

California Mathematics Curriculum

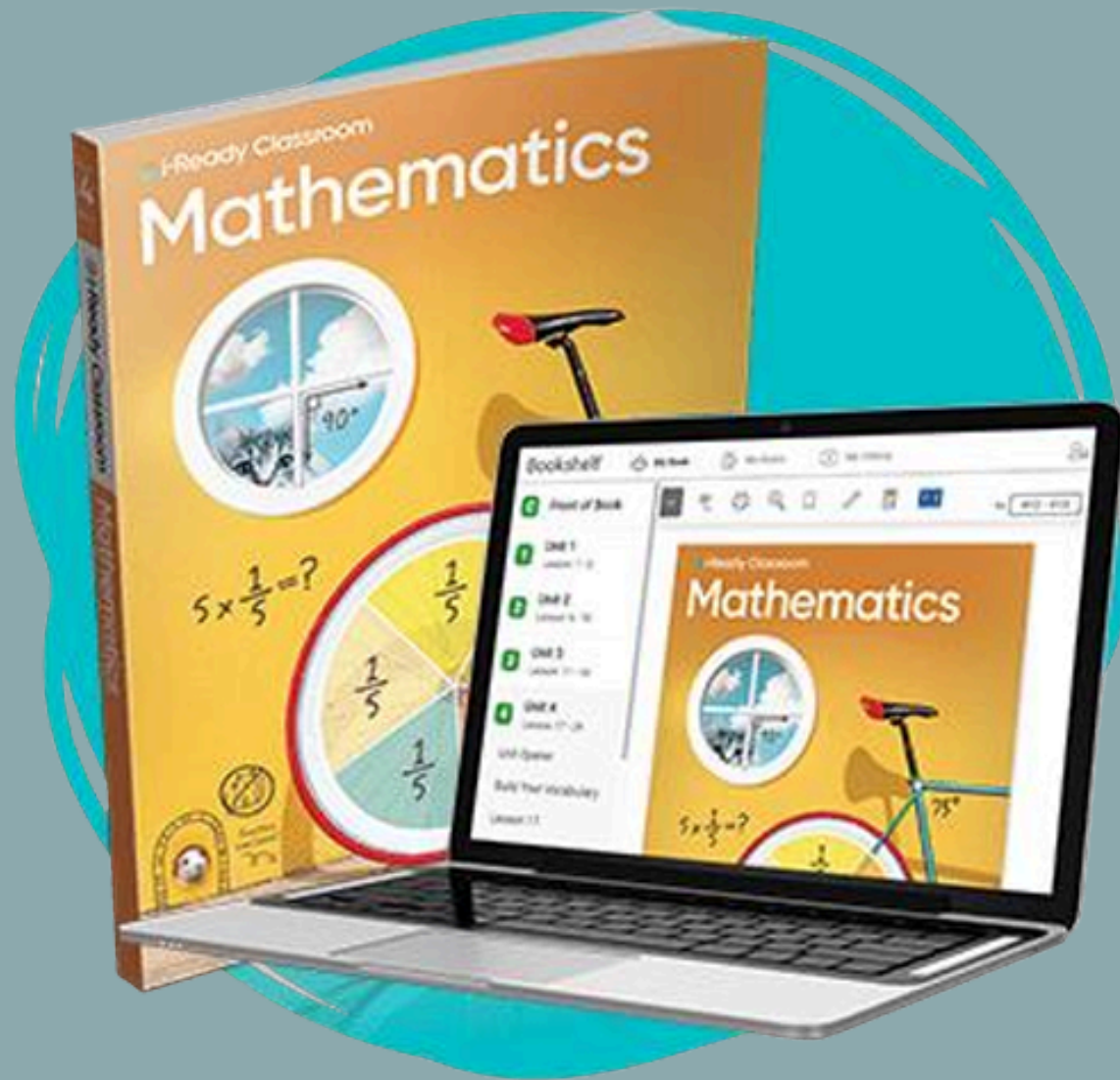
i- Ready



ABOUT CALIFORNIA MATHEMATICS CURRICULUM

i-Ready's California Mathematics Curriculum was designed to support all students in becoming critical thinkers, persistent problem solvers, and lifelong learners. Through engaging in mathematical discourse and problem solving, the program allows students to:

