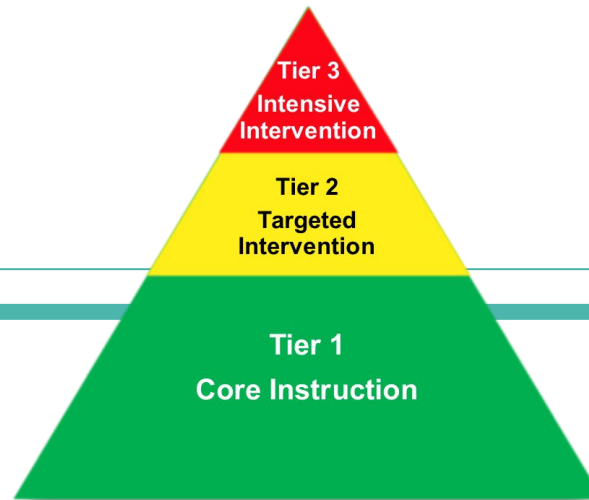


MTSS Math Guidelines

K-6



Building Math Skills

The team will use the grade appropriate Placement Flowchart and program placement tests to determine intervention placement based on the diagnosed needs of each student.

Universal Screeners

[Universal Screener for Number Sense \(USNS\)](#) & [NWEA](#)

Tier 3 - Intensive Interventions & Supports

Small Group Instruction During Intervention Block

- Zearn
- Illustrative Math
- Eureka Math
- Focus Strategies
- Math Talks
- Fluency
- Counting Routines
- Word Problems
- Games and Tools

Tier 2 - Targeted Supplemental Interventions & Supports

Whole Group Class Routines and Small Group Instruction During Intervention Block

- Zearn
- Illustrative Math
- Eureka Math
- Focus Strategies
- Math Talks
- Fluency
- Counting Routines
- Word Problems
- Games and Tools

Tier 1 - Core Curriculum

Expressions (K-5) and CPM (6)

Table of Links

Click on your grade level

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

Determining FALL Placement - Kindergarten

USNS: 7-9

Individual or small group far below basic [Activities](#)

Group A1 (Far Below)

USNS: 10-13

Small group below basic [Activities](#)

Group A2 (Below)

USNS:14-17

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 18-21

Whole Class Proficient [Activities](#)

Group C (Proficient)

No advanced placement available based on USNS

*Be cautious in your interpretation of the students that right now are “proficient” as they are proficient as if it is the 2nd or 3rd week of school. If we ignore the need to support this group, we could find that many of them slip into being “below basic” or “far below basic” when they are reassessed in the winter.

Kindergarten - Fall Focus Folder Activities

K - Group A1 (Far Below)

STABLE Order to Count:

Individual students need to count orally at least 5 times to you each day. Count to 5 accurately, move to count to 7 accurately, move to 10.

1 to 1 Correspondence: Count groups of objects by touching and moving as they count to say only one number with each object.

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

Games: Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence.

TOOL to Use: Rekenrek and 10 frames, counters, linking cubes, etc.

K - Group A2 (Below)

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 5, then to 7, then to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Matching Quantity to Numeral: Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number.

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

Games: For 1 to 1 correspondence have students roll a dice and move around a board. Focus on building quantities and subitizing quantities up to 6.

TOOL to Use: Rekenrek and 10 frames, dot cards, counters, linking cubes, etc

K - Group B (Basic)

Cardinality: Knowing how many are in a set. After counting, students need to be asked, "how many ___?".

Conservation: Knowing an amount doesn't change after it is reorganized or moved around.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 5, then to 7, then to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

TOOL to Use: Rekenrek and 10 frames

K - Group C (Proficient)

Counting On: Counting on from a number, and counting on with a given set of objects.

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

Great Resources:
[K-5 Math by Standards](#)

TOOL to Use: Rekenrek and 10 frames

Determining WINTER Placement - Kindergarten

USNS: 11-13

Individual or small group far below basic [Activities](#)

Group A1 (Far Below)

USNS: 14-17

Small group below basic [Activities](#)

Group A2 (Below)

USNS:18-29

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 30-36

Whole Class Proficient [Activities](#)

Group C (Proficient)

No advanced placement available based on USNS

Group D (Advanced)

Kindergarten - Winter Focus Folder Activities

[Next Step Activities](#)

K - Group A1 (Far Below)

STABLE Order to Count:

Individual students need to count orally at least 3 times to you each day. Count to 20, counting back from 10, count on first using a 100s chart.

