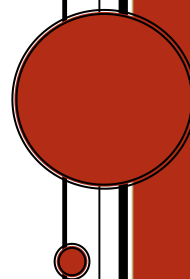


SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

January 25, 2017

“We believe all students can achieve!”



School District of Holmen RtI Handbook

January 25, 2017

The purpose of the Response to Intervention Handbook is to provide guidance and resources for providing timely identification of and assistance to students who have difficulty meeting the standards of the core curriculum.

This handbook provides a framework for ensuring that ALL students' needs are addressed through:

- ∞ Scientific Research-based Interventions
- ∞ Documented assessment benchmarks
- ∞ Progress monitoring
- ∞ System for monitoring instruction during interventions

Response to Intervention is not a program and more than checklist to be completed. It is truly a means for ensuring that student success occurs on a daily basis.

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.”

Resource: National Center on Response to Intervention, www.RTI4success.org .

“Together, we will empower all to achieve academic and behavioral success.”

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

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Organizational Factors	Tier 2	Tier 3
Time allotted for instruction	<p>Elementary: 30-40 minutes, 3–5 days/week</p> <p>Middle: 35 minutes, 2-3 days/week (5x in a 10 day cycle)</p> <p>High: goal is new schedule: a differentiated period 2-3 days a week, 30 minutes</p>	<p>Elementary: 30-40 minutes daily, 5x a week</p> <p>Middle: 42 minutes, 2-3 days/week (5x in a 10 day cycle); 34 minutes daily per EST decision</p> <p>High: TBD</p>
Instructional grouping	Up to 8 students	<p>Elementary: 1–4 students</p> <p>Middle: 1-3 students</p> <p>High: TBD</p>
Duration of intervention	Until benchmark is met or up to 20 weeks	<p>Elementary: 10+ weekly data points</p> <p>Middle: 16+ weekly data points</p> <p>High: TBD</p>
Interventionist facilitating group	<p>Classroom teacher may teach reading one group/intervention beyond their universal/core instruction</p> <p>Content teacher may teach disciplinary literacy within their classroom.</p> <p>Educational Assistants can support the teacher, but cannot instruct</p> <p>Math instruction may be provided by an educator with Math Licensure 400/1400, Regular Ed 777/1777, or elem/mid-level 088/1088</p> <p>Information for this section was created based upon the RtI Guidance document from DPI</p>	<p style="text-align: center;">Reading</p> <p>Only a 316 Licensed Teacher is able to teach multiple reading groups a day.</p> <p>Classroom teacher may teach reading one group/intervention beyond their universal/core instruction</p> <p>Spec. Ed teachers may teach reading to students with disabilities</p> <p style="text-align: center;">Math</p> <p>Math instruction may be provided by an educator with Math Licensure 400/1400, Regular Ed 777/1777, or elem/mid-level 088/1088</p> <p>Spec. Ed teachers may teach math to students with disabilities</p> <p>Information for this section was created based upon the RtI Guidance document from DPI</p>
Fidelity		Fidelity will be monitored by members of the instructional services department annually or when an interventionist is implementing an intervention that is new to them. The results of the checks will be kept on file in the Instructional Services office and will be shared with the principal, if an educator

after support remains below fidelity.

The minimum fidelity target is 80%

- If this is not achieved the educator will receive feedback and support from the person completing the visit.
- Support for this educator could include feedback, videos to view of the intervention, and a combination of coaching and modeling
- Support is followed-up with an unannounced visit
- If minimum fidelity target is not met further training will be offered

(Refer to Appendix on Fidelity for protocols utilized)

Attendance is also taken as a fidelity measure. A student's attendance for the intervention's minimum target is 80%,

(Refer to Appendix on Attendance to find samples for record keeping)

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

Assessment Factors	Tier 2	Tier 3
Level of diagnostic assessment	Group diagnostic assessment formative assessments Universal/benchmark assessments Benchmark Assessment Criteria Link Common summative assessment Common Assessment Calendar Link	Group diagnostic assessments (tier 2) and Individual diagnostic assessment
Entrance Criteria	1 to 2 data points below target (benchmark data and/or other classroom data)	2+ data points below target, and/or insufficient progress following two Tier 2 interventions *Beginning of the school year- Title I/Reading Resource based on Title Criteria
Students not responding to Tier 1, Tier 2, and Tier 3: Special Education Referral	If a student is not making progress and/or responding to the intervention, an EST should occur to determine if further tier 2 intervention is needed or determine if tier 3 intervention is needed.	On two Tier 3 interventions, the student has made insufficient progress as compared to the 25th percentile with the appropriate progress monitoring data with fidelity to the intervention DPI Guidance
Intensity of progress monitoring	Recommendation is every two weeks Possible tools: STAR, or other Progress Monitoring tools that match the learning gap	The progress monitoring tool and who is administering it needs to be decided at an EST or data meeting. Elementary: Twice/week or weekly AIMSWEB Other CBM Tools Middle School: Once every five lessons AIMSWEB Other CBM Tools <i>(Refer to Appendix on Progress Monitoring)</i>

Attendance	<p>If school is in session, but a student is either absent or not available to participate because of a school event this is counted as an absence.</p> <p>On Early Release days, groups that meet before release attendance is counted, and groups that are in the afternoon (after 1:40) attendance is not counted.</p> <p>If a substitute is providing the intervention, attendance for that day is not counted. If a teacher is gone long term or a student is close to going below 80% attendance, please contact the Reading Specialist or Math Coordinator to cover the intervention.</p>
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SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

Assessment Factors	Tier 2	Tier 3
Exit Criteria		<p>Elementary:</p> <ul style="list-style-type: none"> • Reading: K-2: Reading at one instructional level above benchmark, 3-5: 40 percentile on standardized test, grade level text at independent level, and/or data team decision • Math: K-2: See Title Exit Criteria, or non-title students based on data team decision 3-5: 40 percentile on standardized test, and/or data team decision <p>Middle:</p> <ul style="list-style-type: none"> • Reading: 40 percentile on standardized, grade level text at an independent level, 75% achievement grade in ELA on summative assessments with minimal retakes • Math: TBD <p>High: TBD</p>

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ELEMENTARY TIER 2 READING

Reading		
Grade Level	Students Below Benchmark In Reading - Pinpoint by grade level/bands, the predictable/common needs for students who need selected interventions	School Menu of Supports Match to the Area of Need (<i>identified in the previous column</i>)
4K	If a student struggles with...	<i>Then try...</i>
	Letter Recognition	
	Letter Sounds	
KINDERGARTEN: Comprehension		
K	Sequencing	Florida Center for Reading Research (Comprehension - C.009, C.010) Read Works - Sequencing
	Story Elements	Florida Center for Reading Research (Fiction Comprehension - C.011, C.012) Read Works - Fiction Story Elements Read Works - Setting Read Works - Information in Nonfiction Text Read Works - Main Ideas in Nonfiction Text
	Comparing and Contrasting	Florida Center for Reading Research (Comprehension - C.013) Read Works - Compare and Contrast
	Retelling	Florida Center for Reading Research (Fiction Comprehension - C.014) Florida Center for Reading Research (Non-Fiction Comprehension - C.015, C.016)
	Fact and Opinion	Florida Center for Reading Research (Comprehension - C.020) Read Works - Fact and Opinion
	Predicting	Florida Center for Reading Research (Comprehension - C.024) Read Works - Predicting

Drawing Conclusions	Read Words - Drawing Conclusions Verbal Cues Short Story Actions Picture Day Perfection
Classifying Information	Florida Center for Reading Research (Comprehension - C.025) Read Works - Classify and Categorize

KINDERGARTEN: Decoding & Fluency

K

Letter Recognition	Florida Center for Reading Research (Phonics - P.001, P.002, P.003, P.004, P.005, P.008) Florida Center for Reading Research (Fluency - F.003) Speedy Alphabet Arc
Letter Sound Recognition	Florida Center for Reading Research (Phonics - P. 013, P.015, P.016) Florida Center for Reading Research (Fluency - F.004, F.005, F.006)
Rhyming	Rhyming Words Game Rhyme Go Fish
CVC Words	Core Activity: Decoding CVC Words Florida Center for Reading Research (Phonological Awareness - PA.047) Florida Center for Reading Research (Fluency - F.007) Letter Cube Blending Word Boxes and Word Sorts
Sight words	Apples Up On Top Sight Word Hopscotch Florida Center for Reading Research (Fluency - F.008, F.009, F.010, F.011, F.012) How-To: Build Sight Word Vocabulary: 4 Methods
Concept of Word	PALS Concept of Word Quick Checks

FIRST GRADE: Comprehension

1

Characters feelings

[No David! Character Feelings](#)

[David Goes to School - Looks, Actions, Feelings](#)

[Picture the Character](#)

WH questions

[Comprehension Sentence Meaning](#)

[Book Clubs](#)

[Story Question Cube - comprehension](#)

[Story Grammar](#)

[Retell Wheel](#)

[Extra Extra! Newspaper Book Reviews](#)

[Brainstorm Reflect Reform](#)

[Build a Question](#)

[Roll & Retell](#)

[Information Hunt](#)

FIRST GRADE: Decoding & Fluency

1

Word Recognition

[High Frequency Sandpaper Words](#)

[Consonant Blending Computer Game](#)

[Build Sight Word Vocabulary](#)

[Reading RaceTrack](#)

[Sight Word Stories](#)

[Consonant Digraph Scoot](#)

[Halloween Themed Sight Word Game](#)

Vowel Teams

[Printable Books with Vowel Teams](#)

[Sound Twins Chart](#)