- Learn key concepts over multiple days to foster deeper understanding
- Solve problems using a variety of strategies to increase their math flexibility
- Mathematical fluency and procedural practice.
- Make connections to the math they see in everyday life.
- Robust Assessment Cycle



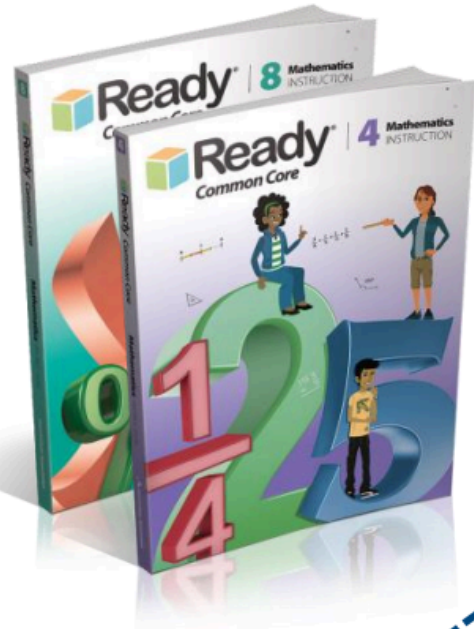


i-Ready® Assessment

- Same login and interface
- Same Diagnostic that you've been using
- **Even more utility from the data you already have**
- **Laser focused to help you prepare all students for success**

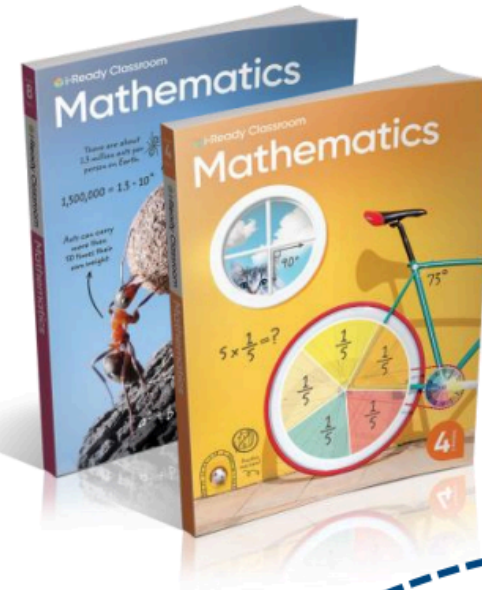
Built on a Track Record of Success

EdReports Ratings: All Green Since 2017



Ready Mathematics for Grades K–8 received **all-green** ratings from EdReports.

2017

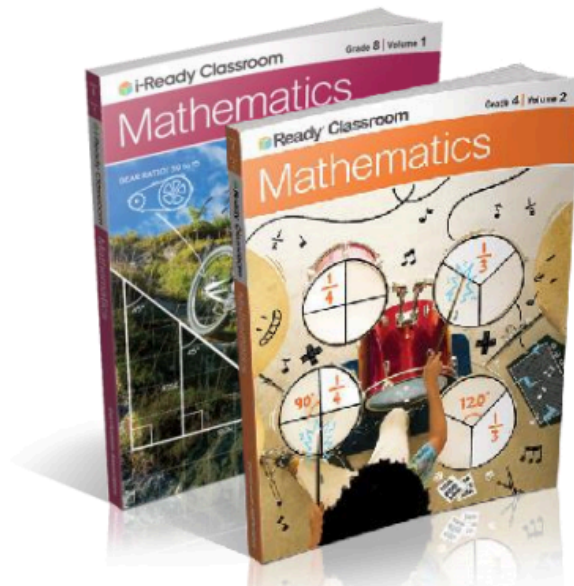


i-Ready Classroom Mathematics ©2024 Edition for Grades K–8 received **all-green ratings** and **perfect scores** from EdReports.

