Upgrade Your *i-Ready* Experience!

One login gets you access to your *i-Ready* data and Teacher Toolbox instructional resources.



Teacher Toolbox

Whole class and small group instruction, powered by your *i-Ready* data

Teacher Toolbox supports differentiated whole class and small group instruction.

Access a digital collection of teacher- and student-led instructional resources.

A powerful complement to the *i-Ready Diagnostic*, Teacher Toolbox provides you with a wealth of K–8 content that helps you deliver data-driven instruction that's rooted in research.

Available for:

- Mathematics Grades K-8
- English Language Arts Reading Grades K–8 and Writing Grades 2–5



Charle Charle Charles

Gives Teachers

Their Time Back

One-stop spot for easy-to-navigate, standards-aligned instructional materials

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Research-based resources that support on-grade level instruction, remediation, and enrichment

Supports an Engaged Classroom



Flexible content designed to build student engagement, classroom discourse, and routines

Teacher Toolbox makes *i-Ready* even more powerful.

	Teacher Toolbox							
	Program Subject Ready Common Core Math	•	Grade K	1 2 3 4	567	8		
	Program Implementation		Classroom Reso	urces Classroom	Resources (Spanish)	Assessment	Practice	
		Whole Class				Small Group Differenti	ation	
		Instruct		Practice	Assess	Reteach	Teacher-Led Activities	Student-Led Activities
		Interactive Tutorials	Ready Instruction Book	Practice & Problem Solving Book	Lesson Quizzes, Unit Assessments	Prerequisite Ready Lessons	Tools for Instruction	Math Center Activities
	Unit 1: Number and Operations in Bas	se Ten, Part 1						
	Lesson 1: Understand Place Value 4.NBT.A.1 (M), 4.NBT.A.2 (M)	Ť						
segnostic Results - Danielle Baker - Grade 5 pd Suppost: Raemet Selente tath - Dispost: 109/14/19) -// Stendard Vere -		- the						
Alignostic 2: Not Started		zin						
Stretch Growth (maintaine) level of or and another on grade of the stretch or angular str	y 🔮 Code 2							
+ National Norm and Quantile [®] Performance Placement by Domain ext reach suggest that binning world benefit from intervention focused on skills and concepts related to guaritative	or Instructio							
• Grade 4 • Grade 4 • G 439 459	ract Multi-Digit N	umbers		Info		•		ır
everogmential Analysis and books - fixed and advances for operations with whole numbers with reportions with decimals and functions. Their results indicates that Duralies could be an DO OO ase Tern Market and whole numbers (through hundred Barbet Ternson) Restanded Compare and order numbers (through hundred Barbet Ternson) Restanded Restan	Learn Mo Grade 4 Lesson 1	lathemati Foolbox	i cs in and	stand for bo	ss Tea ards-a th wh	cher aligne ole cl	Toolbo ed reso	ource: nd
Multiply analog number by a power of 10 or a multiple of 10	ioly three-digit	nu		See pages connect te			dy reports	5



A range of research-based resources for every grade and every lesson—all in one place

Teacher Toolbox		fc	ess to all K–8 i or on-level inst ediation, and e	ruction,			
Program Subject Ready Common Core Math Program Implementation		Grade K Classroom Resou	1 2 3 4 urces Classroom	5 6 7 Resources (Spanish	8 I) Assessment	Practice	
	Whole Class				Small Group Different	tiation	
	Instruct		Practice	Assess	Reteach	Teacher-Led Activities	Student-Led Activities
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Lesson 1: Understand Place Value 4.NBT.A.1 (M), 4.NBT.A.2 (M)	Ť						
Lesson 2: Compare Whole Numbers 4.NBT.A.2 (M)	2			4		3	
Each lesson is organized by standard and offers a range of resources.		Mart and a second	Constant and a second and	Step1 Make Sense of the Prob 	solve the problem.		

Using Teacher Toolbox has made teaching fun again! It used to take several hours to prepare my lesson plans, but now I simply go to the Toolbox, identify the standard, review the Interactive Tutorials, read the Tools for Instruction, and I'm finished! I don't have to search for hours to find materials or spend hours modifying lessons. You've already done the work!

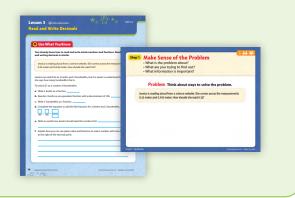
—James P., Teacher, Georgia

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Whole Class Instruction

1

Get access to all grade levels of *Ready*[®] lessons and practice to provide on-level instruction for **Mathematics** (Grades K–8) and **English Language Arts** (Reading Grades K–8 and Writing Grades 2–5).