[Readers set-ie-ea-oa-ow](#)

Long vs Short Vowels

[Recognizing Short Vowels](#)

[Printable Books with Short Vowels](#)

[Vowel Stars](#)

[Long Vowel Poster for Student Binder](#)

[Teacher Resource-List of Long Vowel Words](#)

[Long & Short Vowel Song-Video](#)

[Flip Over Vowels](#)

[Vowel Team Baseball](#)

Silent "E"

[Videos and Flip Strips](#)

[Bake Sale Game](#)

[Snowman](#)

[Silent "E" Changes](#)

[Make a Bossy "E" Word](#)

[Jake the Snake Game](#)

[Bossy "E" Wand Activity](#)

[Magic "E" Booklet](#)

[Silent "E" Ninja](#)

[Read and Sort](#)

SECOND GRADE: Comprehension

2

Graphic Organizers	Graphic Organizer Resource
Character's feelings	Character's Feelings Resources
WH questions	Asking & Answering Questions Resources
Figurative Language	Poetry Resources
Author's Purpose	Author's Purpose Resources
Main Idea	Main Idea Resource
Plot	Plot Resources

SECOND GRADE: Decoding & Fluency

2

Fluency	Fluency Resource HELPS Strategy
Prefixes/Suffixes	Prefix/Suffix Activities
Vowel Teams	Vowel Teams Resources
Long vs Short Vowels	Long vs Short Vowels Resources
Silent "E"	Silent "E" Resources

THIRD GRADE: Comprehension

3

Identifying Themes

[Common Lit Theme Passages](#)
[Read Works - Theme Passages](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 7

- [7.2 Difference Between Plot and Theme](#) (p.195)
- [7.12 Dig Deeper to Find a Story's Topic](#) (p. 205)
- [7.13 From Seed to Theme](#) (p. 206)

Synthesizing Texts

[Non-Fiction Text Sets](#)

The Reading Strategies Book (Jennifer Serravallo) **Goal 7**

[Into the Book: Synthesizing Activities](#)
[Story Elements \(plot\)](#)

Summarizing

[Character Work](#)

[Summarizing for Narrative and Expository \(p. 42\)](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 5

- [5.13 Summarizing Based on What the Character Wants](#) (p. 146)
- [5.16 Summarizing with "Somebody...Wanted...But...So..."](#) (p.149)

[Into the Book: Summarizing Activities](#)
[FCCR Inferences](#)

Make Inferences

[Read Works - Drawing Conclusions Passages](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 6 & 7

- [7.3 We can Learn \(and Give Advice\) Based on How Characters Treat Each Other](#) (p. 196)
- [6.9 Text Clues/Background Knowledge Addition](#) (p. 174)
- [6.22 Consider Characters in Context](#) (p.187)

Drawing Conclusions

[Read Works -Drawing Conclusions Passages](#)

Main Idea and Supporting Details

[Read Works - Main Idea and Details](#)

[FCRR Main and Idea and Details](#)

[Finding the Main Ideas in a Multi-Passage](#)

[PALS \(one person reads & partner restates the main idea\)](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 8

- [8.1 One Text, Multiple Ideas \(or Topics\)](#) (p. 222)
- [8.3 Topic/Subtopic/Details](#) (p. 224)
- [8.5 Boxes and Bullets](#) (p. 226)
- [8.6 Survey the Text](#) (p. 227)
- [8.7 Paraphrase Chunks, Then Put it Together](#) (p. 228)

Determine Key Details

Strategies (previewing, setting a purpose, clarifying, rereading, etc.)

[Predicting Passages](#)

THIRD GRADE: Decoding & Fluency

3

Phonics

[Syllable Patterns](#)

[Syllable Patterns \(more advanced\)](#)

Words Their Way (Work on the phonics portion of the resource)

The Reading Strategies Book by Jennifer Serravallo Goal 4

- [4.1 Read Like You've Always Known It](#)(p.108)

Context Clues

The Reading Strategies Book (Jennifer Serravallo) Goal 11

- [11.15 Context + Clues = Clarity](#) (p. 314)
- [11.6 Look to Text Features](#) (p. 305)
- [11.8 Word Part Clues -Prefixes and Suffixes](#) (p. 307)
- [11.9 Stick to Your Story](#) (p. 308)

[Word Choice and Context Clues Text Sets](#)

Fluency

[Fluency Tutor](#)

[Fluency Drills](#)

[Readers Theater](#)

The Reading Strategies Book by Jennifer Serravallo Goal 4

- [4.3 Use a "This is Interesting Voice"](#) (p.110)
- [4.4 Make the Bumpy Smooth](#) (p.111)
- [4.5 Say Goodbye to Robot Meeting](#) (p. 112)
- [4.6 Punctuation at the End of a Sentence](#) (p.113)

FOURTH GRADE: Comprehension

4

Identifying Themes (Key Ideas and Details)

[Common Lit Theme Passages](#)

[Read Works - Theme Passages](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 7

- [7.2 Difference Between Plot and Theme](#) (p. 195)
- [7.12 Dig Deeper to Find a Story's Topic](#) (p. 205)
- [7.13 From Seed to Theme](#) (p. 206)

Synthesizing Texts (Integration of Knowledge and Ideas)

[Non-Fiction Text Sets](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 7

- [7.11 Book-to-Book Connection](#) (p. 204)

Summarizing (Key Ideas and Details)

[Story Elements \(plot\)](#)

[Character Work](#)

[Summarizing for Narrative and Expository \(p. 42\)](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 5

- [5.13 Summarizing Based on What the Character Wants](#) (p. 146)
- [5.16 Summarizing Fiction](#) (p.149)

Make Inferences (Key Ideas and Details)

[FCCR Inferences](#)

[Read Works -Drawing Conclusions Passages](#)

The Reading Strategies Book (Jennifer Serravallo) Goal 6 & 7

- [7.3 We Can Learn \(and Give Advice\) Based on How Characters Treat Each Other](#) (p. 196)
- [6.9 Text Clues/Background Knowledge Addition](#) (p. 174)
- [6.22 Consider Characters in Context](#) (p. 187)

<p>Main Idea and Supporting Details (Key Ideas and Details)</p>	<p>Read Works-Main Idea and Details FCRR Main and Idea and Details Finding the Main Ideas in a Multi-Massage PALS (one person reads & partner restates the main idea)</p> <p>The Reading Strategies Book (Jennifer Serravallo) Goal 8</p> <ul style="list-style-type: none"> • 8.1 One Text, Multiple Ideas (or Topics) (p. 222) • 8.3 Topic/Subtopic/Details (p. 224) • 8.5 Boxes and Bullets (p. 226) • 8.6 Survey the Text (p. 227) • 8.7 Paraphrase Chunks, Then Put it Together (p. 228)
<p>Range of Reading</p>	<p>Monitor Reading</p> <ul style="list-style-type: none"> •
<p>Responding to Text</p>	<p>Text Passages with Response Questions</p> <p>The Reading Strategies Book (Jennifer Serravallo) Goal 6</p> <ul style="list-style-type: none"> • 6.6 Back Up Ideas About Characters (p. 171)
<p>Strategies (previewing, setting a purpose, clarifying, rereading, etc.)</p>	

FOURTH GRADE: Decoding & Fluency

4

Phonics

[Syllable Patterns](#)

[Syllable Patterns \(more advanced\)](#)

Words Their Way (work on the phonics portion of the resource)

The Reading Strategies Book by Jennifer Serravallo Goal 4

- [4.1 Read It Like You've Always Known It](#) (p. 108)

Context Clues

The Reading Strategies Book (Jennifer Serravallo) Goal 11

- [11.15 Context + Clues = Clarity](#) (p. 314)
- [11.6 Look to Text Features](#) (p. 305)
- [11.8 Word Part Clues -Prefixes and Suffixes](#) (p. 307)
- [11.9 Stick to Your Story](#) (p. 308)

Fluency

[Word Choice and Context Clues Text Sets](#)
[Fluency Tutor](#)

[Fluency Drills](#)

[Readers Theater](#)

The Reading Strategies Book by Jennifer Serravallo Goal 4

- [4.3 Use a "This is Interesting Voice"](#) (p. 110)
- [4.4 Make the Bumpy Smooth](#) (p.111)
- [4.5 Say Goodbye to Robot Meeting](#) (p. 112)
- [4.6 Punctuation at the end of a Sentence](#) (p. 113)

FIFTH GRADE: Comprehension

5

Identifying Themes	<p>Read Works Link for Theme</p> <p>Fiction: The Reading Strategies Book (Jennifer Serravallo) Goal 7</p> <ul style="list-style-type: none"> • 7.14 Find Clues About Theme in the Blurb (p. 207)
Synthesizing Texts	<p>Fiction: The Reading Strategies Book (Jennifer Serravallo) Goal 7</p> <ul style="list-style-type: none"> • 7.11 Book-to-Book Connections (p. 204)
Summarizing	<p>Fiction: The Reading Strategies Book (Jennifer Serravallo)</p> <ul style="list-style-type: none"> • 5.16 Summarizing with “Somebody...Wanted...But...So...” (p. 149) <p>Nonfiction: The Reading Strategies Book (Jennifer Serravallo) Goal 13</p> <ul style="list-style-type: none"> • 13.8 Five-Sentence Summary (p. 362) <p>40 Reading Intervention Strategies for K-6 Students (Elaine K. McEwan-Adkins)</p> <ul style="list-style-type: none"> • Mastering the Five Cs of Summarizing (Grades 4-6) (p. 225)
Make Inferences	<p>40 Reading Intervention Strategies for K-6 Students (Elaine K. McEwan-Adkins)</p> <ul style="list-style-type: none"> • Teaching Students About Inferences (Grades 3-6) (p. 195) • Thinking Aloud to Teach Inference (Grades 3-6) (p. 211) <p>Making Inferences</p>
Drawing Conclusions	<p>Read Works-Drawing Conclusions</p>
Main Idea & Supporting Details	<p>Read Works-Main Idea</p>
Strategies (previewing, setting a purpose, clarifying, rereading, etc.)	<p>Read Works-Author's Purpose</p>