2024

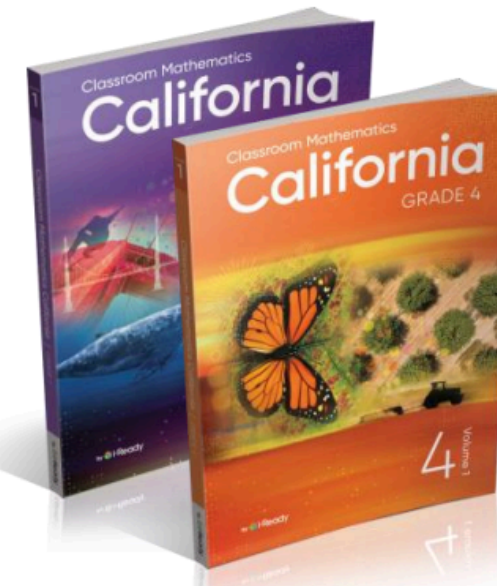


2020



i-Ready Classroom Mathematics ©2020 for Grades K–8—the next evolution of *Ready Mathematics*—received **all-green** ratings from EdReports.

2025

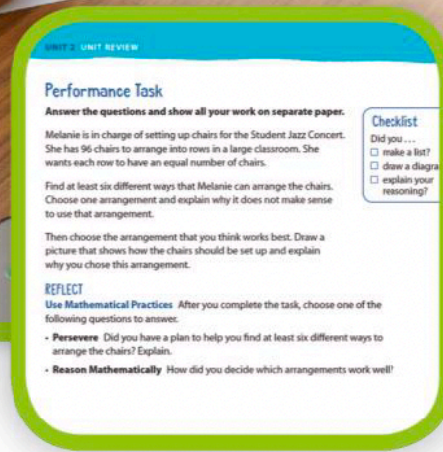
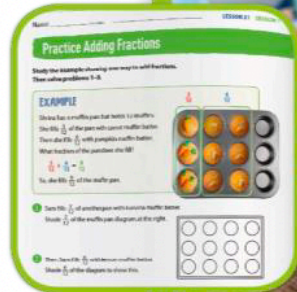


Debut of **Classroom Mathematics California** for Grades TK–A1—the next evolution of *i-Ready Classroom Mathematics* ©2024 Edition.

Assessments

Print, Online, Editable

- Ongoing formative assessment by the teacher
- Exit Tickets
- Lesson quizzes
- Digital Comprehension Checks (Lesson and Unit – Auto graded)
- Unit/Mid-unit
- Performance Tasks
- Activity Based Assessments (K)



UNIQUE PACING TO ADDRESS ACCELERATION

Practice Test or Diagnostic Assessment		2	
UNIT 4 Fractions: Equivalence and Comparison, Measurement			ata
Lesson 20	Understand What a Fraction Is	3	M
Lesson 21	Understand Fractions on a Number Line	3	M
			M
			M
			M
			M
			M, S
			M

Pacing Guidance FOR THE YEAR

The chart below provides pacing for *i-Ready Classroom Mathematics*. To address unfinished learning, see the Yearly Pacing for Prerequisites guidance found in the Prerequisites report. Use these guidelines flexibly alongside district calendars to ensure program completion.

*The Diagnostic takes two days to administer. See *i-Ready Classroom Central* for information on when to administer.
**Lesson 0 is on the Teacher Digital Experience. See the Classroom Resources tab on the Teacher Toolbox.

M = major standards
S = supporting standards
A = additional standards

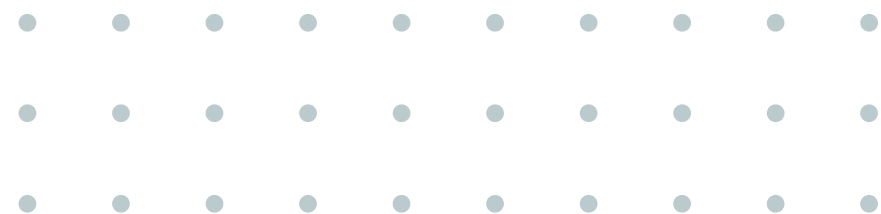
		Session 45–60 min.	Focus
Lesson 27	Time	5	M
Lesson 28	Liquid Volume	4	M
Lesson 29	Mass	4	M
Math in Action	Solve Measurement Problems <i>Flexibly Scheduled</i>	2	M, A
Unit 5 Unit Assessment or Digital Comprehension Check		1	

CMC LESSON DESIGN

INSTRUCTION IS DESIGNED TO BE DELIVERED OVER
MULTIPLE DAYS.

