Oregon Instructional Materials Evaluation Toolkit (OR-IMET) for Alignment in Mathematics, Grades K-8

Ready Common Core Mathematics and i-Ready Diagnostic and Instruction Grades 3-5

The following document demonstrates the alignment of Ready Mathematics with the OR-IMET including detailed and numerous examples that Ready Mathematics EXEMPLIFIES QUALITY

For OR-IMET Criteria #1-23, Ready Mathematics grades 3-5 MEETS ALL CRITERIA and is EXEMPLARY.
## I. Alignment to the CCSS Mathematical Content**

The instructional materials reflect evidence of key shifts that are reflected in the CCSS:

### FOCUS

1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.

**IMET 1a.** In each grade K–8, students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade.

For context, read criterion #1 in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

**IMET 1b.** Supporting Work, where present, enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.

For context, read criterion #3 in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

**IMET 1c.** Materials give all students extensive work on grade-level problems. When needed, appropriate supports for both high and low performing students to engage in grade level content are included.

For context, read criterion #5b in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

**IMET 1d.** Review of material from previous grades is clearly identified as such to the teacher, and teacher and students can see what their specific responsibility is for the current year.

For context, read criterion #5a in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).

In *Ready Common Core Instruction* and *i-Ready Instruction*, students and teachers devote a majority of time to the Major Work of the grade.

Each *Ready* lesson is written to be completed in about a week. An M next to each page reference in the Table of Contents identifies the Major Work of the grade and an S/A identifies standards with supporting or additional emphasis.

**Example 1:**
See Table of Contents (TRB, pp. A3–A5 – notice M and S/A designations)

**Example 2:**
- See Content Emphasis (TRB, pp. A16 – A17)

**Example 3:**
- **Grade 3:** Units 1, 3, and 4 focus completely on the Major Work of the grade. Unit 5 has three lessons on the Supporting Work, but primarily focuses on the Major Work of the grade. (SE pp. 1–60, pp. 95 – 217, and pp. 248–288; TRB pp. 1–69, pp. 106–244 and 275–302)
- **Grade 4:** Units 1, 3, and 4 focus completely on the Major Work of the grade. Unit 2 has two lessons on the Supporting Work, but primarily focuses on the Major Work of the grade. (SE pp. 1–53 and pp. 76 – 206; TRB pp. 1–59 and pp. 82–223)
- **Grade 5:** Units 1 and 2 focus completely on the Major Work of the grade. Unit 4 has three lessons on the Supporting Work, but primarily focuses on the Major Work of the grade. About 70% of the program is on the Major Work of the grade.

**i-Ready Example 1:**
We have *i-Ready* lessons for all the standards, with particular emphasis on the standards that belong to the clusters of the Major Work of the grade.

See, for example:
Grade 3 Lesson: Add and Multiply to Find Area
Grade 4 Lesson: Equivalent Fractions
Grade 5 Lesson: Multiplying Decimal Numbers
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<td><strong>COHERENCE</strong></td>
<td><strong>Example 1:</strong> At the beginning of every unit, lesson progressions show how the current lesson connects to previous learning and learning still to come. In addition, the first page of every lesson in the TRB describes the learning progression. For examples, see Grade 5: Learning Progression Visual (TRB pp. 92–95) The Learning Progression (TRB, p. 96)</td>
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<tr>
<td><strong>Example 2:</strong> The Introduction section of each lesson incorporates connections to previous learning. Most lessons do this by presenting a problem situation followed by questions that allow students to access prior knowledge related to the current lesson. Sometimes this knowledge is from previous grades, but it always prepares students for the current content or helps them connect what they have learned to the current content. For example, see Grade 3: Lesson 15, Introduction: (SE pp. 138–139, TRB pp. 155–156) Lesson 16, Introduction: (SE pp. 144–145, TRB pp. 163–164)</td>
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<td><strong>Example 3:</strong> Grade 4 Lesson 27 connects equivalence of fractions (4.NF.A.1) and addition of fractions (4.NF.B.3) from the Number and Operations - Fractions domain to concepts in the Measurement and Data domains (4.MD.B.4). (Sample from SE p. 256) Similarly, Grade 4 Lessons 9 and 10 connect computational skills from Numbers and Operations in Base Ten to problem-solving standards in Operations and Algebraic Thinking.</td>
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<tr>
<td><strong>i-Ready Example 1:</strong> Number and Operations 3rd Grade Lesson name: Find Equivalent Fractions In this 3rd grade lesson the student does a preliminary reasoning with the number line about equivalent fractions. They also use fractions bars or strips. The work is in preparation for 4th grade idea that a fraction a/b is always equivalent to a fraction (nxa)/(nxb).</td>
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<tr>
<td><strong>i-Ready Example 2:</strong> Number and Operations 5th Grade Lesson name: Multiply Fractions to Find Area In this lesson, activities connect the 5th grade Number and Operations-Fractions “Apply and extend previous understanding of multiplication and division to multiply and divide fractions” with the 3rd grade Geometric measurement cluster about understanding concepts of area and relate them to multiplication and addition.</td>
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## RIGOR

**Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:**

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### Example 1:
The *Ready* program has a strong focus on problem solving, including routine and non-routine problems that require single- or multi-steps.