FIFTH GRADE: Decoding & Fluency

5

Phonics

[Homophones](#)

Context clues

[Newsela Context Clues](#)

40 Reading Intervention Strategies for K-6 Students (Elaine K. McEwan-Adkins)

- [Using Context to Infer Word Meanings \(Grades 2-6\)](#) (p. 133)

FIFTH GRADE: Additional Math and Reading Resources

www.frontrowed.com

- Monitor student progress after setting up a free account in reading or math
- *Front Row is a program that is used to practice math and reading, and it might be very different than a lot of the practice you've done before. Instead of having everyone in the class practice the same skills, Front Row is able to understand both what you are good at and where you need extra help. It then will give you questions that help you improve and grow.*

[Progress Monitor Tool for Fluency](#)

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

ELEMENTARY READING TIER 3 READING

SRBI Programs	Reading Basic Skills	Fluency	Comprehension
LLI (Orange, Green, Blue, Red, Gold)	x	x	x
My Sidewalks	x	x	
Words Their Way	x		
Read Naturally Live		x	

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

MIDDLE SCHOOL TIER 2 READING

6th Grade Skills

Idea Development
Topic Sentences
Transition
Evidence
Conclusion
Organization
Conventions

Resources

Scope Magazine
Read Works
Daily 6-Trait Writing (Evan-Moor) - Grades 5 & 6
Topical Paragraphs

7 Grade Skills

Topic Sentences
Transition
Evidence
Analysis
Conclusion
Organization
Conventions
Citing

Resources

Jamestown series for the readings (Disaster, Heroes, Eccentric, Rescue)

8th Grade Skills

Parts of speech
Idea Development
Topic Sentences
Transition
Evidence
Rationale
Conclusion
Organization
Sentence Fluency

Resources

Self Created Curriculum
Grammar & Composition Handbook
6+1 Traits for Sentence Fluency

Reading 2.0 Tools & Resources

IDEA: Reading Detective - by The Critical Thinking Company
978-0-89455-801-6

6th Grade

Newsela Articles for PM (Tracy makes her own tests)
SCOPE
Front Row.com

7th Grade

Read Theory.com
Jamestown Books: Disaster, Hero, Rescue, Eccentric

1. Comprehension
2. Main Idea
3. Vocab
4. Inferencing

Action Magazines

Skills focus on:

1. Main Idea
2. Vocab
3. Evidence
4. Comprehension

Teaching Tools

Newsela Articles

Novels - Read Aloud, use for Fluency

8th Grade

Jamestown Books

1. Daredevils
2. Monsters
3. Deceptions
4. Eureka

EdHelper Worksheets, Deb VonArx Worksheets
Inferencing Worksheets (k12 reader.com, RLHschools.com)
SCOPE Magazine
Pair Reading and Main One

Skills:

1. Central Idea + Details
2. Vocab
3. Comprehension
4. Summarizing

6 Minute Solution

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

MIDDLE SCHOOL TIER 3 READING

SRBI Programs	Reading Basic Skills	Fluency	Comprehension
Programs			
LLI (Gold, Purple)	x	x	x
Reading Plus		x	x
Words Their Way	x		
Instructional Strategies			
Close Reading		x	x
Choral Reading		x	
Echo Reading		x	
Repeated Reading (Readers' Theatre)		x	

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

ELEMENTARY TIER 2 MATH

Math		
Grade Level	Students Below Benchmark In Reading - Pinpoint by grade level/bands, the predictable/common needs for students who need selected interventions	School Menu of Supports Match to the Area of Need (<i>identified in the previous column</i>)
4K	If a student struggles with...	Then try...
	4K	
	One to one correspondence	One to One Correspondence Activity Making Sets and One to One Correspondence
		Arrange and count up to 5 objects Arrange and count up to 4 objects
	Understanding quantity	Comparing Unequal Quantities Activity Match the numerals 1, 2, and 3 to quantities Make a group of 3 objects and match the numeral Look at a numeral and count out a number of objects to match
	Number Recognition	
	Subitizing	Subitizing Activity

KINDERGARTEN: Counting & Cardinality

K

Know number names and the count sequence (K.CC)
-Count to 100 by ones and tens
-Write numbers from 0 to 20
-Represent a number of objects with a written numeral 0-20

Math Games for Independent Practice

Anything but 10! Game 4 page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

Build Ten -Game 5 page 22

- [Reproducible G-5](#)

Compare(Shake & Spill)-
Game 8 page 40

- [Reproducible 12](#)
- [Reproducible G-8](#)

Greater Than, Less Than, Equal To-Game 15 page 78

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

More!-Game 21 page 113

- [Reproducible 27](#)
- [Reproducible G-21](#)

Odd or Even-Game 22 page 119

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-22](#)

Tens Go Fish-Game 32 page 176

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-32](#)

K-5 Math Teaching Resources-Kindergarten

STRATEGY MAT

RESOURCES Count to 100

Count to tell the number of objects. (K.CC)
-Understand the relationship between numbers and quantities
-Count to answer “how many” questions about as many as 20 things arranged in a line, array, circle, or scattered
-Given a number from 1-20, count out that many objects

Math Games for Independent Practice

Anything but 10! Game 4 page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

Build Ten -Game 5 page 22

- [Reproducible G-5](#)

Compare(Shake & Spill)-

Game 8 page 40

- [Reproducible 12](#)
- [Reproducible G-8](#)

Greater Than, Less Than,

Equal To-Game 15 page 78

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

More!-Game 21 page 113

- [Reproducible 27](#)
- [Reproducible G-21](#)

Tens Go Fish-Game 32 page 176

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-32](#)

K-5 Math Teaching

Resources-Kindergarten

Illustrative Math- Counting and Cardinality

Inside Math- Counting and Cardinality

Formative Tasks- CC.1-CC.3

Compare numbers (K.CC)

-Identify objects in one group as greater than, less than, or equal to the number of objects in another group, using matching and counting strategies

-compare two numbers between 1 and 10 as written numerals

Math Games for Independent Practice

Compare(Shake & Spill)-

Game 8 page 40

- [Reproducible 12](#)
- [Reproducible G-8](#)

Greater Than, Less Than,

Equal To-Game 15 page 78

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

Odd or Even-Game 22 page 119

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-22](#)

K

KINDERGARTEN: Operations & Algebraic Thinking

Understand addition as putting together and adding to, and subtraction as taking apart and taking from. (K.OA)

- Represent addition and subtraction using strategies
- Solve word problems within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way
- For any number 1 to 9, find the number that makes ten when added to the given number
- Fluently add and subtract within 5

[K-5 Math Teaching Resources-Kindergarten](#)

[Formative Tasks- CC.4-CC.5](#)

[Formative Tasks- CC.6-CC.7](#)

[STRATEGY MAT RESOURCES Comparing Numbers](#)

Math Games for Independent Practice

[Anything but 10! Game 4 page 17](#)

- [Reproducible A](#)
- [Reproducible G-4](#)

[Build Ten -Game 5 page 22](#)

- [Reproducible G-5](#)

[Greater Than, Less Than, Equal To-Game 15 page 78](#)

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

[Odd or Even-Game 22 page 119](#)

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-22](#)

[Tens Go Fish-Game 32 page 176](#)

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible G-32](#)

[K-5 Math Teaching Resources-Kindergarten](#)

[Illustrative Math- Operations and Algebraic Thinking](#)

[Inside Math- Operations and Algebraic Thinking](#)

[Formative Tasks- Operations and Algebraic Thinking STRATEGY MAT RESOURCES Decompose numbers to 10](#)

[STRATEGY MAT](#)
[RESOURCES Addition and
Subtraction word problems to
10](#)

Kindergarten: Number & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value. (K.NBT)

-Compose and decompose numbers from 11 to 19 into ten ones and some extra ones

[Math Games for Independent Practice](#)

[Anything but 10!](#) Game 4 page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

[Build Ten](#) -Game 5 page 22

- [Reproducible G-5](#)

[More!](#)-Game 21 page 113

- [Reproducible 27](#)
- [Reproducible G-21](#)

[K-5 Math Teaching
Resources-Kindergarten](#)

[Illustrative Math- Numbers
and Operations in Base Ten
Inside Math-NBT](#)

[Formative Tasks-Numbers
and Operations in Base Ten](#)

[STRATEGY MAT
RESOURCES Work with
numbers 11-19](#)

KINDERGARTEN: Measurement & Data

Describe and compare measurable attributes. (K.MD)

-Describe measurable attributes of objects, such as length or weight

-compare two objects with measurable attributes

[K-5 Math Teaching
Resources-Kindergarten
Measurement and Data](#)

[Illustrative Math-
Measurement and Data
Inside Math- Measurement
and Data
Formative Tasks- MD.1-MD.2](#)

Classify objects and count the number of objects in each category. (K.MD)

[K-5 Math Teaching
Resources-Kindergarten
Measurement and Data
Formative Tasks- MD.3](#)

KINDERGARTEN: Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) (K.G)

-Describe objects using the names of shapes and their positions (above, below, beside, etc)

-Identify shapes as two-dimensional or three-dimensional

[K-5 Math Teaching Resources-Kindergarten Geometry](#)

[Illustrative Math- Geometry](#)

[Inside Math- Geometry](#)

[Formative Tasks- G.1-G.3](#)

Analyze, compare, create, and compose shapes. (K.G)

-Find similarities and differences between two-dimensional and three-dimensional shapes

-Model shapes in the world by building and drawing

-Compose simple shapes to form larger shapes

[K-5 Math Teaching Resources-Kindergarten Geometry](#)

[Formative Tasks- G.4-G.6](#)

FIRST GRADE: Operations & Algebraic Thinking

1

Represent and solve problems involving addition and subtraction. (1.OA.A.1, 1.OA.A.2)

-addition and subtraction within 20 to solve word problems involving unknowns in all positions, by using objects, drawings, and equations with a symbol for the unknown to represent the problems

-solve word problems involving 3 addends whose sum is less than or equal to 20, by using objects, drawings, and equations

[K-5 Math Teaching](#)

[Resources-First Grade](#)

[Operations and Algebraic Thinking](#)

[Inside Math- Operations and Algebraic Thinking](#)

[Formative Tasks- OA.1-OA.2](#)

[STRATEGY MAT](#)

[RESOURCES-Addition to 20](#)

[Illustrative Math- Operations and Algebraic Thinking](#)

Understand and apply properties of operations and the relationship between addition and subtraction.