Gift of Time

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Sessions	Develop Sessions			Refine Sessions
Connect to Prior Knowledge & Prerequisites	Focus on Grade Level Instruction			Additional Practice & Differentiation



Lesson-Level Practice Opportunities

Student Worktext Practice

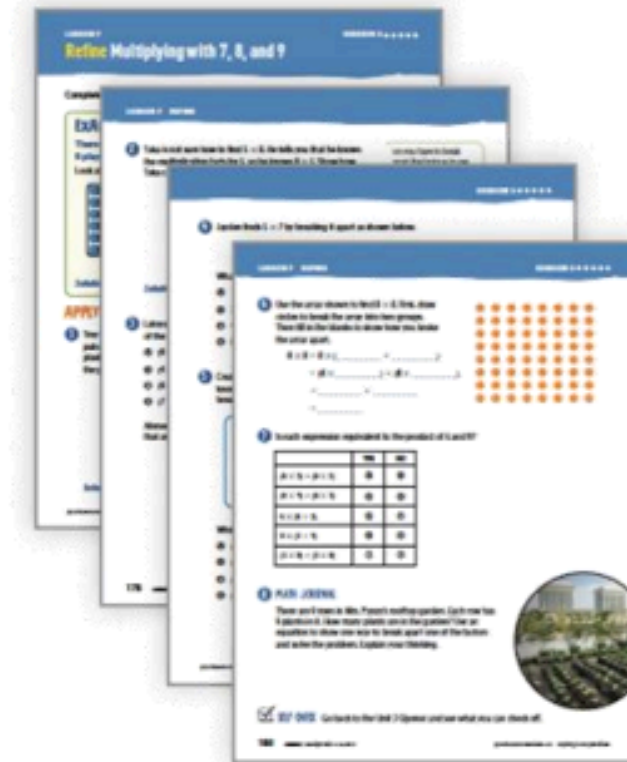
Apply It Problems



Additional Practice



Refine Sessions



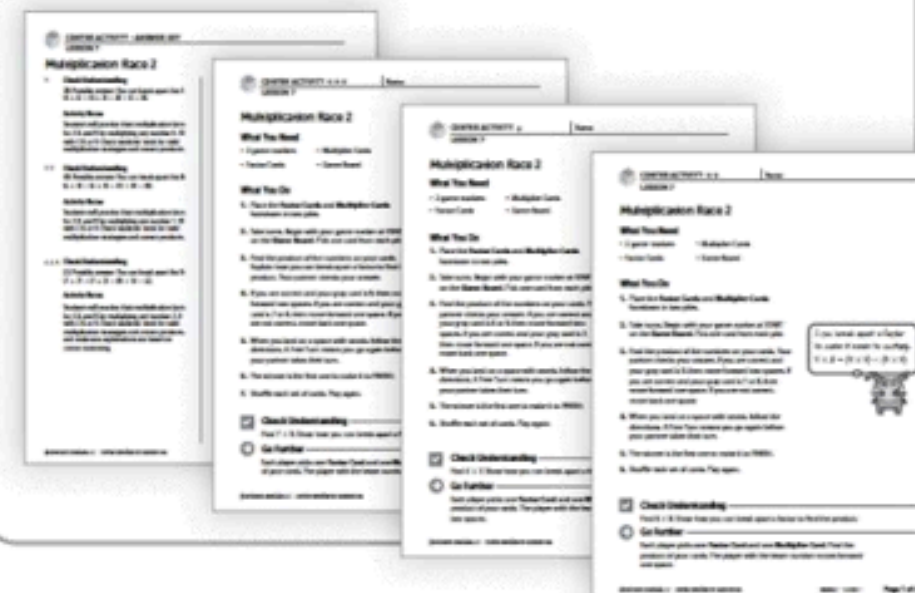
Fluency and Skills Practice



Centers Library (Grades K–1)



Leveled Math Learning Activities (Grades K–1)/Center Activities (Grades 2–8)



Assignable Interactive Practice



Unit-Level Practice Opportunities

Unit Games

Teacher Digital Experience



Unit Review

Student Worktext



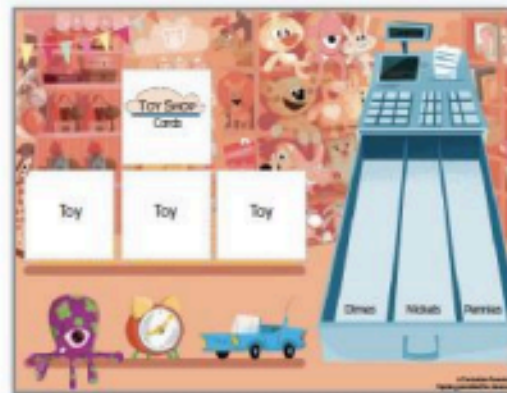
Cumulative Practice

Student Worktext



Ongoing Practice Opportunities

Grade Level Games (Grades K–2)