### Example 2:

All of the problem-solving situations in the Major Work of the grade level are addressed.

For example, in **Grade 4**, work in earlier grades is using **Equal Groups of Objects** is expanded upon in multiple lessons, (SE pp. 38–43, TRB pp. 42–49), SE p. 64, #1 (TRB p. 70), and SE p. 115, #6 (TRB p. 123). Work in earlier grades using **Arrays of Objects** is expanded upon in Grade 4, Lessons 6 and 7 (SE pp. 44–65, TRB pp. 50–71), especially pp. 58–59, #10–15.

### Comparison situations

The primary focus in **Grade 4**, are introduced in Lessons 5, 6 and 7 (SE pp. 38–65, TRB pp. 42–71) and expanded upon throughout Ready.

### Example 3:

Students are exposed to multiple ways to model problem situations and are specifically asked to model problems throughout the *Ready* program. This is particularly evident in the Modeled and Guided Instruction sections of each lesson, as well as in the Guided Practice, Independent Practice (Common Core Practice) and in the Practice and Problem Solving Book.


### i-Ready Example 1:

**Algebra and Algebraic Thinking 3rd Grade**

Lesson name: Solve One-Step problems using multiplication and division

### i-Ready Example 2:

**Measurement and Data 3rd Grade**

Lesson name: Solve Problems About Liquid Volume
### Oregon
Rubric for Instructional Materials
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Grades 3-5

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<th>Example 1: 4. Conceptual Understanding: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.</th>
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<tr>
<td>IMET 4a. Materials support the development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings. For context, read criterion #4a in the K–B Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013).</td>
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<tr>
<td>IMET 4b. Materials attend to conceptual understanding thoroughly where the Standards set explicit expectations for understanding or interpreting.</td>
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<td>IMET 4c. Materials feature high-quality conceptual problems and discussion questions written at a variety of cognitive rigor levels.</td>
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<tr>
<td>IMET 4d. Materials feature opportunities to identify correspondences across mathematical representations.</td>
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<tr>
<th>Example 1: Standards that explicitly call for understanding are addressed in Ready lessons with titles that begin with the word Understanding. See the Table of Contents on SE pp. iii–v or TRB pp. A3–A5. Throughout the lessons, conceptual understanding is developed, particularly in the Guided Instruction, Connect It, and Interim Assessment questions; Some examples from Grade 5 are shown below.</th>
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<tr>
<td>Example 2: Throughout Ready, problems and conceptual discussion questions are present in the SE and the TRB. Below are some examples from Grades 3 and 4.</td>
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<td>Example 3: Throughout Ready, problems and conceptual discussion questions have students make connects across mathematical representations. See Grade 3 Lesson 17, SE pp. 154–155, TRB pp. 171–172, where students see a concrete representation, a number line representation, and then write a corresponding equation and equivalent mixed number in the Connect It section.</td>
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### i-Ready Example 1:
Number and Operations 5th Grade
Lesson name: Understand Division with Unit Fractions

### i-Ready Example 2:
Number and Operations 4th Grade
Lesson name: Divide Whole Numbers

### i-Ready Example 3:
Number and Operations 4th Grade
Lesson name: Understand Fraction Multiplication
**Oregon Rubric for Instructional Materials Grades 3-5**

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<th>5. Procedural Skill and Fluency:</th>
<th>Example 1:</th>
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<tr>
<td>Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</td>
<td>Computational fluency and fact fluency are both addressed throughout the <em>Ready</em> program. In <strong>Grade 3</strong>, students are expected to fluently add and subtract within 100 using various strategies, including the standard algorithm. Students also are expected to multiply and divide within 100 using inverse relationships and properties. By the end of Grade 3, students are expected to know their multiplication facts up to 9 x 9 by memory. Students begin this work in Unit 1 where they develop conceptual understanding of multiplying and dividing. In Unit 2, students further develop strategies using place value for these computations. These skills are then practiced throughout <em>Ready</em> to develop fluency. See, for example, SE p. 36–40, (TRB pp. 42–46). The Practice and Problem Solving Book (PPS) continues to support fluency of these facts. (See in particular the Fluency Table of Contents in the PPS, p. 385)</td>
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**IMET 5a.** Materials are designed so that students attain the fluencies and procedural skills required by the Standards. For context, read criterion #4b in the K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics (Spring 2013). **Example 2:** Materials include more than purely procedural problems and exercises. Frequently, even when procedures are taught, conceptual questions ensure students understand the process. For example, see **Grade 4** Lesson 3, SE p. 21 (TRB p. 25) Connect It questions. |