(1.OA.B.3)

-understand subtraction as an unknown addend

[Math Games for Independent Practice](#)

[A “mazing” 100-game 1 page 1](#)

- [Reproducible A](#)
- [Reproducible G-1](#)

[Addition Tic-Tac-Toe-game 3 page 12](#)

- [Reproducible 5](#)
- [Reproducible G-3](#)

[Anything but Ten-game 4 page 17](#)

- [Reproducible A](#)
- [Reproducible G-4](#)

[Build Ten-game 5 page 22](#)

- [Reproducible G-5](#)

[Variation: Close to 20-game 7 page 32](#)

- [Reproducible 8](#)
- [Reproducible G-7B](#)

[Compare \(Shake & Spill\)- game 8 page 40](#)

- [Reproducible 12](#)
- [Reproducible G-8](#)

[Cross Out Sums-game 10 page 51](#)

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 15](#)
- [Reproducible G-10](#)

[K-5 Math Teaching](#)

[Resources-First Grade](#)

[Operations and Algebraic Thinking](#)

Add and Subtract within 20. (1.OA.C.6)
-using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction

Formative Tasks- OA.3-OA.4

Math Games for Independent Practice

A “mazing” 100-game 1 page 1

- [Reproducible A](#)
- [Reproducible G-1](#)

Addition Tic-Tac-Toe-game 3 page 12

- [Reproducible 5](#)
- [Reproducible G-3](#)

Anything but Ten-game 4 page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

Build Ten-game 5 page 22

- [Reproducible G-5](#)

Variation: Close to 20-game 7 page 32

- [Reproducible 8](#)
- [Reproducible G-7B](#)

Cross Out Sums-game 10 page 51

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
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STRATEGY MAT
RESOURCES Fluency within
50

Jennifer Bay Williams
Fluency work

Fluency Games

K-5 Math Teaching
Resources-First Grade
Operations and Algebraic
Thinking

Formative Tasks- OA.5-OA.6

Work with addition and subtraction equations. (1.OA.D.7)
-understand the meaning of the equal sign
-determine the unknown whole number in an addition or subtraction equation

Math Games for Independent Practice

A “mazing” 100-game 1 page 1

- [Reproducible A](#)
- [Reproducible G-1](#)

Addition Table Trail-game 2 page 6

- [Reproducible 1](#)
- [Reproducible 2](#)
- [Reproducible G-2A](#)

[Addition Tic-Tac-Toe-game 3](#)
page 12

- [Reproducible 5](#)
- [Reproducible G-3](#)

[Anything but Ten-game 4](#)
page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

[Build Ten-game 5](#) page 22

- [Reproducible G-5](#)

[Variation: Close to 20-game 7](#)
page 32

- [Reproducible 8](#)
- [Reproducible G-7B](#)

[Cross Out Sums-game 10](#) page
51

- [Reproducible B pg. 1,
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- [Reproducible 15](#)
- [Reproducible G-10](#)

[Greater Than, Less Than,
Equal To-game 15](#) page 78

- [Reproducible B pg. 1,
pg. 2, pg. 3](#)
- [Reproducible 22](#)
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[K-5 Math Teaching
Resources-First Grade
Operations and Algebraic
Thinking](#)

[Formative Tasks- OA.7- OA.8](#)

FIRST GRADE: Number & Operations in Base Ten

1

Use place value understanding and properties of operations to add and subtract. (1.NBT.C.4)

-add within 100

-Mentally find 10 more or 10 less

-Subtract multiples of 10 in the range of 10-90, using models, drawings, and strategies based on place value

Math Games for Independent Practice

[Build Ten](#)-game 5 page 22

- [Reproducible G-5](#)

[Variation: Close to 20](#)-game 7 page 32

- [Reproducible 8](#)
- [Reproducible G-7B](#)

[Cross Out Sums](#)-game 10 page 51

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 15](#)
- [Reproducible G-10](#)

[K-5 Math Teaching Resources-First Grade Number and Operations Base Ten](#)

[STRATEGY MAT RESOURCES-Add within in 100](#)

[Illustrative Math- Numbers and Operations in Base Ten](#)

[Inside Math- numbers and Operations in Base Ten Formative Tasks- NBT.1](#)

Extend the counting sequence. (1.NBT.A.1)

-count to 120 (from any number)

-read and write numerals to 120

Math Games for Independent Practice

[A "mazing" 100](#)-game 1 page 1

- [Reproducible A](#)
- [Reproducible G-1](#)

[Addition Tic-Tac-Toe](#)-game 3 page 12

- [Reproducible 5](#)
- [Reproducible G-3](#)

[Anything but Ten](#)-game 4 page 17

- [Reproducible A](#)
- [Reproducible G-4](#)

[K-5 Math Teaching Resources-First Grade Number and Operations Base Ten](#)

Understand place value (1.NBT.B.3)
-two digits represent tens and ones
-compare two two-digit numbers based on meanings of tens and ones, using the symbols $<$, $>$, and $=$.

STRATEGY MAT

RESOURCES-Count to 120

Formative Tasks- NBT.2-
NBT.3

Math Games for Independent
Practice

A “mazing” 00-game 1 page 1

- Reproducible A
- Reproducible G-1

Addition Tic-Tac-Toe-game 3
page 12

- Reproducible 5
- Reproducible G-3

Anything but Ten-game 4
page 17

- Reproducible A
- Reproducible G-4

Greater Than, Less Than,
Equal To-game 15 page 78

- Reproducible B pg. 1,
pg. 2, pg. 3
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- Reproducible G-15

K-5 Math Teaching

Resources-First Grade

Number and Operations Base
Ten

STRATEGY MAT

RESOURCES-Understand
Place Value

STRATEGY MAT

RESOURCES-Compare two-
digit numbers

Illustrative Math- Numbers
and Operations in Base Ten
Formative Tasks- NBT.5-6

FIRST GRADE: Measurement & Data

Tell and write time. (1.MD)

- tell and write time in hours and half-hours

[K-5 Math Teaching Resources-First Grade Measurement and Data](#)
[Formative Tasks- MD.1-MD.2](#)

[Formative Tasks- MD.3](#)

Represent and interpret data. (1.MD)

- interpret data (ask and answer questions, such as how many more or less)

[K-5 Math Teaching Resources-First Grade Measurement and Data](#)

[Illustrative Math- Measurement and Data](#)
[Inside Math- Measurement and Data](#)

[Formative Tasks- MD.4](#)

FIRST GRADE: Geometry

Reason with shapes and their attributes. (1.G.A.1, 1.G.A.2, 1.G.A.3)

- Build and draw shapes and distinguish between defining attributes
- compose two-dimensional and three-dimensional shapes and compose them into a new shape
- partition circles and rectangles into two and four equal parts (halves and quarters)

[K-5 Math Teaching Resources-First Grade Geometry](#)

[STRATEGY MAT RESOURCES-Partition Circle and Rectangles into equal shares](#)

[Illustrative Math- Geometry](#)

[Inside Math- Geometry](#)

[Formative Tasks- G.1-G.3](#)

SECOND GRADE: Number & Operations in Base Ten

2

Understand place value. (2.NBT.1)
 -hundreds, tens, and ones
 -count within 1000, skip count by 5, 10, and 100's (2.NBT.2)
 -read and write numbers to 1000 using base-ten numerals, number names, and expanded form (2.NBT.3)
 -compare three-digit numbers based on meaning of hundreds, tens, and ones, using $<$, $>$, and $=$. (2.NBT.4)

Math Games for Independent Practice

[2.NBT.1-4 Games Strategy Mat Resources - Comparing Numbers](#)

[K-5 Math Teaching Resources-Second Grade Number and Operations Base Ten](#)

[Illustrative Mathematics Operations and Algebraic Thinking](#)

[Strategy Mat Resources - Place Value](#)

[Strategy Mat Resources - Counting & Writing Numbers](#)

Use place value understanding and properties of operations to add and subtract. (2.NBT)
 -Fluently add and subtract within 100 using strategies (2.NBT.5)
 -add up to four two-digit numbers using strategies (2.NBT.6)
 -add and subtract within 1000 using models, drawings, and strategies (including three-digit numbers) (2.NBT.7)
 -Mentally add and subtract 10 or 100 to a given number 100-900 (2.NBT.8)