Learning Games

Hungry Guppy (K–2)



Hungry Fish (K–8)



Match (K–8)



Zoom (K–5)



Bounce (K–8)



Pizza (2–5)



Cupcake (2–8)



Cloud Machine (3–8)



Fluency Fight



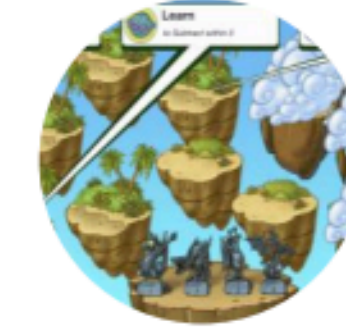
More than Memorization



Visible Progress



Build Speed and Confidence



Motivating Game World

Daily Number Sense

New Start activities focus on building number sense every day!

Grade K:

- Notice and Wonder
- Show It Another Way
- How Many?
- Quick Images
- Same and Different

Grade 1:

- How Many?
- Quick Images
- Show It Another Way
- Which One Doesn't Belong?
- Data Talk

LESSON 5

SESSION 1 EXPLORE

Purpose

- Explore the concept of number sense.
- Explore comparing and physically.

START

Number Sense Notice and Wonder

Show the slide.

ASK: What do you notice? What do you wonder?

- Allow children time to explore the illustration before they share with a partner and then with the class. Accept all responses.
- To support vocabulary, have children identify these items in the illustration: comic book, guitars.

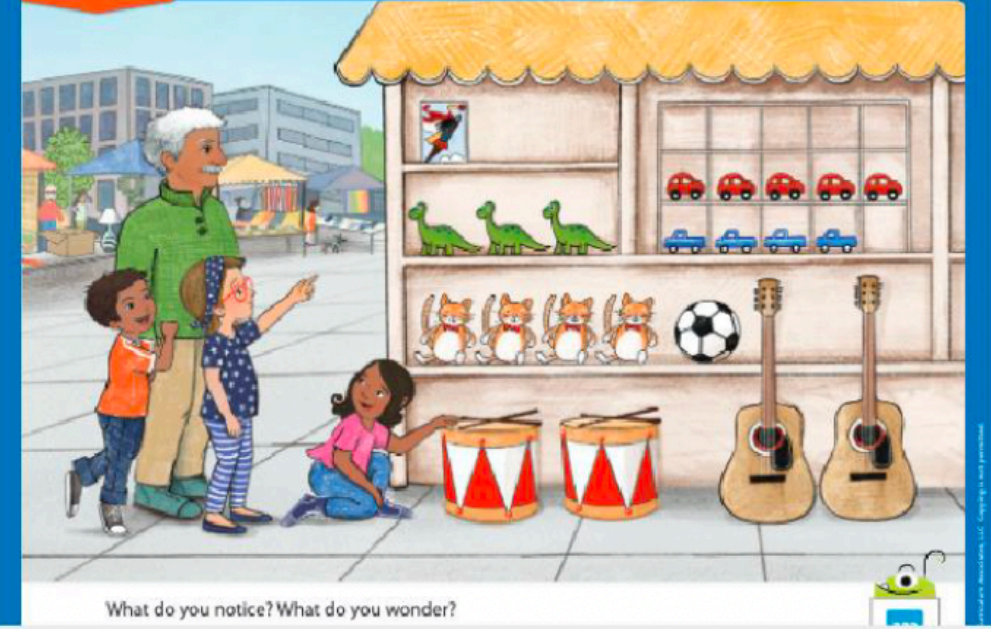
Facilitate Whole Class Discussion

Encourage children to generate questions for discussion.

- Choose two groups of things. How are they the same? How are they different?
- Find a group of 3. Describe the group.

Use **Connect to Culture** to encourage children to make personal connections.

Start Notice and Wonder



Start Notice and Wonder



RHYME AND COUNT (chant) Groups of 10 can help us see from zero to infinity! Have children count orally by 10s to 100 as they flash 10 fingers with each number. Repeat the count 2 or 3 times.