**IMET 5b.** Materials support progress toward fluency and procedural skill by interweaving students’ developing conceptual understanding of the operations in question. **Example 3:** In addition to procedural problems and exercises in *Ready Instruction*, the Practice and Problem Solving Book contains procedural practice that allows students to use both opportunistic strategies (that incorporate number patterns or repeated reasoning) and items that require efficient algorithms. There are two forms for each type of practice. See, for example, the **Grade 5** Practice and Problem Solving Fluency Table of Contents on p. 351. |

**IMET 5c.** Materials include more than purely procedural problems and exercises. This would include cases in which opportunistic strategies are valuable and generic cases that require efficient algorithms. **i-Ready Example 1:** Number and Operations 3rd Grade Lesson name: Add and Subtract within 1000 |

**IMET 5d.** Materials in grades K–6 provide repeated practice toward attainment of fluency standards. **i-Ready Example 2:**
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| **II. Alignment to the CCSS Mathematical Practices**  
*The instructional materials identify and utilize the Standards for Mathematical Practice (MP):*  

6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.  

IMET 6a. Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.  

For context, read criterion #8 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).  

IMET 6b. Over the course of any given year of instruction, materials provide multiple points of access to each mathematical practice standard for diverse types of learners.  

IMET 6c. Materials support the development of the practice standards across grades or grade bands. Practice standards in early grades are appropriately simple and display an arc of growing sophistication across the grades.  

IMET 6d. Teacher-directed materials explain the role of the practice standards in the classroom and in students’ mathematical development. Materials include accurate alignments to practice standards.  

All Practice Standards are embedded into instruction throughout the K-8 Ready program, culminating in students reflecting on the Practice Standards as part of the Performance Task at the end of each unit. SMP Tips on specific SMP standards appear in the TRB for every lesson of every grade level.  

**Example 1:** Teacher support for the Practice standards appears in many places in the TRB:  
- Correlations in the Table of Contents of the TRB  
- Detailed descriptions on p. A9 of the TRB  
- Practice standards are listed with the Content Standards on the first page of each lesson in the TRB. (See Grade 5 TRB p. 96)  
- SMP Tips highlighting different Practice Standards in every lesson.  

Performance Tasks and Rubrics at the end of each unit in the TRB focus on different practice standards  

**Example 2:** See SMP tips throughout the TRB. For example, see Grade 3, TRB p. 97. SE p. 178, (TRB pp. 200–201) and the Fluency practice in the Grade 3 Practice and Problem Solving Book, SE p. 390.  

**Example 3:** See these Grade 4 highlights showing how each SMP is addressed throughout the Ready lessons. Similar coverage is provided in all other grades.  

| SMP 1: TRB pp. 29 – 36, 82 – 89, 90 – 98, 105 – 114... |
| SMP 2: TRB pp. 3 – 10, 11 – 18, 19 – 28, 29 – 35... |
| SMP 3: TRB pp. 42 – 49, 50 – 59, 72 – 81, 105 – 114... |
| SMP 4: TRB pp. 3 – 10, 11 – 18, 29 – 35, 42 – 49... |
| SMP 5: TRB pp. 19 – 28, 50 – 59, 60 – 71, 72 – 81... |
| SMP 6: TRB pp. 3 – 10, 11 – 18, 29 – 36, 82 – 89... |
| SMP 7: TRB pp. 3 – 10, 11 – 18, 19 – 28, 50 – 59... |
| SMP 8: TRB pp. 11 – 18, 19 – 28, 132 – 139, 150 – 157... |

**i-Ready Example 1:** Algebra and Algebraic Thinking 3rd Grade  
Lesson name: Use Order and Grouping to Multiply - This lesson was developed to help students look and make use of structure (MP.7) while working in the 3rd grade critical area to develop understanding of multiplication and strategies to multiply within 100.  

**i-Ready Example 2:** Number and Operations 4th Grade  
Lesson name: Understand Mixed Numbers - In this lesson the student develops the idea of mixed numbers as part of the Major work with fractions in 4th grade. Students also develop also the ability to contextualize and decontextualize (SMP.2) going back and forth from concrete references and models to the work with symbols.
### Oregon Rubric for Instructional Materials

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7. Overarching habits of mind of a productive mathematical thinker:

- Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. *(MP.1)*

IMET 7a. Materials include opportunities for students to engage in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. *(Make sense of problems and persevere in solving them - MP.1)*

Read Standard for Mathematical Practice 1.

Throughout the program students are provided with problems, questions and tasks that engage students and elicit mathematical thinking. See the sample list of references below from the TRB and the corresponding pages in the SE.

#### Example 1: Select Grade 3 TRB page references


#### Example 2: Select Grade 4 TRB page references


#### Example 3: Select Grade 5 TRB page references


### i-Ready Example 1:

Algebra and Algebraic Thinking 4th Grade
Lesson name: Solve Multi-Step Problems

### i-Ready Example 2:

Number and Operations 5th Grade
Lesson name: Understand Products of Fractions
## Oregon Rubric for Instructional Materials Grades 3-5

### 7. Overarching habits of mind of a productive mathematical thinker: (Continued)

- Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. *(MP.6)*

**IMET 7b.** There is evidence of activities that use and encourage precise and accurate mathematics, academic language, terminology and concrete or abstract representations. *(Attend to precision - MP.6)*

**Ready lessons** guide students to focus on precision in both procedures and communication, including special error-analysis tasks and group discussion questions that motivate students to employ precise, convincing explanations. This is particularly true in the Modeled and Guided Instruction and the Guided Practice. See the sample list of references below from the TRB and the corresponding pages in the SE.