1 to 1 Correspondence: Count groups of objects by touching and moving as they count to say only one number with each object.

Counting Collections:

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence. Games that match number to quantity such as Bingo.

TOOL to Use: Rekenrek and 10 frames, counters, linking cubes, etc.

K - Group A2 (Below)

Counting On: Individual students need to orally count on from a number (first using a 100s chart). Work on the transitions across a decade number.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10. Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Matching Quantity to Numeral: Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Focus on building teen numbers, writing and saying these numbers.

Cardinality: Knowing how many are in a set. After counting, students need to be asked, "how many ____?".

Conservation: Knowing an amount doesn't change after it is reorganized or moved around.

Games: Focus on building quantities up to 6.

TOOL to Use: Rekenrek and 10 frames, dot cards, counters, linking cubes, etc

K - Group B (Basic)

Subitizing: See Group A2, focus in on the quantities from 0 to 10

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Teen Numbers: Model teen numbers with a single ten frame so students see a ten and some more, or model using base ten blocks. Write the teen number for each model.

Word Problems: Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 6. Use both addition (adding to) and subtraction (removing from) situations.

Games: Play games that are using + 1 facts or -1 facts. Also see [this resource](#). Here is an example of game. [Frog Warts](#)

TOOL to Use: Rekenrek and 10 frames

K - Group C/D (Proficient)

Counting On: Counting on from a number, and counting on with a given set of objects.

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Word Problems: Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 10. Use both addition (adding to) and subtraction (removing from) situations.

Games: Play games that are using + 1 facts or -1 facts. Also see [this resource](#).

Great Resources:
[K-5 Math by Standards](#)

TOOL to Use: Rekenrek and 10 frames

Kindergarten Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	
C Group Proficient	Next Step Activities	Youcubed Tasks	Word Problems with 3 read strategy	
D Group Exceeding			Fluency Counting Routines	

More Resources Available in our [Kinder Curriculum Planning Guide](#)

Determining FALL Placement - First Grade

USNS: 10-14

Individual or small group far below basic [Activities](#)

Group A1
(Far Below)

USNS: 15-19

Small group below basic [Activities](#)

Group A2 (Below)

USNS:20-24

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 25-30

Whole Class Proficient [Activities](#)

Group C
(Proficient)

No advanced placement available based on USNS

Group D
(Advanced)

*Be cautious in your interpretation of the students that right now are “proficient” as they are proficient as if it is the 2nd or 3rd week of school. If we ignore the need to support this group, we could find that many of them slip into being “below basic” or “far below basic” when they are reassessed in the winter.

1st Grade - Fall Focus Folder Activities

Next Step Activities

1st - Group A1 (Far Below)

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

1 to 1 Correspondence:

Count groups of objects by touching and moving as they count to say only one number with each object.

Counting Collections:

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: ways to get at number combinations to make 4 and 5

TOOL to Use: Rekenrek and 10 frames

1st - Group A2 (Below)

Counting by 10s: Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

Counting Across Decades:

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

Matching Quantity to Numeral:

Match teen quantities to the written number.

1 to 1 Correspondence: Count groups of objects by touching and moving as they count to say only one number with each object.

Counting Collections:

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: ways to get at number combinations to make 4 and 5

TOOL to Use: Rekenrek, 10 frames, number lines, dot cards

1st - Group B (Basic)

Problem Solving: Solve oral word problems with combinations of numbers to 10, including subtraction and missing addend problems.

Subitizing: Know a quantity without counting. Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

NUMBER TALKS: Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Counting Collections:

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: ways to get at number combinations to make 6, 7, 8, 9, or 10

TOOL to Use: Rekenrek, 10 frames, number lines, dot cards

1st - Group C (Proficient)

Problem Solving: Solve oral word problems with combinations of numbers to 10, including subtraction and missing addend problems.

Counting On: Counting on from a number, and counting on with a given set of objects.

