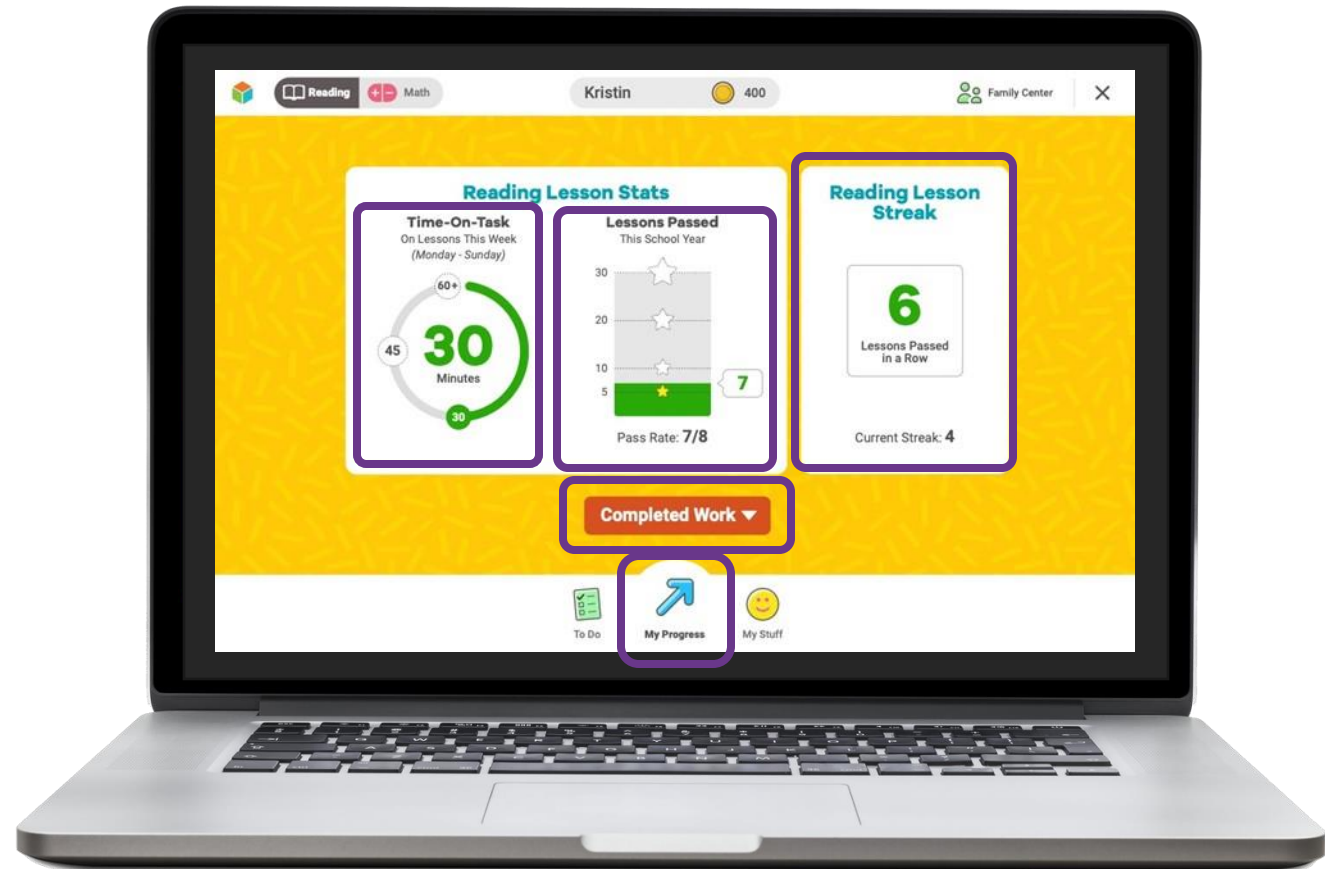
Grades 6-12

Student Dashboard



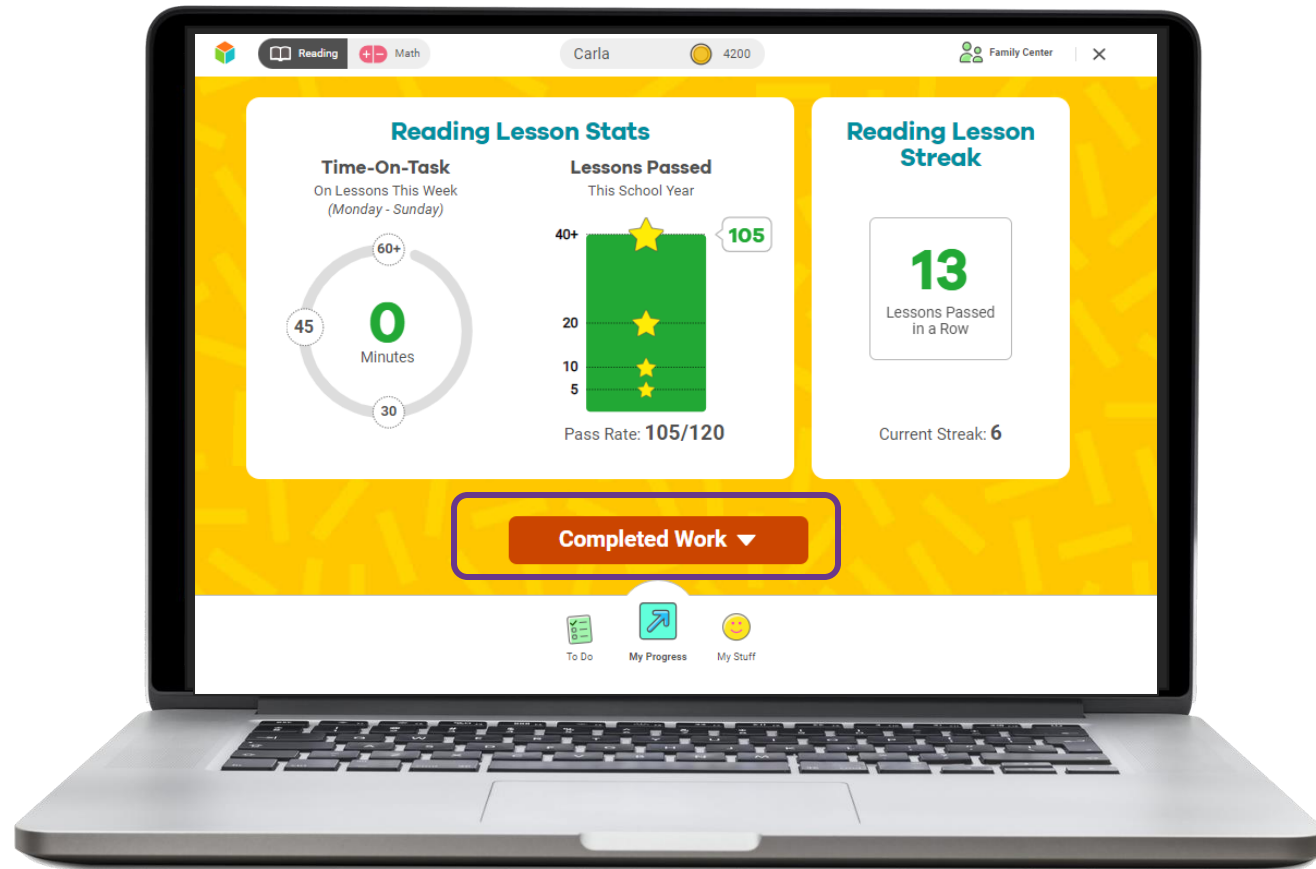
My Progress

- **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.



A photograph of four women sitting around a table in a meeting, with laptops open in front of them. The scene is overlaid with a semi-transparent teal filter. In the background, there are several potted plants and a large monitor displaying a software interface. The text 'Before and During the Diagnostic' is centered over the image in a white, sans-serif font.

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.