**Example 1: Select Grade 3 TRB page references**


**Example 2: Select Grade 4 TRB page references**


**Example 3: Select Grade 5 TRB page references**


**i-Ready Example 1:**

Number and Operations 4th Grade
Lesson name: Understand Mixed Numbers

**i-Ready Example 2:**

Measurement and Data 5th Grade
Lesson name: Understand and Measure Volume
### 8. Reasoning and explaining:

- Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. *(MP.2 & MP.3)*

**IMET 8a.** Lesson structure frequently calls for students, in a grade-appropriate way, to find solutions, explain their reasoning, and ask and answer questions about their reasoning as it concerns problems, diagrams, mathematical models. *(Reason abstractly and quantitatively - MP.2)*

**IMET 8b.** Materials prompt students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards. *(Construct viable arguments and critique the reasoning of others – MP.3)*

Throughout *Ready* Instruction students employ the strategies of SMP 3: in small group discussions (Pair/Share questions), whole class discussions (Guided Instruction questions, TRB Mathematical Discourse questions), and by critiquing the reasoning of others and examining a fictional student’s wrong answer (Guided Instruction, Guided Practice, and Independent Common Core Practice). See Examples from *Grade 3*, SE p. 142 (TRB p. 159), SE p. 136 (TRB p. 151), TRB Mathematical Discourse p. 148, and SE p. 157 (TRB p. 178). See also a sample of references from the TRB below and the corresponding SE pages.

#### Example 1: Select Grade 3 TRB page references


#### Example 2: Select Grade 4 TRB page references


#### Example 3: Select Grade 5 TRB page references


#### i-Ready Example 1:
Number and Operations 5th Grade
Lesson name: Divide Unit Fractions in Word Problems

#### i-Ready Example 2:
Geometry 5th Grade
Lesson name: Classify Two-Dimensional Figures

#### i-Ready Example 3:
Number and Operations 5th Grade
Lesson name: Understand Multiplication as Scaling
### Oregon Rubric for Instructional Materials Grades 3-5

#### 9. Modeling and using tools:

- Encourages the strategic use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models, technology based tools) in the discipline. *(MP.4 & MP.3)*

**IMET 9a.** Modeling expectations build slowly across K–8, with applications that are relatively simple in earlier grades and when students are encountering new content. In grades 6–8, problems should begin to provide opportunities for students to make their own assumptions or simplifications in order to model a situation mathematically. *(Modeling with Mathematics −MP.4)*

**IMET 9b.** Materials include problems that allow students’ to make strategic decisions about how to use tools, or about whether to use them at all. *(Use appropriate tools strategically - MP.5)*

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#### Demonstration of Coverage with the Oregon Rubric for Instructional Materials Grades 3-5

- Modeling and using multiple representations and tools is a significant part of the *Ready* mathematics program. See the TRB references listed below and the corresponding SE pages.

**Example 1: Select Grade 3 TRB page references**


**Example 2: Select Grade 4 TRB page references**


**Example 3: Select Grade 5 TRB page references**


**i-Ready Example 1:**

- Number and Operations 4th Grade
- Lesson name: Equivalent Fractions

**i-Ready Example 2:**

- Algebra and Algebraic Thinking 4th Grade
- Lesson name: Understand Multiplication
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<tr>
<td>10. Seeing structure and generalizing:</td>
<td>Throughout the Ready program students look for and make use of structure and express regularity in repeated reasoning. This is especially true in the Fluency practice in the back of the Practice and Problem Solving Books where repeated reasoning and pattern analysis are highlighted as part of the computational strategies. For example, see Grade 3, TRB p. 97. SE p. 178, (TRB pp. 200–201) and the Fluency practice in the Grade 3 Practice and Problem Solving Book, SE p. 390. . See the sample list of references below from the TRB and the corresponding pages in the SE.</td>
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- IMET 10a. Materials include organizational themes emphasized in the standards such as properties of operations, place value decompositions of numbers, numerators and denominators of fractions, numerical and algebraic expressions, etc. (Look for and make use of structure –MP.7) |

- IMET 10b. Materials include content to assist the development of student insight into repeated reasoning beyond simply extending patterns and/or perform repeated calculations. (Look for and express regularity in repeated reasoning - MP.8) |