RETEACH AND DEEPEN UNDERSTANDING



Hands-On Activity

Use fraction circles to write whole numbers as fractions.

If students have trouble writing whole numbers as fractions, then use this activity to let them build fractions with concrete materials.

Materials For each pair: 4 sets of fraction circles, Activity Sheet *Multiplication Table*

- Have one student from each pair use one-fourth pieces to model 1 whole and have the other student write the fraction modeled. $\left[\frac{4}{4}\right]$ Tell them to switch roles and repeat the process for 2 wholes, 3 wholes, and 4 wholes. They should write the fractions in order.
 $\left[\frac{4}{4}, \frac{8}{4}, \frac{12}{4}, \frac{16}{4}\right]$
- Ask one partner to locate the column of the multiplication table under the number 4 and read the first 4 numbers in the column. [4, 8, 12, 16]
- Have the other partner read the numerators of the fractions they wrote, in order. [4, 8, 12, 16]
- Repeat the activity using another denominator, such as 2, 3, 6, or 8.



Visual Model

Generalize the writing of equivalent fractions for whole numbers.

If students struggle with writing fractions for undivided wholes, then use this illustration to help them apply the same steps for all fractions.

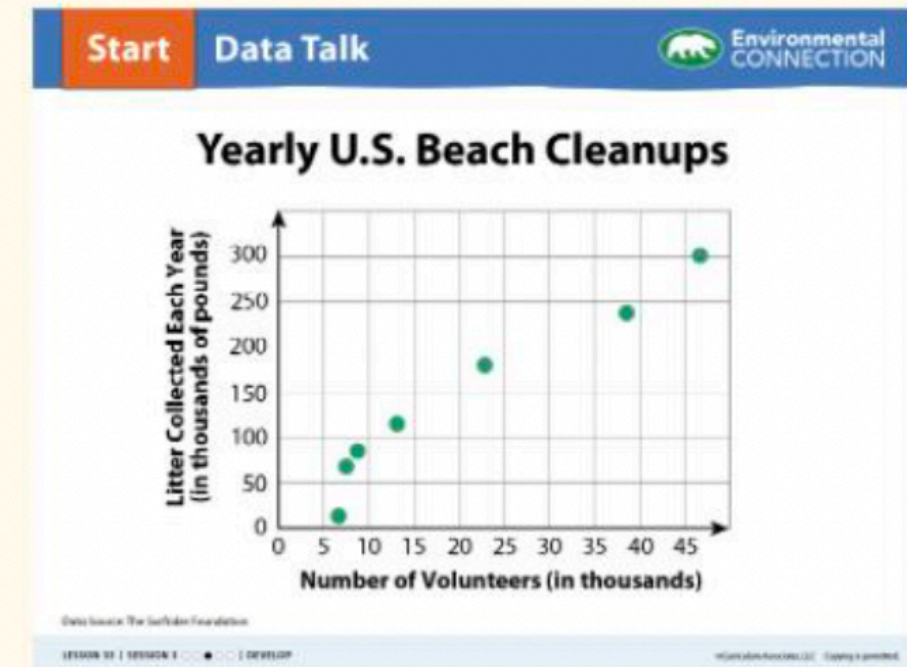
- Draw 3 same-sized circles on the board and divide each into 2 equal parts. Elicit that each part is called a *half*. Draw 3 more same-sized circles, but do not divide these. Explain that because they are not divided, each part is called a *whole*. Elicit that both models show the whole number 3.
- Together, write the fraction shown by the first model. $\left[\frac{6}{2}\right]$ Ask a volunteer to explain the process and record the steps on the board. [Count the number of equal parts in each whole to find the denominator of the fraction. Count the total number of equal parts to find the numerator.]
- Follow the same steps to write the fraction shown by the second model. $\left[\frac{3}{1}\right]$ Point to each numerator and denominator as you tell students, *6 halves equals 3 wholes*.
- Repeat the activity for $\frac{8}{4}$ and $\frac{2}{1}$.

Data Science

The California edition will use relevant, real-world data to engage students in topics that feel authentic to them while building crucial data literacy.

Opportunities for data science work include:

- Data Talks
- Data Investigations



HOME/SCHOOL CONNECTION

Letters are sent home weekly to directly support classroom instruction.