NUMBER TALKS: Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Counting Collections:

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: ways to get at number combinations to make 6, 7, 8, 9, or 10

TOOL to Use: Rekenrek, 10 frames, number lines, dot cards

Determining WINTER Placement - First Grade

Fall NWEA
150 & Below

Fall NWEA
151-159

Fall NWEA
160-171

Fall NWEA
172 & Above

NWEA: 159 & Below

NWEA: 160 or Above

USNS: 6-11

Individual or small
group far below basic
[Activities](#)

Group A1
(Far Below)

USNS:18-29

Small Group Basic
[Activities](#)

Group B (Basic)

NWEA: 160-171

Whole Class
Proficient [Activities](#)

USNS: 30-36
with NWEA Below 159

Group C
(Proficient)

NWEA:
172 & Above

Whole Class
Proficient [Activities](#)

Group D
(Exceeding)

USNS: 12-17

Small group below
basic [Activities](#)

Group A2 (Below)

1st Grade - Winter Focus Folder Activities

[Next Step Activities](#)

1st - Group A1 (Far Below)

Counting Across Decades:

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc., support with 100s chart and/or number line

Counting by 10s: Count by 10s to 120, forward and backwards

Counting Collections:

Provide frequent rich opportunities for students to practice counting strategies.

Missing Addend Problems:

Focus on combinations of numbers to 10. 4 and ?? make 6.

Games: Ways to get at number combinations to make 6-10

TOOL to Use: Rekenrek, 10 frames, number lines

1st - Group A2 (Below)

Counting Across Decades:

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

Counting by 10s: Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

Counting Collections:

Provide frequent rich opportunities for students to practice counting strategies.

Subtraction Problems:

Focus on combinations of numbers to 10. Starting with 8 and you remove 3. How many are left?

Games: Ways to get at number combinations to make 6-10, begin games with specific strategies.

TOOL to Use: Rekenrek, 10 frames, number lines

1st - Group B (Basic)

Problem Solving: Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

NUMBER TALKS: Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Number Magnitude: Making Groups of Tens

Games: Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 10

TOOL to Use: Rekenrek, 10 frames, number lines

1st - Group C/D (Proficient)

Problem Solving: Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

NUMBER TALKS: Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Number Magnitude: Making Groups of Tens

Games: Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 20

TOOL to Use: Rekenrek, 10 frames, number lines

1st Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	
C Group Proficient	Next Step Activities	Youcubed Tasks	Word Problems with 3 read strategy	
D Group Exceeding			Fluency Counting Routines	

More Resources Available in our [1st Grade Curriculum Planning Guide](#)

Determining FALL Placement - Second Grade

**1st Grade
Spring NWEA
165 & Below**

**1st Grade
Spring NWEA
166-176**

**1st Grade
Spring NWEA
177-186**

**1st Grade
Spring NWEA
187 & Above**

NWEA - 176 & Below

NWEA - 177 or Above

USNS: 10-14

Individual or Small group
below basic [Activities](#)

Group A1 (Far Below)

USNS: 20-24

Small Group Basic
[Activities](#)

Group B (Basic)

NWEA: 175-186

Whole Class
Proficient [Activities](#)

USNS: 25-30
with NWEA Below 175

Group C
(Proficient)

NWEA:
187 and Above

Whole Class
Proficient [Activities](#)

Group D
(Exceeding)

USNS: 15-19

Small group below
basic [Activities](#)

Group A2 (Below)

2nd Grade - FALL Focus Folder Activities

[Next Step Activities](#)

2nd - Group A1 (Far Below)

Counting On: Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

Matching Quantity to Numeral:

Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Counting Collections: Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

TOOL to Use: Ten frames, place value block, 100s charts, items to count.

2nd - Group A2 (Below)

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Representing and Naming Values:

Given a value (written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

Shake and Drop: Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

Building Numbers with Models:

Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

Fluency: [Plus 1, Plus 2 facts, Minus 1, Minus 2 Facts GAME](#)

TOOL to Use: Place value blocks, rekenrek, two color counters, mini-ten frame

2nd - Group B (Basic)

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

Provide Games that help students learn the combinations for a specific fact or for a specific strategy.