**Example 1: Select Grade 3 TRB page references**

- **SMP 8:** pp. 23 – 32, 49 – 58, 72 – 81, 82 – 93, 94 – 102, 283 – 292

**Example 2: Select Grade 4 TRB page references**


**Example 3: Select Grade 5 TRB page references**


**i-Ready Example 1:**

Algebra and Algebraic Thinking 3rd Grade

Lesson name: Use Order and Grouping to Multiply

**i-Ready Example 2:**

Algebra and Algebraic Thinking 3rd Grade

Lesson name: Understand Patterns
### III. Instructional Supports

The teacher materials are responsive to varied teacher needs:

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<td>11. Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.</td>
<td>The organization and questions provided in the Student Editions give teachers a clear and consistent instructional path through each day of a lesson. Additional professional support is provided throughout the TRB. Example 1: A full page of TRB support is provided for every page of the student book. These include activities, Mathematical Discourse questions, and Step By Step support for guidance on lesson flow (See Grade 3 TRB pp. 110–111, p. 151, Grade 4 TRB pp. 141–146, 155, and Grade 5 TRB pp. 97–102). Example 2: Ready supports teachers in anticipating student responses and multiple approaches. See: • Mathematical Discourse responses (See Grade 3 TRB pp. 110–116, Grade 4 TRB pp. 159–163 and Grade 5 TRB pp. 101, 153) • Try It solutions (See Grade 3 TRB pp. 113 and 115, Grade 4 TRB pp. 162 and 164, and Grade 5 TRB pp. 53, 73, 154) • Full Solutions, not just answers, all at point-of-use (See Grade 3 TRB pp. 128–129, Grade 4 TRB pp. 175–176, and Grade 5 TRB pp. 173, #3). • Solutions to explanations, on facsimile pages at point-of-use (See Grade 3 TRB pp. 141–152, Grade 4 TRB pp. 134–138, and Grade 5 TRB pp. 144–145) Example 3: Ready provides all resources digitally in the Online Teacher Toolbox, at <a href="http://www.teacher-toolbox.com">www.teacher-toolbox.com</a>. Use the access code provided to see all the resources available. i-Ready Example 1: i-Ready provides detailed student, class, and school diagnostic reports so that teachers and administrators know students’ strengths and weaknesses in content knowledge. See the sample reports at <a href="http://www.i-Ready.com">www.i-Ready.com</a>. i-Ready Example 2: i-Ready also provides grouping reports and connections to Ready and i-Ready instructional resources to help teachers get students up to and above grade level. See the Instructional Grouping Report and a detailed profile report at <a href="http://www.i-Ready.com">www.i-Ready.com</a>.</td>
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| **12.** Provides a discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit. | **Example 1:** Progression Visual at the beginning of each unit provide a quick reference for how the content of each unit connects to previous learning as well as prepares students for future lessons. See, for example, **Grade 3 TRB** pp.106–107, **Grade 4 TRB** pp. pp. 128–131, **Grade 5 TRB** pp. 92–95.  
**Example 2:** The planning page at the beginning of each lesson provides detailed information about the Learning Progression and how the content of the current lesson fits in with the rest of the unit and other grade levels. See, for example, **Grade 3 TRB**, p. 109, p.146, **Grade 4 TRB** p. 140, and **Grade 5 TRB** p. 96.  
**Example 3:** The planning pages at the beginning of each lesson also provide detailed information about the practice and content standards, as well as prerequisite skills, vocabulary, and connections to the Ready Teacher Toolbox. See, for example, **Grade 3 TRB**, p. 109, p.146, **Grade 4 TRB** p. 140, and **Grade 5 TRB** p. 96. |
### Oregon Rubric for Instructional Materials Grades 3-5

13. Recommend and facilitate a mix of instructional approaches, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).

### Ready® Mathematics and i-Ready Diagnostic and Instruction Grades 3-5

The Ready program recommends and helps teachers facilitate a mix of instruction approaches throughout most lessons. See these sections:
- Modeled and Guided Instruction includes multiple representations and models for problems.
- Guided Instruction pages include questions that ask students to think about and understand different representations and how they are related.
- Activities and Visual Models throughout the TRB and Teacher Toolbox allow teachers to further enhance instruction with a variety of approaches.

Here are some additional, specific examples.

**Example 1:**

**Example 2:**
Reflect questions and Try It questions can be used to check for understanding or as an “exit ticket”. For example, see Grade 3 SE p. 157 (TRB p. 178), Grade 4 SE pp. 97, 101, and Grade 5 SE pp. 45, 65, 139.

**Example 3:**
Four different Pair/Share questions in the Guided Practice section of most lessons provide opportunities for small group mathematical discourse or classroom discussion – For example, Grade 3 SE pp. 158–159 (TRB p. 179), Grade 4 SE pp. 102–103, and Grade 5 SE pp 124–125, 140–141.

**i-Ready Example 1:**
Number and Operations 4th Grade
Lesson name: Understand Fraction Multiplication

**i-Ready Example 2:**
Algebra and Algebraic Thinking 5th Grade
Lesson name: Write and Evaluate Expressions
### Oregon Rubric for Instructional Materials Grades 3-5

**Example 1:**
Every *Ready* lesson uses a gradual release model to provide all students the support they need to learn the content and eventually become independent thinkers and exhibit mathematical understanding independently. Interactive questions throughout the lesson allow students to actively participate in learning.