Multimedia Content

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Each *Ready Mathematics* and *Ready Reading* lesson includes highly engaging **Interactive Tutorials** from *i-Ready Personalized Instruction* that complement the *Ready* lesson content.



3) Small Group Instruction

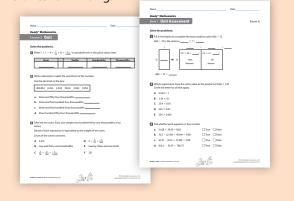
- Prerequisite Lessons and Tools for Instruction provide strategies for addressing specific skills.
- Math Center Activities from *Ready Mathematics* provide three levels of Hands-On Activities.
- For Reading Grades 3–8, Tools for Scaffolding Comprehension provide a pathway to grade-level comprehension instruction.

• JK	Read and Write Decimals to Thousandth			Recognizing Sequence of In	formation
on 1 40 introductions	Recta and write Decimals to industry and the second	Ready*Center Activity 5:11 ** Decimal Number Forms What You Need - number charge-q - Recording Cent	0	When studiets are non-yetable to eccopice how information is cognitized in a forst, it can relate they difficult to enumerate the sets. It can related the set difficult to enumerate the sets is called A custement will practice identifying how information is organized in a test.	Standard Concentration Loss Manufaly Inner Information Isongeneration Ison. Standard Manufalantia Isondard Manufalantia Isondard Manufalantia Isondard Manufalantia Isondard Manufalantia Isondard Isonda
	Step by Step addition		_	Before Reading Introduce the concept of sequencing informs	
Text and an a single or announce to apply south, about, and a single or announce to apply south, about, and a single or announce to apply the south about and announce the total south and announce the total south and announce to apply and announce to announce the apply and apply and announce to announce the apply and apply apply and apply apply and apply apply apply apply and apply		 When You D C. Sin sum, There worker outs its first first processing of the second second	For this combine sequeps planet-s new well form. I could be too tood for	A the tank that turns that the strength of the strength o	pine have descentify (the have been descentify) (the have been descentify), any the methods and the state of
In a line the steep place has a value of 30. The line steep place, 30 = 10 \times 1 Marcl 10 themse the value of the 3 in the nonexplace, 30 = 10 \times 1 Marcl 10 the 3 in the herded steep for that as value of 750. That is 10 themse the value of the 3 in the steep place. But of 10 \times 10 Marcl 10 times the value of the 3 in the steep place. But of 10 \times 10 Marcl 10 times the value of the 3 in the hundreds place. But of 10 \times 10	Sign for bandwidters and the book list time the adaptive starts the available in the formation of the starts the start time starts the start time starts in the starts. Sign and the starts and time starts are started as a start of the starts are started as a start of the start of the starts are started as a start of the start of the starts are started as a start of the start of the start of the starts are started as a start of the start of the starts are started as a start of the start	(a Farther) On a separate short of paper, write a number in standard form too forms of the number.	Have your par		n mannar agagemetra anna 2469

Assessment Tools

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Evaluate student achievement with **Lesson Quizzes** and **Unit Assessments** for Mathematics, **Unit Interim Assessments** for Reading, and **rubrics** for Writing.



Program Implementation Support

Pacing guidelines, discourse supports, and classroom routines support teachers with student engagement and implementing best practices.





Meet all students' learning needs with efficiency.

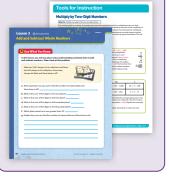
i-Ready reports identify the Teacher Toolbox resources that will support students on their path to proficiency.

Drive small group remediation and enrichment.

i-Ready's **Instructional Groupings report** helps educators to differentiate their instruction by grouping students with similar instructional needs based on results of the *i-Ready Diagnostic*.