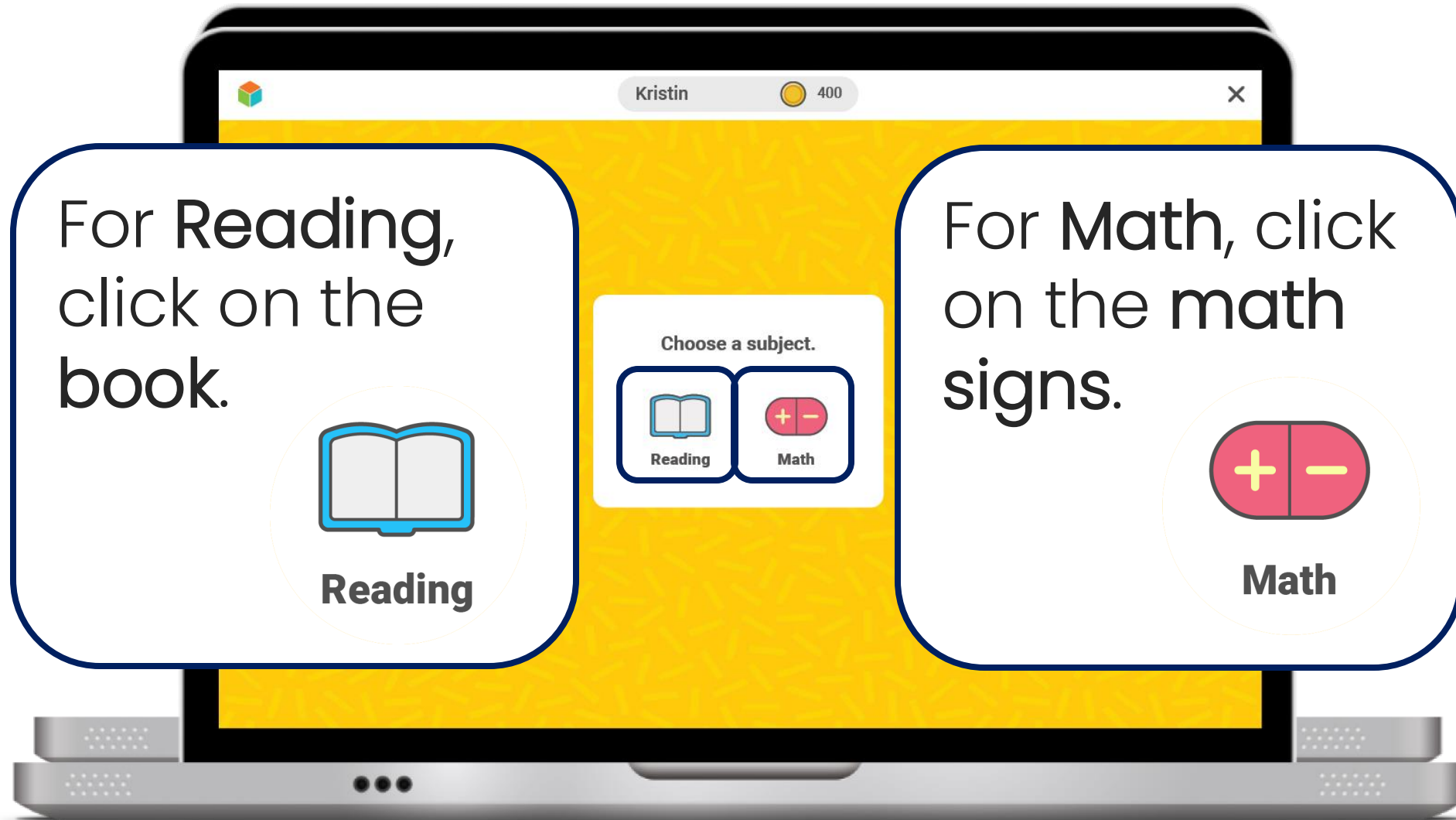


For Reading—Read each passage carefully and **reread** the passage when necessary.



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.