The 4–5 day structure of each lesson supports this gradual release:
- **Introduction:** Mostly teacher-led, with student inter-action
- **Modeled and Guided Instruction:** Some teacher-led, with opportunities for students to think and communicate reasoning and understanding. Teachers observe students as they do the Try It exercises independently, offering support as needed.
- **Guided Practice:** Teachers observe and support students as they practice what they have learned.
- **Independent Practice** (Common Core Practice) has students demonstrate their mathematical understanding independently.

**Example 2:** Resources allow all levels of students ways to access on-level questions or problems:
- **Mathematical Discourse** (TRB, throughout)
- **Guided Instruction questions** (SE, throughout)
- **Pair/Share questions** (SE Guided Practice pages, throughout)
- **Center Activities** -- Basic, On-Level, and Challenge options (Teacher Toolbox)
- **Assessment “Exit Ticket”** at the end of each lesson with detailed error analyses and remediation suggestions provided for the teacher (See *Grade 3* TRB p. 120, *Grade 4* TRB p. 167, and *Grade 5* TRB, p. 269)
- **Interim Assessment Performance Task** (End of each Unit, SE and TRB pages)

**i-Ready Example 1:**
Number and Operations 4th Grade
Lesson name: Equivalent Fractions

**i-Ready Example 2:**
Number and Operations 4th Grade
Lesson name: Add and Subtract Fractions
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| 15. Teacher materials are organized and easy to use. | The Ready Teacher materials are organized to be manageable and comprehensive. In addition to an Instruction Teacher’s Resource Book and a Practice and Problem Solving Teacher’s Guide, all other Teacher Resources are available in the Online Teacher Toolbox. All materials provide point-of-use support to make lesson preparation easier. Here are some examples, which can be found in the TRB for any lesson:  
  - The lesson planning pages at the beginning of each lesson provide detailed information about the standards, lesson objectives, prerequisites, vocabulary support, and on-level and prerequisite instructional resources.  
  - Each lesson follows the same instruction sequence, making the organization of the Teacher’s Resource Book and the features provided, consistent.  
  - Each Instructional page in the student book is supported by a full page of support in the Teacher’s Resource Book, including additional classroom questions with complete responses, as well as activities and other lesson enhancements at point of use.  
  - Solutions, not just answers, to Try It questions and exercises in the Guided Practice and the Independent Practice are included at point of use. Often, suggestions for alternative solutions or answers are also provided.  
  - The Depth of Knowledge (DOK) levels are provided for each exercise in the Guided Practice and Independent Practice sections.  

i-Ready  
Detailed reports showing instructional connections between Ready and i-Ready are provided for teachers and administrators to make it easy to use the programs together to support student gaps or to reteach weak prerequisite skills. In addition to individual, class, and school information, reports also provide recommended student groupings for small group instruction and links to appropriate Ready and i-Ready instructional resources appropriate for each group.  

The materials are responsive to varied student learning needs**:  

| The materials are responsive to varied student learning needs**:  

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| **16. Differentiation for ELD, SPED, students below or above and other special populations is evident.** | **Example 1:** 
The use of visual representations throughout the program, particularly in the Modeled Instruction sections of the SE, further supports diverse student populations. In addition, Visual Models in the TRB occur frequently and provide other visual strategies to use with diverse student populations. See examples throughout the TRB, such as **Grade 3** TRB p. 76 and p. 112. |
| **Example 2:**  
The language of *Ready* Instruction is presented in a student-friendly, yet precise, way that makes accurate language accessible for students.  
Students can answer Mathematical Discourse questions and Connect It questions verbally and in their own words, as they develop their English, academic, and mathematical language skills. In the TRB, ELL notes occur frequently and help teachers provide meaningful ways to explain concepts and vocabulary, particularly to ELD, SPED, and other special populations. See examples throughout the TRB, such as **Grade 4** TRB pp. 162 and 196. |  
**Example 3:**  
Numerous opportunities to differentiate instruction for special populations are available to teachers. At the end of each lesson in the TRB, a differentiated instruction page provides closure questions with remediation suggestions and activities for intervention, on-level, and challenge. See the last page of any lesson in the Teacher’s Resource Book. For example, see **Grade 5** TRB p. 66. |
|  
The Math Center Activities provided on the Online Teacher Toolbox are available in on-level, below-level, and above-level versions. See any Math Center activities on the Online Teacher Toolbox. |  
In addition, the Practice and Problem Solving Teacher’s Guide references basic, medium, and challenge questions to allow teachers to plan assignments. See the answers for any lesson practice page in the Practice and Problem Solving Teacher’s Guide. |
|  
i-**Ready** Example 1:  
i-Ready lessons provide linguistic, graphic, visual, interactive, and emotional supports to make most content standards and curriculum accessible for students at all levels of proficiency. |  