Math Games for Independent Practice

[2.NBT](#)

[K-5 Math Teaching Resources-Second Grade Number and Operations Base Ten](#)

[Strategy Mat Resources - Adding & Subtracting](#)

[Illustrative Mathematics Number Operations in Base Ten](#)

SECOND GRADE: Measurement & Data

2

Solve problems involving measurement. (2.MD)
 -Solve addition and subtraction word problems, within 100, involving lengths that are given in the same units, by using drawings and equations with a symbol for the unknown number. (2.MD.5)
 -Represent whole numbers as lengths from 0 on a number line diagram (within 100) (2.MD.6)

[K-5 Math Teaching Resources-Second Grade Measurement and Data](#)

[Illustrative Mathematics Measurement and Data](#)

Work with time and money. (2.MD)

-Solve word problems (2.MD.8)
 -Understand the value of coins and dollar bills (2.MD.8)
 -Tell and write to the nearest 5 minutes, using a.m and p.m (2.MD.7)

[K-5 Math Teaching Resources-Second Grade Measurement and Data](#)

[Telling Time Activities](#)

Measure and estimate lengths in standard units. (2.MD.9)

-inches, feet, centimeters, and meters

[K-5 Math Teaching Resources-Second Grade Measurement and Data](#)

-Make a line plot using the measurement data

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1)

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.2)

Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3)

Measure to determine length unit. (2.MD.4)

[Illustrative Math - Measurement & Estimate Lengths in Standard Units Inside Math - Measurement & Data](#)

[Formative Tasks - Measure and estimate lengths](#)

[Formative Tasks - Represent & Interpret Data 2.MD.1, 2, 3, 4](#)

SECOND GRADE: Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction (2.OA.1)

-Use addition and subtraction within 100 to solve one and two step word problems with unknowns in all positions by using drawings, and equations with a symbol for the unknown number

Add and subtract within 20 (2.OA.2)

-Fluently add and subtract within 20 using mental strategies

Math Games for Independent Practice

[2.OA.1 Activities](#)

[Strategy Mat Adding & Subtracting within 100](#)

Math Games for Independent Practice

[2.OA.2 +/- within 20 Activities](#)

[K-5 Math Teaching Resources-Second Grade Operations and Algebraic Thinking](#)

[Strategy Mat Resources - Addition & Subtraction](#)

Math Games for Independent Practice

[2.OA.3/2.OA.4 Activities](#)

[K-5 Math Teaching Resources-Second Grade Operations and Algebraic Thinking](#)

Work with equal groups of objects to gain foundations for multiplication (2.OA.3)

-even and odd numbers (2.OA.3)

-use addition with rectangular arrays and write an equation to express the total (2.OA.4)

SECOND GRADE: Geometry

Reason with shapes and their attributes (2.G)

-Recognize and draw shapes having specified attributes (2.G.1)

-Partition a rectangle into columns and rows (2.G.2)

-Partition circles and rectangles into equal parts (halves, thirds, and fourths). Recognize that equal shares of identical wholes need not have the same shape. (2.G.3)

[K-5 Math Teaching Resources-Second Grade Geometry](#)

[Illustrative Math-Geometry](#)

[Inside Math-Geometry](#)

[Formative Tasks-Geometry](#)

[Strategy Mat Resources Geometry](#)

[Fraction Activities](#)

THIRD GRADE: Operations & Algebraic Thinking

3

Represent and solve problems involving multiplication and division (3.OA)

- Multiplication and division within 100 using various models and representations
- Determine the unknown number in a multiplication or division equation.

[K-5 Math Teaching Resources-Grade 3 Operations and Algebraic Thinking](#)

[Illustrative Math- Operations and Algebraic Thinking Clusters](#)

[Inside Math- Operations and Algebraic Thinking](#)

[Formative Tasks- OA.1- OA.4 Strategy Mat Resources Word Problems](#)

[Strategy Mat Resources Fluency](#)

Understand properties of multiplication and the relationship between multiplication and division (3.OA)

- Apply properties of operations as strategies to multiply and divide.
- Understand division as an unknown-factor problem.

[Math Games for Independent Practice](#)

[Circles & Stars -Game 6 pg. 26](#)

- [Reproducible G-6](#)

[Finding Factors-Game 14 page 72](#)

- [Reproducible 20](#)
- [Reproducible 21](#)
- [Reproducible G-14](#)

[Leftovers with 15-game 18 page 98](#)

- [Reproducible G-18A](#)

[K-5 Math Teaching Resources-Grade 3 Operations and Algebraic Thinking](#)

[Illustrative Math- Operations and Algebraic Thinking](#)

[Multiplications Intervention Plan](#)

[Inside Math- Operations and Algebraic Thinking](#)

[Formative Tasks- OA.5-OA.6 Math Games for Independent Practice](#)

[Circles & Stars -Game 6 pg. 26](#)

- [Reproducible G-6](#)

[Greater Than, Less Than, Equal To-game 15 page 78](#)

Multiply and divide within 100 (3.OA)

- Fluently multiply and divide within 100, using strategies or properties.

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

[Leftovers with 15-game 18](#)
page 98

- [Reproducible G-18A](#)

[Variation: Multiplication](#)
[Table Trail-game 2, page 6](#)

- [Reproducible 3](#)
- [Reproducible 4](#)
- [Reproducible G-2B](#)

[How Close to 0? game 17,](#)
page 92

- [Reproducible 26](#)
- [Reproducible G-17](#)

[Finding Factors-game 14,](#)
page 72

- [Reproducible 20](#)
- [Reproducible 21](#)
- [Reproducible G-14](#)

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[and Algebraic Thinking](#)
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[Illustrative Math- Operations](#)
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[Inside Math-Operations and](#)
[Algebraic Thinking](#)

[Formative Task-OA.7](#)

[Math Games for Independent](#)
[Practice](#)

[Addition Table Trail-game 2](#)
page 6

- [Reproducible 1](#)
- [Reproducible 2](#)
- [Reproducible G-2A](#)

[Close to 100,1000-game 7](#)
page 32

Solve problems involving the four operations, and identify and explain patterns in arithmetic (3.OA)

-Solve two-step word problems using the four operations. Represent the problems using equations with a letter for the unknown. Assess the reasonableness using mental computation and estimation strategies.

-Identify arithmetic patterns using properties of operations.

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible 9](#)
- [Reproducible 10](#)
- [Reproducible G-7C](#)
- [Reproducible G-7D](#)

[Cross Out Singles-game 9](#)
page 45

- [Reproducible 13](#)
- [Reproducible 14](#)
- [Reproducible G-9](#)

[Equation Building-game 12](#)
page 61

If needed, [Reproducible B, pg. 2, pg. 3](#)

[Fifteen-Number Cross Out-game 13](#) page 66

- [Reproducible 18](#)
- [Reproducible 19](#)
- [Reproducible G-13](#)
-

[Greater Than, Less Than, Equal To-game 15](#) page 78

- [Reproducible B pg. 1, pg. 2, pg. 3](#)
- [Reproducible 22](#)
- [Reproducible G-15](#)

[K-5 Math Teaching Resources-Grade 3 Operations and Algebraic Thinking](#)

[Illustrative Math- Operations and Algebraic Thinking](#)
[Inside Math- Operations and Algebraic Thinking](#)

[Formative Tasks- OA.8-OA.9](#)

THIRD GRADE: Number & Operations in Base Ten

3

Use place value understanding and properties of operations to perform multi-digit arithmetic (3.NBT)
-Multiply one-digit whole numbers by multiples of 10 in the range of 10-90

Math Games for Independent Practice

[Circles & Stars](#) -Game 6 pg. 26

- [Reproducible G-6](#)

[A “mazing” 100-game 1](#) page 1

- [Reproducible A](#)
- [Reproducible G-1](#)

[Addition Table Trail-game 2](#)
page 6

- [Reproducible 1](#)
- [Reproducible 2](#)
- [Reproducible G-2A](#)

[Addition Tic-Tac-Toe-game 3](#)
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- [Reproducible 5](#)
- [Reproducible G-3](#)

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- [Reproducible B, pg. 2, pg. 3](#)
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- [Reproducible 10](#)
- [Reproducible G-7C](#)
- [Reproducible G-7D](#)

[Cross Out Singles-game 9](#)
page 45

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- [Reproducible 14](#)
- [Reproducible G-9](#)

[Digit Place\(a secret number quest\)-game 11](#) page 56

- [Reproducible 17](#)
- [Reproducible G-11](#)

[Equation Building-game 12](#)
page 61

If needed, [Reproducible B, pg. 2, pg. 3](#)

[Fifteen-Number Cross Out-game 13](#) page 66

- [Reproducible 18](#)
- [Reproducible 19](#)
- [Reproducible G-13](#)

[How Close to 0? -game 17](#)
page 92

- [Reproducible 26](#)
- [Reproducible G-17](#)

[K-5 Math Teaching Resources-Grade 3 Number and Operations Base Ten](#)

[Illustrative Math- Numbers and Operations in Base Ten Cluster](#)

[Inside Math- Numbers and Operations in Base Ten Formative Tasks- NBT.1-NBT.3](#)

[Strategy Mat Place Value](#)

[Strategy Mat Fluency](#)

THIRD GRADE: Measurement & Data

Geometric measurement: understand concepts of area and relate area to multiplication and addition (3.MD)

- Find the area of rectangle using tiling and by multiplying side lengths
- Recognize area as additive
- Find perimeter of polygons

[K-5 Teaching Resources Measurement and Data](#)

[Illustrative Math- Measurement and Data Cluster](#)

[Inside Math- Measurement and Data](#)

[Formative Tasks- MD.1-MD.3](#)

[Formative Tasks- MD.3-MD.4](#)

[K-5 Teaching Resources Measurement and Data](#)

[Illustrative Math- Measurement and Data Cluster](#)

[Inside Math- Measurement and Data](#)

[Formative Tasks- MD.5-MD.7](#)

[Formative Tasks- MD.8](#)

Represent and interpret data (3.MD)

- Generate measurement data using inches (halves, fourths) and create a line plot

THIRD GRADE: Number and Operations-Fractions

Develop understanding of fractions as numbers (3.NF)
-Understand a fraction a/b as the quantity formed by a parts of size $1/b$.