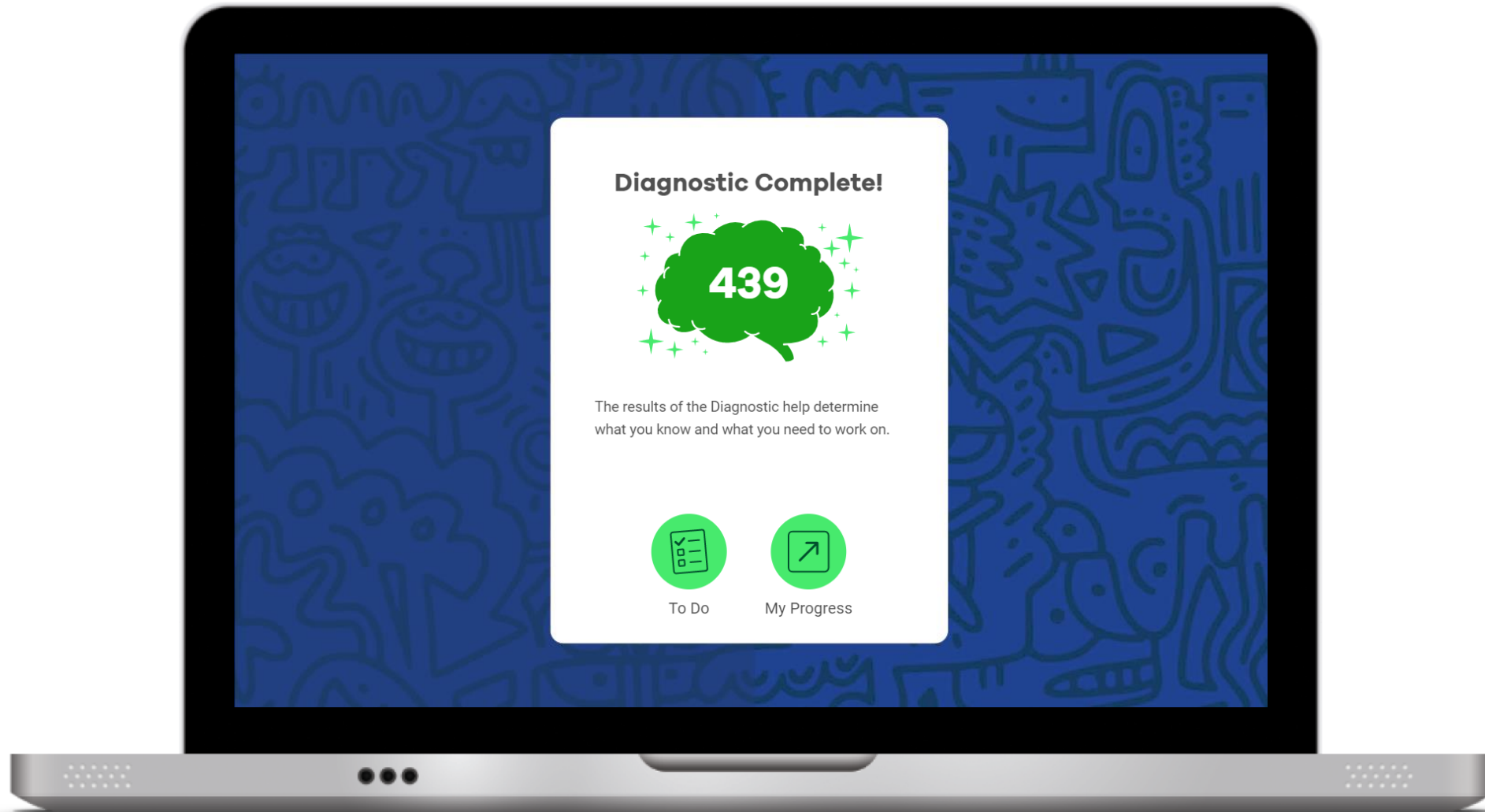
You must click
on all of them
before you can
press start.