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<td>17. Uses technology and media to deepen learning.</td>
<td>Example 1: The resources in the Online Teacher Toolbox allow teachers to display the Ready Instruction and Practice Problem Solving student and teacher books for classroom discussions and homework review. This is available for both on-level and prerequisite lessons, making it easy to display materials for us with the whole class or targeted small group instruction. Access the Online Teacher Toolbox to see the on-level and prerequisite lessons for any grade level.</td>
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<td>Example 2: The Online Teacher Toolbox also provides interactive, animated lessons that can be used for whole class instruction or differentiated small group instruction. These animated lessons engage students in learning and are available for both on-level and prerequisite lessons. Access the Online Teacher Toolbox to see the Interactive Lessons for any grade level.</td>
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<td>Example 3: When Ready and i-Ready are used together, students are able to fill gaps in their prerequisite knowledge or strengthen content weaknesses. Teachers are provided with unique student and class reports that provide instructional groupings and links to corresponding resources appropriate for each group. These automatically generated groupings and resources make it easier for teachers to provide personalized, data-driven instruction that deepens student learning.</td>
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<td>i-Ready Example 1: iReady is an online program. All i-Ready lessons use technology and media to deepen learning</td>
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<td><strong>Example 1:</strong> Students are engaged in the <em>Ready</em> Instruction book in large part because of the interactive instructional approach, which uses age-appropriate problem-solving situations. Throughout the program, students are required to interact with the text and engage in thinking about age-appropriate and student-friendly problem solving situations. See any Modeled and Guided Instruction lesson, Guided Practice, and Independent Practice. For example, see Grade 3 SE pp. 96–107, 178, Grade 4 SE pp. 88–89, and Grade 5 SE pp. 156–157.</td>
<td><strong>Example 2:</strong> <em>Ready</em> includes features such as the “Study Buddies” to provide inviting characters to engage students. These characters, that provide students with tips and hints, can be found on any Guided Practice page.</td>
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<td><strong>Example 3:</strong> In addition, the interactive tutorials available on the Online Teacher Toolbox provide animated, engaging videos that can be used for on-level or prerequisite instruction. Students collaborate with the animated characters to evaluate real-world situations and solve engaging problems.</td>
<td><strong>i-Ready Example 1:</strong> Measurement and Data 3rd Grade Lesson name: Solve Problems About Liquid Volume</td>
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<td><strong>i-Ready Example 2:</strong> Number and Operations 5th Grade Lesson name: Understand Multiplication as Scaling</td>
<td><strong>i-Ready Example 3:</strong> Number and Operations 4th Grade Lesson name: Understand Fraction Multiplication</td>
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<td>19. Provides extensions and extra support for students above and below grade level.</td>
<td>Numerous opportunities to differentiate instruction are available to allow teachers to extend concepts or support students above or below grade level.</td>
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**Example 1:**
At the end of each lesson in the TRB, a differentiated instruction page provides closure questions with remediation suggestions and activities for intervention, on-level, and challenge. Concept lessons also include Intervention activities. See the last page of any lesson in the Teacher’s Resource Book. For example, see Grade 3 TRB pp. 48, 58, 140, 161, Grade 4 TRB pp. 97, 167, and Grade 5 TRB pp. 20, 66, 88, 121, 139.

**Example 2:**
The Teacher’s Resource Book provides Concept Extensions and Real-World Connections in almost every lesson. For example, see Grade 3 TRB pp. 60, 136, Grade 4, TRB pp. 25, 31, 65, 151, 188 and Grade 5 TRB pp. 134.

**Example 3:**
The Math Center Activities provided on the Online Teacher Toolbox are available in on-level, below-level, and above-level versions. See any Math Center activities on the Online Teacher Toolbox.

**i-Ready Example 1:**
Personalized goals and instructional paths within the i-Ready Instruction program provide students with the extra support they need to fill gaps in content knowledge or provide extensions and challenges for students who may be above grade level in certain topics.
### IV. Assessment

*The instructional materials regularly assesses whether students are mastering standards-based content and skills:*

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**20. Demonstrate grade-level CCSS (content and Mathematical Practices) and are rigorous.**

**Example 1:**
Numerous forms of formal and informal assessments are included. In the SE, examples include Reflect Questions (on the second page of each lesson), Guided Instruction Questions, Try It Questions, Guided Practice, Pair/Share activities, and Independent Common Core questions. At the end of each unit is a summative unit Interim Assessment. See any lesson or end-of-unit Interim Assessment for examples.

In the TRB, embedded assessments include Mathematical Discourse questions, Questions in Step by Step, Visual Models, Hands-On Activities, and Concept Extensions. See the TRB support for any lesson in any grade for examples of these features.

**Example 2:**
The Teacher Toolbox provides additional forms of formal and informal assessment, including Cumulative Interim Assessments, lesson quizzes, and additional assessments on the Assessment Tab of the Online Teacher Toolbox.