- Representing on a number line
- Generate and recognize simple equivalent fractions
- Express whole numbers as fractions
- Compare two fractions

[K-5 Teaching Resources Fractions](#)

[Illustrative Math- Fractions Cluster](#)

[Inside Math- Fractions](#)

[Strategy Mat Resources Equivalent Fractions](#)

[Formative Tasks- NF.1-3, NF.2](#)

[Strategy Mat Resources Fractions](#)

THIRD GRADE: Geometry

Reason with shapes and their attributes. (3.G)
-Partition shapes into parts with equal areas, with the area represented by a unit fraction
-Classify shapes

[K-5 Math Teaching Resources Geometry](#)

[Illustrative Math- Geometry Cluster](#)

[Strategy Mat Resources Fractions](#)

[Formative Tasks- G.1-G.2](#)

FOURTH GRADE: Operations & Algebraic Thinking

4

Basic Facts

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[Games](#)

[Multiplications Intervention Plan](#)

[Addition Table Trail-variation for multiplication-game 2, page 6](#)

[Strategy Mat Resources Fluency Multiply and Divide](#)

Use the four operations with whole numbers to solve problems. (4.OA)
-multiplicative comparison
-multi-step story problems

Math Games for Independent Practice

[Close to 100-game 7, page 32](#)

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible 9](#)
- [Reproducible G-7C](#)

[Equation Building-game 12, page 61](#)
If needed, [Reproducible B, pg. 2, pg. 3](#)

[Finding Factors-game 14, page 72](#)

- [Reproducible 20](#)
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[Hit the Target-game 16, page 86](#)

- [Reproducible G-16](#)

[How Close to 0? game 17, page 92](#)

- [Reproducible 26](#)
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Variation: Multiplication
Table Trail-game 2, page 6

- [Reproducible 3](#)
- [Reproducible 4](#)
- [Reproducible G-2B](#)

K-5 Math Teaching Resources
Illustrative Math- Operations
and Algebraic Thinking

Inside Math- Operations and
Algebraic Thinking

Formative Tasks- OA.1-OA.3

Formative Tasks- OA.4

Formative Tasks- OA.5

Strategy Mat Resources
Multi-Step Story Problems

FOURTH GRADE: Number & Operations in Base Ten

Generalize place value understanding of multi-digit whole numbers (4.NBT)
-ten times larger pattern
-number names, expanded form, base-ten numerals
-multiply and divide using strategies based on place value

Comparing numbers using
comparison symbols

Strategy Mat Resources
Comparing Numbers
Multiplication-whole numbers

Strategy Mat Resources
Multiplication

Division with whole numbers

Strategy Mat Resources
Whole Number Division
Close to 100,1000-game 7
page 32

- [Reproducible B, pg. 2,](#)
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- [Reproducible 9](#)
- [Reproducible 10](#)
- [Reproducible G-7C](#)
- [Reproducible G-7D](#)

Digit Place (a secret number
quest)-game 11 page 56

- [Reproducible 17](#)
- [Reproducible G-11](#)

Greater Than, Less Than,
Equal To-game 15 page 78

- [Reproducible B pg. 1,](#)
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- [Reproducible 22](#)
- [Reproducible G-15](#)

Variation: Leftovers with 100-game 18 page 98

- [Reproducible G-18B](#)

[K-5 Teaching Resources Illustrative Math- Numbers and Operations in Base Ten](#)

[Inside Math- Numbers and Operations in Base Ten](#)

[Formative Tasks- NBT.1-NBT.3](#)

[Formative Tasks- NBT.4-NBT.6](#)

[Strategy Mat Resources Fluency Addition and Subtraction](#)

FOURTH GRADE: Measurement & Data

4

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (4.MD)

- distances, time, volume, mass, money (including fractions or decimals)
- area and perimeter for rectangles
- make a line plot involving fractions and solve addition/subtraction problems related

[K-5 Math Teaching Resources Illustrative Math- Measurement and Data](#)

[Inside Math- Measurement and Data](#)

[Formative Tasks- MD.1-MD.3](#)

[Formative Tasks- MD.4](#)

Geometric Measurement: understand concepts of angle and measure angles. (4.MD)

- create and measure angles
- decompose angles into a sum of the angle measures of the parts

[K-5 Math Teaching Resources Illustrative Math- Measurement and Data](#)

[Inside Math- Measurement and Data](#)

[Formative Tasks- MD.5-MD.7](#)

FOURTH GRADE: Numbers & Operations-Fractions

Extend understanding of fraction equivalence and ordering. (4.NF)

[Equivalent fractions](#)

[Strategy Mat Resources Equivalent Fractions](#)

[Comparing fractions](#)

[Strategy Mat Resources Comparing Fractions](#)

[Formative Tasks- NF.1-NF.2](#)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (4.NF)
-using unit fractions with addition/subtraction/multiplication
-add/subtract mixed numbers with like denominators
-multiplication of a fraction by a whole number, by using visual fractions models and equations

[Adding and Subtracting fractions with like denominators](#)

[Strategy Mat Resources Adding and Subtracting Fractions](#)

[Multiplying fractions and mixed numbers](#)

[Strategy Mat Resources Multiplying Fractions and Mixed Numbers](#)

[Formative Tasks- NF.3-NF.4](#)

Understand decimal notation for fractions, and compare decimal fractions.

[Math Games for Independent Practice](#)

-express a fraction with denominator 10, and 100
-compare decimals by reasoning about their size

[How Close to 0? -game 17 page 92](#)

- [Reproducible 26](#)
- [Reproducible G-17](#)

[Formative Tasks- NF.5-NF.7](#)

[K-5 Teaching Resources](#)

[Illustrative Math- Fractions](#)

[Inside Math- Fractions](#)

FOURTH GRADE: Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G)

[K-5 Math Teaching Resources](#)

[Illustrative Math- Geometry](#)

[Inside Math- Geometry](#)

[Formative Task- G.1-G.3](#)

FIFTH GRADE: Number & Operations-Fractions

5

Use equivalent fractions as a strategy to add and subtract fractions. (5.NF)

- Add and subtract fractions with unlike denominators
- Solve word problems involving unlike denominators

North Carolina-Conceptual Understanding and Fluency through Games

[“Parts of a Whole,”](#) pg. 28-37
[“Color the Door,”](#) pg. 44-47
[“Rolling, Rolling, Rolling,”](#) pg. 48-49

Math Games for Independent Practice

[Equation Building-game 12](#)
page 61
If needed, [Reproducible B, pg. 2, pg. 3](#)

[Formative Tasks- NF.1-NF.2](#)

[Formative Tasks- NF.3-NF.5](#)

[Strategy Mat Resources](#)
[Adding and Subtracting Fractions with Unlike Denominators](#)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (5.NF)

- Solve word problems and interpret a fraction as division of the numerator by the denominator
- multiply a fraction or whole number by a fraction, using visual fraction models
- Find the area using fractional side lengths
- Interpret multiplication as scaling
- Solve word problems (fractions and mixed numbers)
- Divide unit fractions by whole numbers and whole numbers by unit fractions, using visual fractions

North Carolina-Conceptual Understanding and Fluency through Games

[“The Whole Matters,”](#) pg. 38-41
[“Greatest Product,”](#) pg. 42-43

Math Games for Independent Practice

[Equation Building-game 12](#)
page 61
If needed, [Reproducible B, pg. 2, pg. 3](#)

[Strategy Mat Resources](#)
[Multiplying Fractions and Mixed Numbers](#)

[Multiplications Intervention Plan](#)

FIFTH GRADE: Measurement & Data

Represent and interpret data (5.MD)

- Make a line plot to display a set of data in fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)

[Illustrative Math- Measurement and Data Clusters](#)

[K-5 Teaching Resources- Measurement and Data](#)

[K-5 Math Teaching Resources](#)

Convert like measurement units within given measurement system (5.MD)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition (5.MD)
 -Find the volume of right rectangular prisms, with whole number side lengths and apply the formula $V = l \times w \times h$ and $V = b \times h$

[Illustrative Math- Measurement and Data Clusters](#)

[Inside Math- Measurement and Data](#)

[Formative Task- MD.1](#)

[Formative Tasks- MD.2](#)

North Carolina-Conceptual Understanding and Fluency through Games
 “Packing Blocks” page 50-51

[K-5 Math Teaching Resources Illustrative Math- Measurement and Data](#)

[Inside Math- Measurement and Data](#)

[Formative Task- MD.3-MD.5](#)

FIFTH GRADE: Operations & Algebraic Thinking

Write and interpret numerical expressions. (5.OA)

Math Games for Independent Practice

[Equation Building-game 12](#)
page 61

If needed, [Reproducible B](#), pg. 2, pg. 3

[Variation: Leftovers with 100-](#)
game 18 page 98

- [Reproducible G-18B](#)