[\(North Carolina: Games Linked to Standards\)](#)

[Double Trouble](#) Game

[Use of Number Bonds to Compose and Decompose Values](#)

TOOL to Use: Rekenrek and 10 frames

2nd- Group C/D (Proficient)

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

TOOL to Use: Rekenrek and 10 frames

Determining WINTER Placement - Second Grade

Fall NWEA
164 & Below

Fall NWEA
165-174

Fall NWEA
175-186

Fall NWEA
187 & Above

NWEA - 174 & Below

NWEA - 175 or Above

USNS: 10-16
Individual or Small
group below basic
[Activities](#)

Group A1 (Far
Below)

USNS: 24-39

Small Group Basic
[Activities](#)

Group B (Basic)

NWEA: 175-186

Whole Class Proficient
[Activities](#)

USNS: 40-48
with NWEA Below 175

Group C
(Proficient)

NWEA:
187 and Above

Whole Class Proficient
[Activities](#)

Group D
(Exceeding)

USNS: 17-23
Small group below
basic [Activities](#)

Group A2 (Below)

2nd Grade - WINTER Focus Folder Activities

[Next Step Activities](#)

2nd - Group A1 (Far Below)

Counting On: Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

Matching Quantity to Numeral:

Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Counting On: Count on by 1s, 10s, or 100s using an open number line. Label the number line and then come back to show the addition (or subtraction problem).

Adding and Subtracting 10 and 100:

Give students a number to build using place value blocks. Have them add 10 more to the value and write the new value. Record a number bond and a number sentence.

TOOL to Use: Ten frames, place value block, 100s charts, items to count.

2nd - Group A2 (Below)

Counting Sequence: Have students count a range of numbers in a specific way. Ex: 70 to 450 by 10s, 190 to 220 by 1s, 230 to 730 by 100s, 155 to 855 by 100s

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Representing and Naming Values:

Given a value (written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

Shake and Drop: Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

Building Numbers with Models:

Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

Fluency: [Plus 1, Plus 2 facts, Minus 1, Minus 2 Facts GAME](#)

TOOL to Use: Place value blocks, rekenrek, two color counters, mini-ten frame

2nd - Group B (Basic)

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

2-Digit Addition and

Subtraction: Use place value blocks, draw place value charts and disks, and number lines to add and subtract 2-digit numbers. Be sure to have students identify when they are composing (decomposing) ten or a hundred. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

Write 10 More (or Less): Write a number on the board. Have students build the number with place value blocks. Then they add 10 more and write the next number. Repeat this 10 times. Provide Games that help students learn the combinations for a specific fact or for a specific strategy.

[\(North Carolina: Games Linked to Standards\)](#)

TOOL to Use: Rekenrek and 10 frames

2nd- Group C/D (Proficient/Exceeding)

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

2-Digit Addition and Subtraction:

Show problems using multiple models such as place value charts or open number lines. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

Word Problems: Seek comparison problems for students to solve. Have students identify what is the same of the two items compared which will help them find how they are different. Use a tape diagram to compare how they are the same and how they are different.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

Estimation: Ask students to estimate sums and differences prior to finding the actual value.

TOOL to Use: Rekenrek and 10 frames

2nd Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	
C Group Proficient	Next Step Activities	Youcubed Tasks	Word Problems with 3 read strategy	
D Group Exceeding			Fluency Counting Routines	

More Resources Available in our [2nd Grade Curriculum Planning Guide](#)

Determining FALL Placement - Third Grade

**2nd Grade
Spring NWEA
179 & Below**

**2nd Grade
Spring NWEA
180-188**

**2nd Grade
Spring NWEA
188-198**

**2nd Grade
Spring NWEA
200 & Above**

Determining WINTER Placement - Third Grade

**Fall NWEA
178 & Below**

**Fall NWEA
179-187**

**Fall NWEA
188-198**

**Fall NWEA
199 & Above**

Determining SPRING Placement - Third Grade

**Winter NWEA
186 & Below**

**Winter NWEA
187-195**

**Winter NWEA
196-205**

**Winter NWEA
206 & Above**

3rd Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	Desmos
C Group Proficient	FIABs	Youcubed Tasks	Word Problems with 3 read strategy	IABs
D Group Exceeding			Fluency	
			Counting Routines	

More Resources Available in our [3rd Grade Curriculum Planning Guide](#)