**Example 3:**
Rigorous questions requiring higher-order thinking occur throughout the Ready program. See, for example, **Grade 4 TRB p. A10, SE p. 33 #6 (TRB p. 35), SE p. 101 #11 (TRB p. 111), and SE p. 140 #11 (TRB p. 155).** A list of some DOK 3 questions can be found in the TRB on page A10.

**i-Ready Example 1:**
Each lesson in *i-Ready* has a short mastering standards-based assessment to regularly assess whether students are mastering the content and skills
## Oregon Rubric for Instructional Materials Grades 3-5

| 21. Available in digital/non-digital formats and are accessible to all students. |

### Example 1:

*Ready* provides all resources digitally in the Online Teacher Toolbox, at [www.teacher-toolbox.com](http://www.teacher-toolbox.com). Use the access code provided to see all the resources available.

Resources also available in non-digital formats include:

- The *Ready* Instruction student book
- The *Ready* Instruction Teacher’s Resource book
- The *Ready* Practice and Problem Solving Student book
- The *Ready* Practice and Problem Solving Teacher’s Guide
- The *Ready* Assessment Book
- The *Ready* Assessment Teacher’s Guide

*i-Ready* provides detailed diagnostic, instruction, and progress monitoring to help students identify customized instructional plans and personalize learning. Assessments are accessible to students and instruction provides meaningful feedback to enhance the student learning experience. See the diagnostic and instructional lessons at [www.i-Ready.com](http://www.i-Ready.com).

In addition, student, class, and school diagnostic reports allow teachers and administrators to know students’ strengths and weaknesses in content knowledge and provide instruction groupings and corresponding instruction resources. See the sample reports at [www.i-Ready.com](http://www.i-Ready.com).
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<td>22. Includes rubrics and proficiency criteria.</td>
<td>Example 1:</td>
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<td>Example 1:</td>
<td>The Ready TRB supports teachers in anticipating student responses and multiple approaches and in understanding full solutions, not just answers to questions in the student edition. See:</td>
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<td>• Mathematical Discourse responses (See Grade 3 TRB pp. 110–116, Grade 4 TRB pp. 159–163 and Grade 5 TRB pp. 101, 153)</td>
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<td>• Try It solutions (See Grade 3 TRB pp. 113 and 115, Grade 4 TRB pp. 162 and 164, and Grade 5 TRB pp. 53, 73, 154)</td>
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<td>• Full Solutions, not just answers, all at point-of-use (See Grade 3 TRB pp. 128–129, Grade 4 TRB pp. 175–176, and Grade 5 TRB pp. 173, #3).</td>
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<td>• Solutions to explanations, on facsimile pages at point-of-use (See Grade 3 TRB pp. 141–152, Grade 4 TRB pp. 134–138, and Grade 5 TRB pp. 144–145)</td>
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<td>Example 2:</td>
<td>Detailed grading rubrics are provided for the Performance Tasks that occur at the end of each Ready unit. See, for example, see Grade 4 TRB pp. 224–225.</td>
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<td>i-Ready Example:</td>
<td>Detailed student, class, school, and district i-Ready reports provide guidance as to what students know and what they are ready to learn. Automatically graded lessons provide further insights as to whether students have reached proficiency with a topic or whether additional reteaching is needed.</td>
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<td><strong>23. Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.</strong></td>
<td><strong>Example 1:</strong> Independent Common Core Practice at the end of each Ready lesson provides practice items using varied formats, including constructed response, extended response, multiple correct, and checklist items formats. See, for example, Grade 4 SE pp. 202–203. <strong>Example 2:</strong> Each Ready Unit includes Performance Tasks that combine concepts from the unit. These tasks use real-world situations to assess understanding. Questions at the end of each task ask students to reflect on the mathematical practices likely used during the performance task. Detailed rubrics are also provided in the corresponding TRB pages. See, for example, Grade 3 SE p. 178 (TRB p. 200–201), Grade 4 SE p. 206 (TRB pp. 224–225), and Grade 5 SE pp. 162 and 250 (TRB pp. 178–179 and 272–273). <strong>Example 3:</strong> Throughout Ready, numerous forms of formal and informal assessments are included that inform instruction. In the SE, examples include Reflect Questions (on the second page of each lesson), Guided Instruction Questions, Try It Questions, Guided Practice, Pair/Share activities, and Independent Common Core questions. At the end of each unit is a summative unit Interim Assessment. See any lesson or end-of-unit Interim Assessment for examples. In the TRB, embedded assessments include Mathematical Discourse questions, Questions in Step by Step, Visual Models, Hands-On Activities, and Concept Extensions. See the TRB support for any lesson in any grade for examples of these features. The Teacher Toolbox provides additional forms of formal and informal assessment, including Cumulative Interim Assessments, lesson quizzes, and additional assessments on the Assessment Tab of the Online Teacher Toolbox. <strong>i-Ready Example 1:</strong> Diagnostic assessments and progress monitoring provide teachers with reports that help inform individual, small group, and whole class instruction. See the individual and grouping reports and corresponding instructional resources at <a href="http://www.i-Ready.com">www.i-Ready.com</a>.</td>
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