Grades K–2 Confirmation Screen



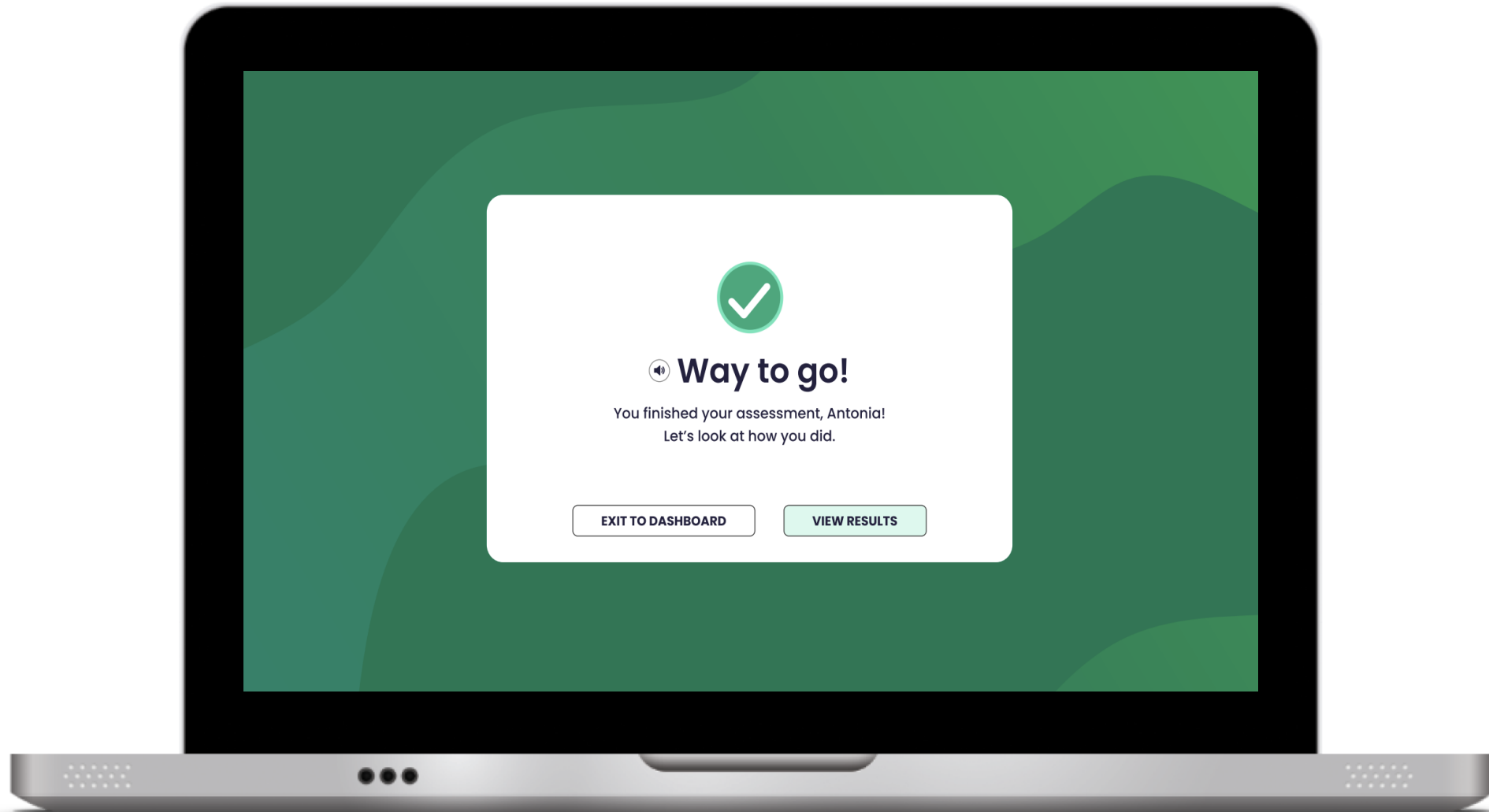
Grades 3–5

Confirmation Screen



Grades 6–12

Confirmation Screen



A photograph of two women sitting at a desk in a classroom, working on laptops. The woman on the left is wearing glasses and a dark top, resting her chin on her hand. The woman on the right is wearing a floral top and is using a computer mouse. In the background, there is a door with a poster titled "Tips to Do Your Best!" and a shelf with trophies and a sign that says "Together".

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

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

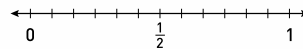
Objective Use benchmark fractions or equivalent fractions to compare unlike fractions.

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 $\frac{1}{2}$, $\frac{1}{4}$, 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 $\frac{2}{3}$. 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 $\frac{2}{3}$ because the numerators are the same and an eighth is smaller than a fifth.

Find Equivalent Fractions 10–15 minutes

Write $\frac{1}{4} ? \frac{2}{8}$ 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 $\frac{2}{8} ? \frac{2}{8}$. Ask the student to replace the ? with the appropriate symbol, < or >. Continue with other comparisons, such as $\frac{2}{3}$ and $\frac{4}{6}$, $\frac{4}{5}$ and $\frac{8}{10}$, and $\frac{1}{2}$ and $\frac{2}{4}$. Encourage the student to explain the method used to make each comparison.

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*.

A photograph of two students in a classroom, both wearing large over-ear headsets with microphones. They are sitting at desks and looking at laptops. The student in the foreground is a young woman with braided hair, smiling slightly. The student in the background is a young man with dreadlocks. The image has a teal overlay. The text "Personalized Instruction" is centered over the image in white.

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?