Provides guardians with:

- vocabulary
- learning activities

Understand the Meaning of Multiplication

Dear Family,
This week your child is exploring the meaning of multiplication.

Multiplication can involve working with equal groups of objects.
For example:



3 equal groups of 5 flowers is 15 flowers in all.


Multiply: $3 \times 5 = 15$

The **product** tells how many in all.

The first **factor** tells how many groups.

The second **factor** tells how many in each group.

Your child is also using arrays to show multiplication. An array is a set of objects arranged in equal rows and equal columns.



4 rows of 6 apples is 24 apples in all. Use the **multiplication equation** $4 \times 6 = 24$.

Invite your child to share what they know about the meaning of multiplication by doing the following activity together.

LESSON 4

Learning Games

Match

Math Tools


Number Line

Multiplication Models

ACTIVITY MULTIPLICATION

Do this activity with your child to explore the meaning of multiplication.

Materials 30 pennies or other small items, 4 to 6 small cups



- Ask your child to show 4×5 by putting pennies in cups.
- Using the pennies in the cups, complete this sentence:
..... equal groups of pennies equals pennies in all.
- Next, ask your child to remove the pennies from the first cup and arrange them in a row to begin an array.
- Have your child make the second, third, and fourth rows of the array with the pennies from the other three cups, as shown.
- Using the array, ask your child to multiply to find the total.


..... \times =
how many rows how many in each row total

- Repeat this activity for equal groups of other sizes, such as 5×3 , 2×4 , or 3×6 .

As your child becomes more familiar with the idea of multiplication, point out examples of multiplication in real life; for example, 3 groups of 2 socks shows $3 \times 2 = 6$.

Answers:
4 equal groups of 5 pennies equals 20 pennies in all.

Array:



$4 \times 5 = 20$

91

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Lesson 4 Understand the Meaning of Multiplication

Downloaded by D. Stearns. This resource expires on 6/30/2025.

92

Lesson 4 Understand the Meaning of Multiplication

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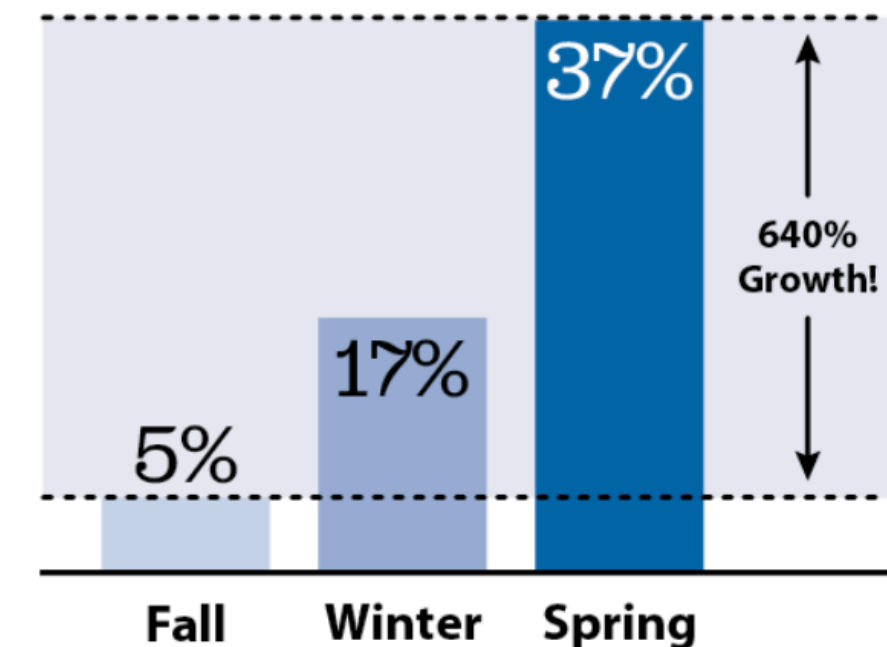
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"I knew we would show improvement, but the progress we made was far MORE THAN I EXPECTED."

ROBERTO SALAS, DIRECTOR AND INSTRUCTIONAL SPECIALIST, GASDEN INDEPENDENT SCHOOL DISTRICT (NEW MEXICO)



Percentage of Students On or Above Grade Level, Mathematics, 2021-2022





THANK YOU