Determining FALL Placement - Fourth Grade

**3rd Grade
Spring NWEA
191 & Below**

**3rd Grade
Spring NWEA
192-200**

**3rd Grade
Spring NWEA
201-210**

**3rd Grade
Spring NWEA
211 & Above**

Determining WINTER Placement - Fourth Grade

**Fall NWEA
187 & Below**

**Fall NWEA
188-201**

**Fall NWEA
202-211**

**Fall NWEA
212 & Above**

Determining SPRING Placement - Fourth Grade

**Winter NWEA
193 & Below**

**Winter NWEA
194-208**

**Winter NWEA
209-218**

**Winter NWEA
219 & Above**

4th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	Desmos
C Group Proficient	FIABs	Youcubed Tasks	Word Problems with 3 read strategy	IABs
D Group Exceeding			Fluency	
			Counting Routines	

More Resources Available in our [4th Grade Curriculum Planning Guide](#)

Determining FALL Placement - Fifth Grade

**4th Grade
Spring NWEA
198 & Below**

**4th Grade
Spring NWEA
199-212**

**4th Grade
Spring NWEA
213-222**

**4th Grade
Spring NWEA
223 & Above**

Determining WINTER Placement - Fifth Grade

**Fall NWEA
200 & Below**

**Fall NWEA
201-213**

**Fall NWEA
214-221**

**Fall NWEA
222 & Above**

Determining SPRING Placement - Fifth Grade

**Winter NWEA
206 & Below**

**Winter NWEA
207-219**

**Winter NWEA
220-227**

**Winter NWEA
228 & Above**

5th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Zearn Digital Lessons
B Group Basic	Zearn Teacher Lesson Materials	Math Games	Math Talks	Desmos
C Group Proficient	FIABs	Youcubed Tasks	Word Problems with 3 read strategy	IABs
D Group Exceeding			Fluency	
			Counting Routines	

More Resources Available in our [5th Grade Curriculum Planning Guide](#)

Determining FALL Placement - Sixth Grade

**5th Grade
Spring NWEA
210 & Below**

**5th Grade
Spring NWEA
211-223**

**5th Grade
Spring NWEA
224-231**

**5th Grade
Spring NWEA
232 & Above**

Determining WINTER Placement - Sixth Grade

**Fall NWEA
205 & Below**

**Fall NWEA
206-217**

**Fall NWEA
218-227**

**Fall NWEA
228 & Above**

Determining SPRING Placement - Sixth Grade

**Winter NWEA
210 & Below**

**Winter NWEA
211-222**

**Winter NWEA
223-232**

**Winter NWEA
233 & Above**

6th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
A Group Below	Eureka Math		Number Talks	Khan Academy MAP Accelerator
B Group Basic	Illustrative Mathematics	Math Games	Math Talks	Zearn Digital Lessons
C Group Proficient	Zearn Teacher Lesson Materials FIABs	Youcubed Tasks	Word Problems Counting Routines	Desmos IABs
D Group Exceeding				

More Resources Available in our [6th - 8th Grade Resources Folder](#)

Focus Folder Activities

Mid Year Grades K-2

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Kinder Tier 3 Instruction - Far Below Basic - Small Group

STABLE Order to Count: Individual students need to count orally at least 3 times to you each day. Count to 20 accurately, including counting back from 10 to support subtraction. Move to counting on first using a 100s chart.

1 to 1 Correspondence: Count groups of objects by touching and moving as they count to say only one number with each object.

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

Games: Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence. Games that match number to quantity such as Bingo.

TOOL to Use: Rekenrek and 10 frames, counters, linking cubes, etc.

Kinder Tier 3 Instruction - Below Basic - Small Group Instruction

Counting On: Individual students need to orally count on from a number first using a 100s chart. Work on the transitions across a decade number.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Matching Quantity to Numeral: Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Focus on building teen numbers, writing and saying these numbers.

Cardinality: Knowing how many are in a set. After counting, students need to be asked, “how many ____?”.

Conservation: Knowing an amount doesn’t change after it is reorganized or moved around.

Games: Focus on building quantities up to 6.

TOOL to Use: Rekenrek and 10 frames, dot cards, counters, linking cubes, etc.

Kinder Tier 2 Instruction - Basic - Whole Group

Subitizing: See above, focus in on the quantities from 0 to 10

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Teen Numbers: Model teen numbers with a single ten frame so students see a ten and some more, or model using base ten blocks. Write the teen number for each model.

