

Pacing for *Ready*® Mathematics

Ready Mathematics provides a full year of instruction. The Year-Long Pacing Guide below shows a recommended schedule for teaching when using *Ready* as a core program.

| Year-Long Pacing | | Grade 4 |
|--|----------|--------------|
| Ready Instruction Lesson | Days | Minutes/day |
| i-Ready Diagnostic | 3 | 60 |
| Lesson 1 <i>Understand</i> Place Value | 3 | 30–45 |
| Lesson 2 Compare Whole Numbers | 3 | 30–45 |
| Lesson 3 Add and Subtract Whole Numbers | 5 | 30–45 |
| Lesson 4 Round Whole Numbers | 3 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 1 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Lesson 5 <i>Understand</i> Multiplication | 3 | 30–45 |
| Lesson 6 Multiplication and Division in Word Problems | 5 | 30–45 |
| Lesson 7 Multiples and Factors | 5 | 30–45 |
| Lesson 8 Number and Shape Patterns | 5 | 30–45 |
| Lesson 9 Model Multi-Step Problems | 3 | 30–45 |
| Lesson 10 Solve Multi-Step Problems | 3 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 2 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Lesson 11 Multiply Whole Numbers | 5 | 30–45 |
| Lesson 12 Divide Whole Numbers | 5 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 3 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Lesson 13 <i>Understand</i> Equivalent Fractions | 3 | 30–45 |
| Lesson 14 Compare Fractions | 5 | 30–45 |
| Lesson 15 <i>Understand</i> Fraction Addition and Subtraction | 3 | 30–45 |
| Lesson 16 Add and Subtract Fractions | 5 | 30–45 |
| Lesson 17 Add and Subtract Mixed Numbers | 5 | 30–45 |
| Lesson 18 <i>Understand</i> Fraction Multiplication | 3 | 30–45 |
| Lesson 19 Multiply Fractions | 4 | 30–45 |

| Ready Instruction Lesson | Days | Minutes/day |
|---|----------|--------------|
| Lesson 20 Fractions as Tenths and Hundredths | 4 | 30–45 |
| Lesson 21 Relate Decimals and Fractions | 5 | 30–45 |
| Lesson 22 Compare Decimals | 5 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 4 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Practice Test 2 or i-Ready Diagnostic | 3 | 60 |
| Lesson 23 Convert Measurements | 5 | 30–45 |
| Lesson 24 Time and Money | 5 | 30–45 |
| Lesson 25 Length, Liquid Volume, and Mass | 5 | 30–45 |
| Lesson 26 Perimeter and Area | 5 | 30–45 |
| Lesson 27 Line Plots | 5 | 30–45 |
| Lesson 28 <i>Understand</i> Angles | 3 | 30–45 |
| Lesson 29 Measure and Draw Angles | 5 | 30–45 |
| Lesson 30 Add and Subtract with Angles | 5 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 5 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Lesson 31 Points, Lines, Rays, and Angles | 5 | 30–45 |
| Lesson 32 Classify Two-Dimensional Figures | 5 | 30–45 |
| Lesson 33 Symmetry | 5 | 30–45 |
| Math in Action | 2 | 30–45 |
| Unit 6 Interim Assessment or i-Ready Standards Mastery | 1 | 30–45 |
| Practice Test 3 or i-Ready Diagnostic | 3 | 60 |


Ready® Mathematics
 PRACTICE AND PROBLEM SOLVING

Use the lesson practice and unit resources in *Practice and Problem Solving* throughout the year to extend classroom learning.

- Before each lesson, send **Family Letters** home separately or as part of a family communication package.
- After completing each lesson section, assign two pages of **rigorous lesson practice** as independent work in class or at home.
- After completing each unit, use Unit Games, Unit Performance Tasks, and Unit Vocabulary to **integrate skills and consolidate learning**.
- Throughout instruction, use **Fluency Skills Practice and Fluency Repeated Reasoning Practice** worksheets to reinforce procedural fluency.

Pacing for *Ready*[®] *Mathematics*, continued

Each *Ready Mathematics* lesson provides approximately one week of instruction.

A day of instruction assumes 45–60 minutes of mathematics instruction.

| Monthly Pacing Guide | |
|----------------------|--|
| September | Lessons 1–4 Unit 1 Math in Action |
| October | Lessons 5–10 Unit 2 Math in Action |
| November | Lessons 11–12 Unit 3 Math in Action |
| December | Lessons 13–16 |
| January | Lessons 17–21 |
| February | Lessons 22–23 Unit 4 Math in Action |
| March | Lessons 24–27 |
| April | Lessons 28–30 Unit 5 Math in Action |
| May | Lessons 31–33 Unit 6 Math in Action |

| Weekly Pacing Guide | Whole Class Instruction | |
|-------------------------------|---|--|
| Day 1 45–60 minutes | Toolbox: Interactive Tutorial Understand Adding and Subtracting Fractions—Level D Introduction <ul style="list-style-type: none"> • Use What You Know 10 min • Find Out More 15 min • Reflect 10 min | Practice and Problem Solving Assign pages 175–176. |
| Day 2 45–60 minutes | Modeled and Guided Instruction Learn About Adding Fractions <ul style="list-style-type: none"> • Picture It/Model It 20 min • Connect It 10 min • Try It 15 min | Practice and Problem Solving Assign pages 177–178. |
| Day 3 45–60 minutes | Modeled and Guided Instruction Learn About Subtracting Fractions <ul style="list-style-type: none"> • Picture It/Model It 10 min • Connect It 20 min • Try It 15 min | Practice and Problem Solving Assign pages 179–180. |
| Day 4 45–60 minutes | Guided Practice Adding and Subtracting Fractions <ul style="list-style-type: none"> • Example 5 min • Problems 16–18 15 min • Pair/Share 15 min • Solutions 10 min | Practice and Problem Solving Assign pages 181–182. |
| Day 5 45–60 minutes | Independent Practice Adding and Subtracting Fractions <ul style="list-style-type: none"> • Problems 1–6 20 min • Quick Check and Remediation 10 min • Hands-On or Challenge Activity 15 min Toolbox: Lesson Quiz Lesson 16 Quiz | |

Instruction for each section of the lesson in the Student Book follows a similar routine. The chart below shows the structure and goals for one part of the lesson.

| Daily Pacing | | ~45 minutes |
|---|---|---|
| Day 3 | Modeled and Guided Instruction | Learn About Subtracting Fractions |
| Picture It/Model It <i>10 minutes</i> | Teacher guides via Student Instruction Book, promoting rich classroom discussion (Mathematical Discourse questions) and extending learning (Concept Extension) via the Teacher Resource Book | Goal: To engage in mathematical discourse and deepen instruction in the Student Instruction Book |
| Connect It <i>20 minutes</i> | Teacher facilitates via Student Instruction Book, focusing on a specific Standard for Mathematical Practice (MP Tip) and using concrete representations to clarify learning (Hands-On Activity) via the Teacher Resource Book | Goal: To help students actively engage with the lesson content |
| Try It <i>15 minutes</i> | Teacher circulates while students work | Goal: To provide an opportunity for students to practice and apply skills to a new situation |
| Practice and Problem Solving | Students work independently at home extending learning | Goal: To get additional practice with skills and concept of the lesson |