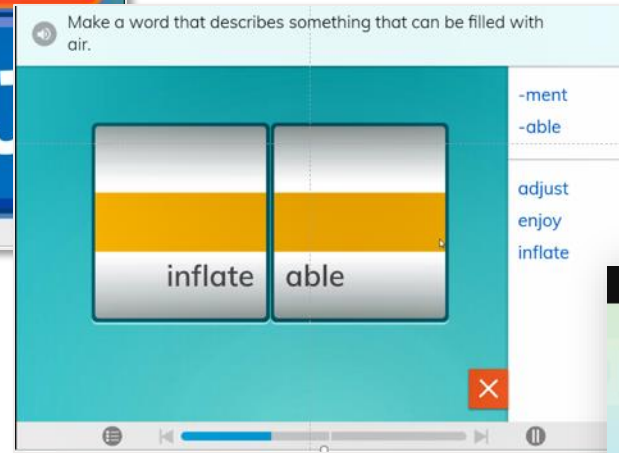
- *i-Ready Personalized Instruction* uses a combination of:
 - Explicit instruction
 - Guided or independent practice
 - A short, scored quiz (Grades K-5) to help you and your student know how they did
- Lessons are:
 - Based on research on effective online learning practices
 - Built from rigorous state standards
 - Fun and interactive to keep your students engaged as they learn

i-Ready Personalized Instruction for Reading

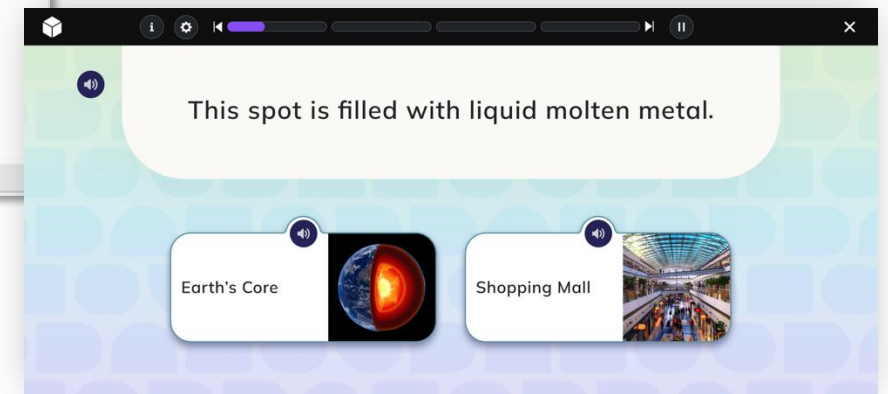
Emerging K



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




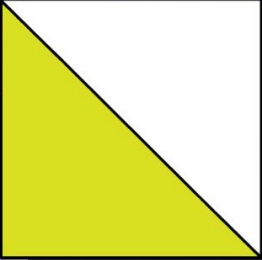
Visual Scaffolds and Multiple Representations


 What do you notice about the paper I folded?
Choose all correct answers.


☐  The shaded part covers the same amount of space as the unshaded part.

☐  The shaded part and the unshaded part have the same area.

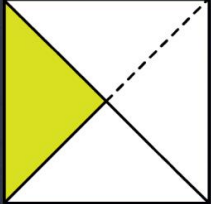

☐  The shaded part and the unshaded part are the same size part.

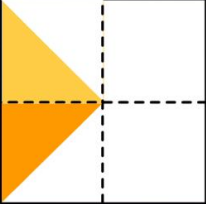



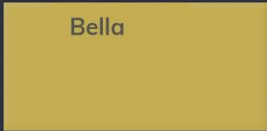


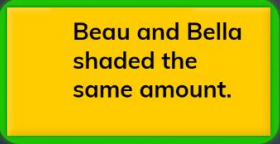
 **DONE**


Who shaded a greater part of the square?











Explicit and Direct Instruction

The screenshot shows an i-Ready instructional window titled "Determine Word Meanings Using Suffixes -ive and -age — Instruction — Level D". The main instruction is "Break the word into its base word and suffix." The word "protective" is displayed on a yellow background with a red underline and a blue arrow pointing to the "t" in "protect". A speech bubble on the right explains the concept of a base word in both English and Spanish. The interface includes a "DONE" button, a close button (X), and language selection buttons for "English" and "español". A progress bar and navigation icons are at the bottom.

base word
palabra base Una palabra base es una palabra completa a la que no se han añadido prefijos ni sufijos.

base word
A base word is a complete word that has no prefixes or suffixes added to it.

protective

English

español

DONE

In-Text Vocabulary Support and Spanish Cognates



i-Ready Personalized Instruction in Spanish



A woman in a floral shirt stands at the front of a meeting room, pointing at a large digital screen displaying a data dashboard with multiple horizontal bar charts. Several people are seated at a long table in the foreground, each with a laptop open. The room has large windows and indoor plants. The entire image is overlaid with a semi-transparent teal filter.