North Carolina-Conceptual Understanding and Fluency through Games

“Operations Target” pg. 3-5

[K-5 Math Teaching Resources Illustrative Math- Operations and Algebraic Thinking clusters](#)

[Inside Math- Operations and Algebraic Thinking](#)

[Strategy Mat Resources Graphing Ordered Pairs](#)

[Formative Tasks- OA.1- OA.2](#)

[Formative Tasks- OA.3](#)

FIFTH GRADE: Number & Operations in Base Ten

Understand the place value system (5.NBT)

-Recognize a digit in one place represents 10 times as much as it represents in the place to its right including decimals

-Explain patterns in the number when multiplying by powers of ten and use exponents to denote powers of ten

-Read, write, and compare decimals to thousandths

-Round decimals to any place

Math Games for Independent Practice

[Close to 100,1000-game 7](#)
page 32

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible 9](#)
- [Reproducible 10](#)
- [Reproducible G-7C](#)
- [Reproducible G-7D](#)

[Cross Out Singles-game 9](#)
page 45

- [Reproducible 13](#)
- [Reproducible 14](#)
- [Reproducible G-9](#)

[Digit Place\(a secret number quest\)-game 11](#) page 56

- [Reproducible 17](#)
- [Reproducible G-11](#)

[Equation Building-game 12](#)
page 61

If needed, [Reproducible B, pg. 2, pg. 3](#)

North Carolina-Conceptual Understanding and Fluency through Games

[“Pieces of Eight,”](#) pg. 14

[“Corn Shucks,”](#) pg. 5-6

[“Race to a Meter,”](#) pg. 7-8

[K-5 Math Teaching Resources Illustrative Math- Numbers and Operations in Base Ten Clusters](#)

[Inside Math- Numbers and Operations in Base Ten Formative Tasks- NBT.1-NBT.4](#)

[Strategy Mat Resources Place Value](#)

Perform operations with multi-digit whole numbers and with decimals to hundredths. (5.NBT)

-Fluently multiply whole numbers

-Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors

-Add, subtract, multiply and divide decimals to hundredths

Math Games for Independent Practice

[Close to 100,1000-game 7](#)
page 32

- [Reproducible B, pg. 2, pg. 3](#)
- [Reproducible 9](#)
- [Reproducible 10](#)
- [Reproducible G-7C](#)

- [Reproducible G-7D](#)

[Equation Building-game 12](#)
page 61
If needed, [Reproducible B, pg. 2, pg. 3](#)

[Finding Factors-Game 14](#)
page 72

- [Reproducible 20](#)
- [Reproducible 21](#)
- [Reproducible G-14](#)

[Variation: Leftovers with 100-](#)
game 18 page 98

- [Reproducible G-18B](#)

North Carolina-Conceptual
Understanding and Fluency
through Games

[“Multiplication Mix-Up.”](#) pg.
21

[“Double Dutch Treat.”](#) pg. 22

[“Sum with Decimals.”](#) pg. 9-10

[“Sum with Decimals-Part II.”](#)
pg. 11-13

[“Race to Ten or Bust.”](#) pg. 15-
16

[“Race to 1 or Bust.”](#) pg. 17-18

[“Shopping Spree.”](#) pg. 19-20

[“Decimal Dynamo.”](#) pg. 23

[K-5 Math Teaching Resources](#)
[Illustrative Math- Fractions](#)
[Clusters](#)

[Inside Math- Fractions](#)

[Formative Tasks- NBT.5-](#)
[NBT.7](#)

[Strategy Mat Resources Read,](#)
[Write, and Compare Decimals](#)

[Strategy Mat Resources Add,](#)
[Subtract, Multiply, and Divide](#)
[Decimals](#)

FIFTH GRADE: Geometry

Classify two-dimensional figures into categories based on their properties (5.G)

North Carolina-Conceptual Understanding and Fluency through Games
[“Blackbeard’s Treasure Box.”](#)
pg. 52

[K-5 Teaching Resources- Geometry](#)

[Inside Math- Geometry](#)

[Illustrative Math- Geometry Clusters](#)

[Formative Tasks- G.1-G.2](#)

[Formative Tasks- G.3-G.5](#)

FIFTH GRADE: Additional Math and Reading Resources

www.frontrowed.com

Monitor student progress after setting up a free account in reading or math

Front Row is a program that is used to practice math and reading, and it might be very different than a lot of the practice you’ve done before. Instead of having everyone in the class practice the same skills, Front Row is able to understand both what you are good at and where you need extra help. It then will give you questions that help you improve and grow.

[Progress Monitor Tool for Fluency](#)

ELEMENTARY TIER 3 INTERVENTIONS

SRBI Programs	Math Computation	Problem Solving
Developing Number Concepts: Counting, Comparing and Pattern	x	x
Developing Number Concepts: Addition and Subtraction	x	x
Developing Number Concepts: Place Value, Multiplication and Division	x	x
Do The Math	x	x
Number Worlds A	x	x
Number Worlds B	x	x
Number Worlds C	x	x
Number Worlds D	x	x
Number Worlds E	x	x
Number Worlds F	x	x
Number Worlds G	x	x
Number Worlds H	x	x

Commented [s1]: Is this how we want to identify these headings?

Commented [s2R1]:

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

MIDDLE SCHOOL TIER 2 MATH

Grade 6	
Students Below Benchmark In Math - Pinpoint by grade level/bands, the predictable/common needs for students who need selected interventions. <i>If a student struggles with...</i>	School Menu of Supports Match to the Area of Need (<i>identified in the previous column</i>) <i>Then try...</i>
Identifying Fractions	<p>Lessons</p> <ul style="list-style-type: none"> • https://www.engageny.org/resource/grade-3-mathematics-module-5-topic-lesson-1 • https://docs.google.com/a/holmen.k12.wi.us/document/d/1F53X7DxUz9glJy_IcWB4Hn-OZfnPRABmOHrx7SUqE/edit?usp=sharing • https://learnzillion.com/resources/73932 <p>Games</p> <ul style="list-style-type: none"> • http://www.sheppardsoftware.com/mathgames/earlymath/fractions_shoot.htm • http://www.fuelthebrain.com/games/jelly-golf/ • http://streaming.discoverededucation.com/braingames/iknowthat/Fractions/FractionGame.cfm?Topic=namematch
Equivalent Fractions	<p>Lessons</p> <ul style="list-style-type: none"> • https://learnzillion.com/resources/73932 <p>Application Problem (8 minutes) Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She then places a mark halfway between her starting position and 1 mile, and another mark halfway between 1 mile and the finish line.</p>

	<ul style="list-style-type: none"> • Draw and label a number line to show the points Dorothea marks along her run. • What fractional unit does Dorothea make as she marks the points on her run? • What fraction of her run has she completed when she reaches the third marker? • Note: This problem reviews the importance of specifying the whole from Topic C. Invite students to discuss why the fractional units are fourths instead of halves. <p>Games</p> <ul style="list-style-type: none"> • Wipeout- an equivalent fractions/whole-part game • http://elementarymath.mysdnc.org/CSSMGCG13/3/res/fcatreview/WipeOut.pdf • http://www.mathplayground.com/Tripets/Tripets.html
Fractions on a Numberline	<p>Lessons</p> <p>Games</p>
Ratios and proportions	<p>Lessons</p> <ul style="list-style-type: none"> • Unit rates: http://www.eduplace.com/math/mathstepts/6/e/6.rates.ideas.html • Unit rates: http://www.virtualnerd.com/pre-algebra/ratios-proportions/rates-unit-rates/rate-unit-rate-examples/rate-and-unit-rates-definition • Rates: • Practice Problems: https://www.ixl.com/math/grade-6/unit-rates-word-problems • Ratio basics: • https://www.engageny.org/resource/grade-6-mathematics-module-1-topic-b-overview • https://www.engageny.org/resource/grade-6-mathematics-module-1-topic-c-lesson-16 • Percents

	<p>https://www.engageny.org/resource/grade-6-mathematics-module-1-topic-d-overview</p> <ul style="list-style-type: none"> • Ration Notation • Student Reading: http://www.purplemath.com/modules/ratio.htm • Video: https://www.youtube.com/watch?v=xwuFHj5O-kA • Video: https://www.youtube.com/watch?v=MtjaGjO-Mq8 • Ratio Notation Coloring Game: http://www.softschools.com/math/ratios/ratio_coloring_game/ • Ratio Word Problems • All Ratio Categories Resource: http://www.softschools.com/math/ratios/ <p>Games</p> <ul style="list-style-type: none"> • http://www.mathplayground.com/thinkingblocks.html • http://www.mathplayground.com/ASB_RatioBlaster.html
Order of Operations	<p>Lessons</p> <p>Games</p>
Reading and writing expressions/equations	<p>Lessons</p> <p>Games</p>
Converting fractions to decimals to percents	<p>Lessons</p> <p>Games</p>
<p>Additional Resources Include:</p> <ul style="list-style-type: none"> • https://www.engageny.org/ • https://learnzillion.com/resources/73932 • Star grouping and resources • 6th Grade tutoring resources 	

