i-Ready Data Day: From Instruction to Targeted Support

Use i-Ready data to strengthen upcoming instruction and identify needs that require attention beyond it.

Teacher:	Subject:	Date:
I. Candoo	**Math - Grade 5**	**October 9, 2026**

1. UPCOMING INSTRUCTION: What are you teaching next? Consider upcoming instruction across content areas (e.g., Sci, SS, Religion).

Upcoming Unit / Instructional Focus
Fractions - Add and subtract fractions with unlike denominators; use visual models and explain reasoning.

2. i-READY -> INSTRUCTION: What does the data tell you to consider as you teach it?

Use class and student-level i-Ready data. Record only the information that will change or sharpen your upcoming instruction.

Students / Group	Relevant Need / Skill	What will I do within the planned instruction?	Resource, if needed
Maya, Luis, Jordan, Elena	Fraction equivalence: need support generating equivalent fractions and connecting models to numerical representations.	During the lesson, use fraction strips/area models first. Explicitly connect the model to finding common denominators before moving to the algorithm.	Manipulatives/visual models; Cite specificTeacher Toolbox resource if extra guided practice is needed.
Aiden, Sofia, Marcus	Can generate equivalent fractions but need support choosing a common denominator and explaining why it works.	Use the same lesson and problems as above. Provide a common-denominator planning organizer and require students to explain the relationship between denominators before solving.	Planning organizer; Cite specificTeacher Toolbox resource for follow-up.
Grace, Noah, Isabella	Ready for greater independence and application with fraction addition/subtraction.	Use the same objective with fewer prompts. Include multi-step word problems and require students to justify whether their answers are reasonable.	Application/extension problems.

3. DOMAIN NEED: Is there an i-Ready domain(s) that needs attention beyond the upcoming instruction?

Domain 1	Specific Need / Skill	How will I address it?
Number & Operations	Several students need stronger fraction equivalence and denominator reasoning before they can work efficiently with unlike denominators.	☒ Targeted small group ☒ MyPath / independent practice ☐ Embed in future instruction ☐ Monitor Other:

Domain 2 (if necessary)	Specific Need / Skill	How will I address it?
Measurement & Data	A smaller group needs continued practice interpreting measurement information and solving multi-step problems.	☐ Targeted small group ☐ MyPath / independent practice ☒ Embed in future instruction ☒ Monitor Other:

4. TARGETED FOLLOW-UP: What needs a place in the schedule?

Students / Group	Skill	Teacher Action / Resource	When?	How will I check progress?
Maya, Luis, Jordan, Elena	Equivalent fractions	Teacher-led work with fraction strips and number lines; connect models to multiplying numerator and denominator by the same factor.	Mon/Wed - 15 min	Exit slip: create an equivalent fraction and explain/model why it is equivalent.
Aiden, Sofia, Marcus	Common denominators	Revisit 2-3 problems from the current lesson; use denominator organizer, then remove it as students gain independence.	Tue/Thu - 15 min	2-problem quick check + explanation of how the common denominator was selected.

Planning check: Targeted groups meet during the independent-practice portion of the period. Whole-group fraction instruction remains the grade-level curriculum lesson.

5. CROSS-CURRICULAR COORDINATION: How will you coordinate with other teacher(s) to create an aligned learning experience for students?

(For Departmental Teachers only)

Teacher(s)/Content Area(s): Grade 5 Science teacher; Grade 5 ELA teacher
☒ Common skill/strategy
☒ Common language
☒ Common tool
☒ Content-area application
☒ Aligned scaffolds/supports
☐ Other:

Coordination Plan: How will we reinforce this learning across classes?

Math will explicitly teach students to interpret quantities, select relevant information, and justify their reasoning in multi-step fraction problems. Science will reinforce the same problem-solving routine when students work with measurement and data in investigations. ELA will reinforce the language of claim, evidence, and explanation when students justify mathematical and scientific thinking. Teachers will use a shared “What do I know? What am I solving? How can I justify it?” organizer and consistent prompts for students who need additional scaffolding.