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:**

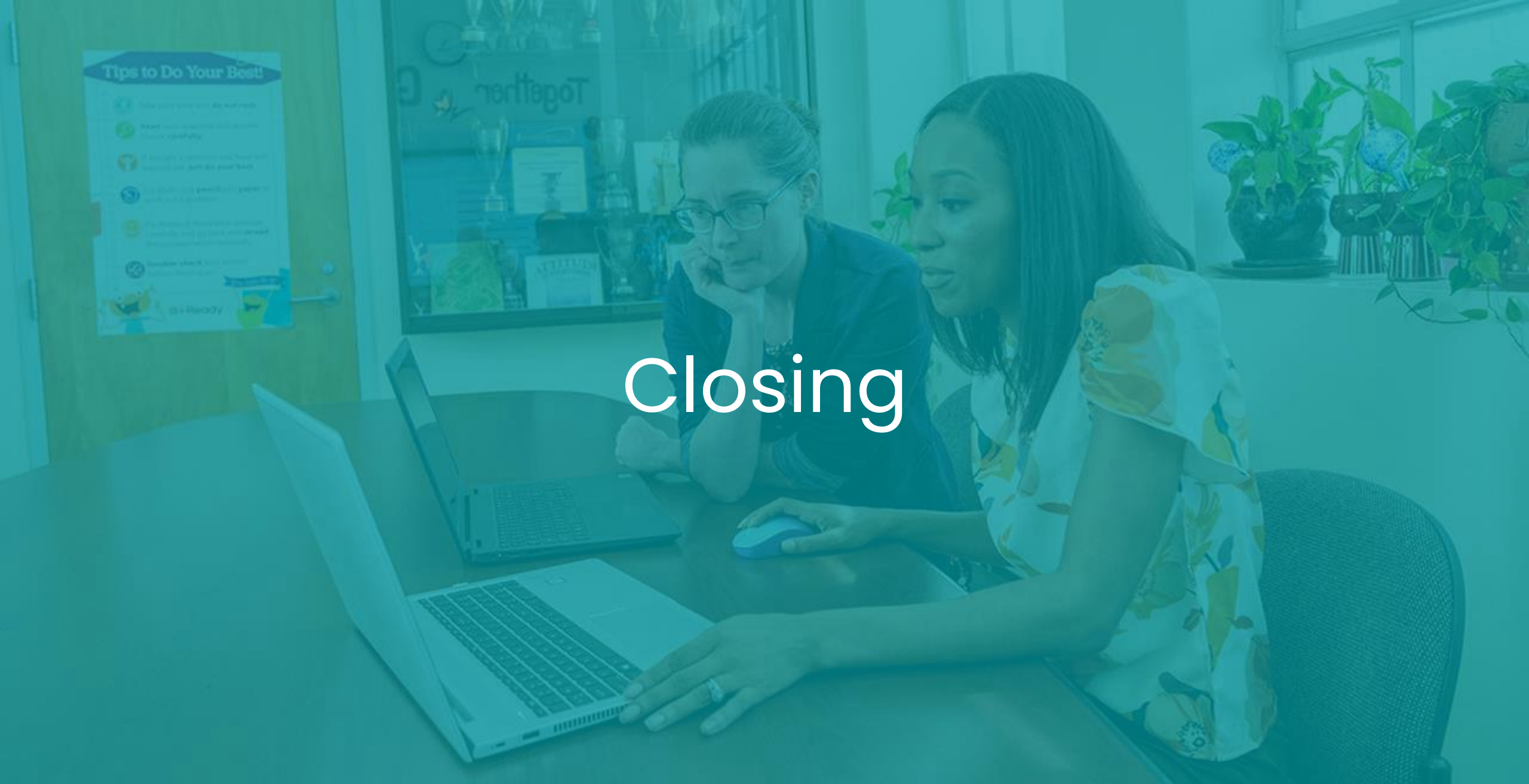
- Explain: *i-Ready* will help them learn and get them ready for the next grade level.
- Encourage them to take their learning seriously.
- Remind them that mistakes are okay and part of learning. If they don't pass a lesson, they can take it again!

- **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.





Thank You!