Grade 7		
Unit and Summative Assessment	Tier 2 Test Outs (Monitoring student progress)	Other Resources
Quiz 1 Probability	Fractions Progress Monitoring	http://www.helpsteaching.com/questions/Statistics_and_Probability_Concepts/Grade_7 http://www.mathplayground.com/probability.html https://www.youtube.com/watch?v=tBxPYosbyWw great guy who makes fractions fun http://www.visualfractions.com/
Quiz 2 Rate and Unit rate	Fractions Progress Monitoring	https://www.khanacademy.org/math/cc-seventh-grade-math/cc-7th-ratio-proportion https://www.ixl.com/math/grade-7/unit-rates
Quiz 3 Ratios and Proportions	Fractions Progress Monitoring	http://www.mathplayground.com/Fraction_bars.html http://www.mathplayground.com/Scale_Fractions.html
Quiz 4 Percent's	Fractions Progress Monitoring	http://www.mathplayground.com/visualpercent.html https://www.ixl.com/math/grade-7/solve-percent-equations-word-problems
Quiz 5 Adding Integers	Integers Progress Monitoring	http://www.math-play.com/integer-math-game/integer-math-game.html
Quiz 6 Integers	Integers Progress Monitoring	http://classroom.jc-schools.net/basic/math-integ.html

Quiz 7 Expressions	Integers Progress Monitoring	https://www.khanacademy.org/math/cc-seventh-grade-math/cc-7th-variables-expressions
Quiz 8 Equations	One Step Equations	https://www.ixl.com/math/grade-7/write-variable-expressions
Quiz 9 Geometry	One Step Equations	http://www.emaths.co.uk/index.php/teacher-resources/classroom-materials/virtual-manipulatives http://www.purplemath.com/modules/solvein.htm scroll down for an interactive work through for solving these equation https://www.ixl.com/math/grade-7/solve-one-step-equations practice problems with ixl
Quiz 10 Statistics	One Step Equations	http://www.mathplayground.com/AlgebraEquations.html great online manipulative http://nlvm.usu.edu/en/nav/frames_asid_201_g_4_t_2.html?open=instructions ONLY WORKS WITH WINDOWS EXPLORER
Grade Level Lessons for K-8 Math which includes lessons, activities, and quizzes by grade level and Common Core Standard		https://learnzillion.com/resources/64474-full-math-curriculum-k-8

Grade 8		
Unit and Summative Assessment	Tier 2 Test Outs (Monitoring student progress)	Other Resources
Reflections and Translations Summative Assessment (2015)	Tier 2 Reflections and Translations Folder	Math playground Virtual Manipulative http://www.mathplayground.com/TransformationWorkshop/Workshop.html
Rotations and Lines/Angles Summative Assessment (2015)	Tier 2 Rotations and Angles Folder	Rotation practice where students can select shape, angle, and point of rotation http://www.mathsisfun.com/flash.php?path=%2Fgeometry/images/rotation.swf&w=670&h=571&col=%23FFFFFF&title=Geometry+Rotation Line Definitions and Practice http://www.mathsisfun.com/geometry/parallel-lines.html
Square Root Summative Assessment (2015) Pythagorean Theorem Summative Assessment (2015)	Tier 2 Pythagorean Theorem Folder	Online lesson http://www.virtualnerd.com/algebra-1/algebra-foundations/powers-square-roots Online lesson Pythagorean https://www.teachingchannel.org/videos/teaching-pythagorean-theorem Great lesson with a built in virtual manipulative http://www.shodor.org/interactivate/lessons/PythagoreanTheorem/
Exponents Summative Assessment (2015)	Tier 2 Exponents Folder	Online Lesson http://www.virtualnerd.com/middle-math/number-algebraic-sense/powers-exponents/exponents-multiply-definition
Integer Exponents and Scientific Notation Summative Assessment (2015)	Tier 2 Scientific Notation Folder	Loud Youtube video https://www.youtube.com/watch?v=4bI71kBjnoU Khan lesson with learning checks and great virtual manipulative

		https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-nunipulambers-operations/cc-8th-scientific-notation/v/scientific-notation
Similar Figures Summative Assessment (2015) Dilations Summative Assessment (2015)	Tier 2 Similar Figures Folder	Online lesson http://mathbitsnotebook.com/Algebra1/FunctionGraphs/FGTransformationDilation.html
Slope		The graph is able to be manipulated by clicking on points to show how slope changes http://www.mathwarehouse.com/algebra/linear_equation/interactive-slope.php Khan Academy video that explains slope triangles (similar triangles) https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-linear-equations-functions/8th-slope/v/similar-triangles-to-prove-that-the-slope-is-constant-for-a-line
Slope Intercept Form		Interactive slope game: determine the equation of the line http://hotmath.com/hotmath_help/games/kp/kp_hotmath_sound.swf Interactive Manipulative http://hotmath.com/learning_activities/interactivities/slope-intercept.swf
Solving Equations		Solving one and two step equations using virtual manipulatives http://www.mathplayground.com/AlgebraEquations.html
Simultaneous Equations		Solving one and two step equations using virtual manipulatives http://www.mathplayground.com/AlgebraEquations.html

Functions		Function Machine http://www.mathplayground.com/functionmachine.html Desmos Teacher Marble Slides https://teacher.desmos.com/
Volume		
Scatter Plots		Desmos App Sheets
Combining Like Terms		Khan lesson with built in practice https://www.khanacademy.org/math/algebra-basics/core-algebra-expressions/core-algebra-manipulating-expressions/v/combining-like-terms

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MIDDLE SCHOOL TIER 3 MATH

SRBI Programs	Math Computation	Problem Solving
Instructional Strategies	x	x
Do the Math & Do the Math Now	x	x
Number Worlds G	x	x
Number Worlds H		
Number Worlds I		
Number Worlds J		

SCHOOL DISTRICT OF HOLMEN RTI HANDBOOK

ELEMENTARY TIER 3 WRITTEN LANGUAGE

- ∞ **LLI**
- ∞ **SRSD for Writing Strategies**
- ∞ **WI RtI Center: Strategies Bank**

MIDDLE SCHOOL TIER 3 WRITTEN LANGUAGE

- ∞ **SRSD for Writing Strategies**
- ∞ **Step Up to Writing**
- ∞ **Mentor Text Instruction by Jeff Anderson**

APPENDIX

Appendix A: Progress Monitoring

Appendix B: Fidelity Protocols

Appendix C: Sample Students Attendance Tracking Sheets

APPENDIX A

PROGRESS MONITORING

Below is a limited list of Progress Monitoring Tools within the School District of Holmen. It is important to keep in mind that, “the ***IEP team*** may identify a child as having a specific learning disability if a child is making Inadequate classroom achievement and Insufficient progress.”

CBMs will be utilized when possible SLD referral. Such as:

- AIMS Web-RCBM (fluency)
 - Administered Weekly
- AIMS Web-MAZE (comprehension)
 - Administered Weekly
- AIMS Web-M-CAP
 - Administered Weekly
- AIMS Web-M-COMP
 - Administered Weekly
- Easy CBM

Additional diagnostic assessments should be used on an ongoing basis to pinpoint student need and monitor student growth in this area. Such as:

- Running Records (basic skill, fluency and comprehension)
 - Every 5th lesson for small group instruction
 - Every 2nd lesson for individual instruction
- Do the Math
 - Every 5th lesson
- Do the Math Now
 - Every 5th lesson
- Number Worlds
 - Every 5th lesson
- Intervention Written Language Assessments
- Classroom Assessments

Wisconsin Legislation (PI 11.36 (6c))

http://docs.legis.wisconsin.gov/code/admin_code/pi/11/35

APPENDIX B

FIDELITY CHECKS

- ∞ SDH Fidelity Check for LLI Primary
- ∞ SDH Fidelity Check for LLI Intermediate
- ∞ SDH Fidelity Check for My Sidewalks
- ∞ SDH Fidelity Check for Words Their Way
- ∞ SDH Fidelity Check for Read Naturally
- ∞ SDH Fidelity Check for Reading Mastery
- ∞ **SDH Fidelity Check for Reading Plus**
- ∞ SDH Fidelity Check for Researched-Based Reading Strategies Intermediate
- ∞ Fidelity Check for Do the Math
- ∞ Fidelity Check for Number Worlds
- ∞ SDH Fidelity Check for SRSD
- ∞ SDH Fidelity Check for Step Up to Writing
- ∞ **SDH Fidelity Check for Mentor Text Writing Instruction**
- ∞ Written Expressions-CBM Fidelity Check

APPENDIX C

SAMPLE STUDENT ATTENDANCE SHEETS

- ∞ Google Sheets Attendance Sheet Template for each month of a school year
- ∞ Master Tier 3 Attendance Log (Calculates Attendance)
- ∞ At-Risk Attendance Sheet
- ∞ Attendance Summary Sheet for Tier 3 Interventions

GLOSSARY

∞ **Fidelity** - delivering instruction/intervention consistently as it was intended

∞

Tier 2 (Selected) - In addition to universal, small group instruction (6 or less unless determined by the intervention), collaboration and practices for learning needs of moderate intensity, above or below benchmarks, evidence based - shown to have positive outcomes for many students, and with fidelity

∞

Tier 3 (Intensive or Targeted) - *In addition to universal*, 1-3 students (unless determined by the intervention), collaboration and practices for significant learning needs, well-below or well-above benchmarks, research based - shown to be effective in rigorous, scientific studies by third parties, and with fidelity

∞

Universal Instruction (Tier 1 or Core) - delivered to all students, meets the needs of most students, critical, fidelity - delivering instruction/intervention consistently as it was intended

∞

Evidence-Based - Programs, strategies, and assessments shown to have had positive outcomes for many students. - action research, what you are doing in the classroom and know that it works - Tier 2 can use this or research based

∞

Research-Based - Programs, strategies, and assessments shown to be effective in rigorous, scientific studies. - outside entity did the research - you can find the data online - Tier 3 has to have these

∞

Multi-Tier System of Supports (MTSS) - the framework in schools that provides both academic and behavior support for students

∞ [Wisconsin RtI Glossary](#)

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