Word Problems: Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 6. Use both addition (adding to) and subtraction (removing from) situations.

Games: Play games that are using + 1 facts or -1 facts. Also see [this resource](#). Here is an example of game. [Frog Warts](#)

TOOL to Use: Rekenrek and 10 frames

Kinder Tier 2 Instruction - Proficient - Whole Group

Counting On: Counting on from a number, and counting on with a given set of objects.

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Word Problems: Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 10. Use both addition (adding to) and subtraction (removing from) situations.

Games: Play games that are using + 1 facts or -1 facts. Also see [this resource](#).

Great Resources:

[K-5 Math by Standards](#)

TOOL to Use: Rekenrek and 10 frames

1st Grade Tier 3 Instruction - Far Below Basic - Small Group

Counting Across Decades: Counting on to cross over a decade, 47, 48, 49, 50, 51, etc., support with 100s chart and/or number line

Counting by 10s: Count by 10s to 120, forward and backwards

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to read more about how to use counting collections.

Missing Addend Problems: Focus on combinations of numbers to 10. 4 and ?? make 6.

Games: Ways to get at number combinations to make 6-10

TOOL to Use: Rekenrek, 10 frames, number lines

1st Grade Tier 3 Instruction - Below Basic - Small Group Instruction

Counting Across Decades: Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

Counting by 10s: Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

Counting Collections: Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to read more about how to use counting collections.

Subtraction Problems: Focus on combinations of numbers to 10. Starting with 8 and you remove 3. How many are left?

Games: Ways to get at number combinations to make 6-10, begin games with specific strategies.

TOOL to Use: Rekenrek, 10 frames, number lines

1st Grade Tier 2 Instruction - Basic/Proficient - Whole Group

Problem Solving: Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

NUMBER TALKS: Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

Number Magnitude: Making Groups of Tens

Games: Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 10 (Extend to facts beyond 20 for students who score Proficient)

TOOL to Use: Rekenrek, 10 frames, number lines

2nd Grade Tier 3 Instruction (A1) - Far Below Basic - Small Group

Counting On: Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

Matching Quantity to Numeral: Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Counting On: Count on by 1s, 10s, or 100s using an open number line. Label the number line and then come back to show the addition (or subtraction problem).

Adding and Subtracting 10 and 100: Give students a number to build using place value blocks. Have them add 10 more to the value and write the new value. Record a number bond and a number sentence.

TOOL to Use: Ten frames, place value block, 100s charts, items to count.

2nd Grade Tier 3 Instruction (A2)- Below Basic - Small Group

Counting Sequence: Have students count a range of numbers in a specific way. Ex: 70 to 450 by 10s, 190 to 220 by 1s, 230 to 730 by 100s, 155 to 855 by 100s

Subitizing: Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

Representing and Naming Values: Given a value(written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

Shake and Drop: Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

Building Numbers with Models: Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

Fluency: [Plus 1, Plus 2 facts, Minus 1, Minus 2 Facts GAME](#)

TOOL to Use: Place value blocks, rekenrek, two color counters, mini-ten frames

2nd Grade - Tier 2 Instruction (B)- Basic - Small Group

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

2-Digit Addition and Subtraction: Use place value blocks, draw place value charts and disks, and number lines to add and subtract 2-digit numbers. Be sure to have students identify when they are composing (decomposing) ten or a hundred. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

Write 10 More (or Less): Write a number on the board. Have students build the number with place value blocks.. Then they add 10 more and write the next number. Repeat this 10 times.

Provide Games that help students learn the combinations for a specific fact or for a specific strategy. (See below)

(North Carolina: Games Linked to Standards)

TOOL to Use: Rekenrek and 10 frames

2nd Grade - Tier 2 Instruction - C & D - Whole Class

NUMBER TALKS: focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

2-Digit Addition and Subtraction: Show problems using multiple models such as place value charts or open number lines. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

Word Problems: Seek comparison problems for students to solve. Have students identify what is the same of the two items compared which will help them find how they are different. Use a tape diagram to compare how they are the same and how they are different.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

Estimation: Ask students to estimate sums and differences prior to finding the actual value.

TOOL to Use: Rekenrek and 10 frames