All Groupings Grouping 1 (4 Students)		Grouping 2 (10 Students)		Grouping 3 (0 Students)		uping 4 tudents)	Grouping 5 (4 Students)	
udents								
wing 10 of 10								
Student Q	Diagnostic Language (j) ~	Scale ^ Score ~	Overall Placement	NO 🗘	ALG 👙	MS 🗘	GEO 🗘	
Baker, Danielle		459	😑 Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	
Bowers, Tara		472	• Grade 4	Early 5	Grade 4	Grade 4	Grade 4	
Choi, Isabelle		470	• Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	
Lowe, Noah		470	😑 Grade 4	Grade 4	Grade 4	Early 5	Grade 4	
Powell, Elijah		470	😑 Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	
Ramirez, Gabriella	Spanish	472	Orade 4	Grade 4	Mid 5	Grade 4	Grade 4	
Ruiz, Justin		450	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3	
Singh, Brian		463	Orade 4	Grade 4	Grade 4	Early 5	Grade 4	
Vo, Isaiah		484	Early 5	Grade 4	Early 5	Mid 5	Early 5	
Warren, Santino		491	Early 5	Mid 5	Grade 4	Mid 5	Mid 5	

For each small group, the report provides detailed **Instructional Priorities** and directs teachers to downloadable instructional resources on Teacher Toolbox that will best support that group's learning.



I love that I am able to not only access materials from prior grade levels for **students who need remediation in prior standards**, but I am also able to access lessons in higher grade levels for **students who need to be pushed**.

-Brewer L., Teacher, Florida

Scaffold learning to efficiently **meet grade-level standards**.

Tools for Scaffolding Comprehension (Grades 3–8) support you in understanding the progression of comprehension standards across grade levels and provides scaffolds to prepare all students to access grade-level Reading instruction.

ubject Grade Reading 4	Comprehension Progress Determine which skills best sup work towards grade-level compr Each skill has corresponding To resources, all available on this p	ort students as they ehension outcomes. ols for Scaffolding comprehension work, when to tea	ing gaps in comprehe ata to scaffold grade- ch Foundational Skills	evel	comprehension needs.
Showing 26 of 26 Standard Q	Grade Level Outcome Q	Title Q	Teacher	Student	Get differentiated scaffolds and texts aligned to
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Inferences in Informational Texts		P	priority skills.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details.	Connect Important IIdeas in a Text		p)	Get even more support for grade level instruction on
RI.4.2	Summarize the text.	Sequence Ideas to Summarize	R	-	grade-level instruction on Teacher Toolbox!
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Describe What Happened and Why		m	Leave to the second sec
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe Text Structures	ß		 Image: A standard description of the standar
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Understand How Point of View Impacts Meaning		B	Sector bachard hear Albertage Image: Control of the sector o

Prerequisites report for Mathematics helps you support unfinished learning by integrating prerequisites into grade-level instruction.

Prerequisites - Subject Class/Report Group Math Grade 4, Section 2	Grade Unit	it 2 (Lessons 6-8) 🔹			Identify critical prerequisite skills for accessing on-grade level mathematics standards.
Unit Overview Major Themes	of Unit				
Unit 2: Operations and Algebraic Th In Lessons 6-8 of this unit, students multiplication and division as they le problems using multiplication and d facts as they find factors for whole r	build on their basic understand arn about multiplicative compa ivision. They also use multiplica	arison and solve ation and division Unit	Flow & Learning Progression		Group students based on their mastery of common
Whole Class After familiarizing yourself with the r you may decide to address these pro		the data below, ass instruction. Unit ar	PDF nd Lesson pport Yearly Pacing for Prerequisit		learning needs.Access Teacher Toolbox resources to scaffold their
Prerequisite Groups	Unit Group A 4 Students	Unit Group B 5 Students	Unit Group C 6 Students	Unit Group D 4 Students	on-level learning.
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations	Lesson 1 40 kerneters * ()) * ···· ··· ··· ··· ··· ··· ··· ··· ··
Know multiplication facts.	~	~	~	Additional Support	With it is then year multiply numbers?
Essential Skill Understand the relationship between multiplication and division.	~	Additional Support	In-depth Review	In-depth Review	Here you will you want wat and and your. The part of the an end of the anti-anti-anti-anti-anti-anti-anti-anti-
Solve word problems with multiplication and division.	~	Additional Support	In-depth Review	In-depth Review	
	Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Martin, Holly Medeiros, Nick Nelson, Sean	Charnas, Brendan Jones, Aisha Kovac, Valarie Williams, Gerald	Full Patient and the analysis of the state of the sta

i-Ready 7



I love all aspects of Teacher Toolbox!
It is easy to navigate and find resources quickly, aligned with our standards.

The content of each lesson is right where we want our students to be, plus it deepens their understanding with thorough explanations. I also appreciate the prerequisite information for my struggling learners.

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—Autumn C., Teacher, Ohio

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