

Kentucky Numeracy Project Instructional Resources Task Group Levels

Numeracy Targets and Colors

Forward counting* Nf	Nf__0 Rote counting 1 to 5	Nf__.1 Rote counting 1 to 10	Nf__.2 Emerging forward counting from any number within 10	Nf__.3 Facile forward counting from any number within 10	Nf__.4 Facile forward counting from any number within 30	Nf__.5 Facile forward counting from any number within 100	Nf__.6 Facile forward counting from any number within 1,000
Backward counting* Nb	Nb__.0 Rote counting backward 5 to 1	Nb__.1 Rote counting backward 10 to 1	Nb__.2 Emerging backward counting from any number within 10	Nb__.3 Facile backward counting from any number within 10	Nb__.4 Facile backward counting from any number within 30	Nb__.5 Facile backward counting from any number within 100	Nb__.6 Facile backward counting from any number within 1,000
Numeral Identification* Ni	Ni__.0 Identify numerals to 1 to 5	Ni__.1 Identify numerals 0 to 10	Ni__.2 Identify numerals 0 to 20	Ni__.3 Identify numerals 0 to 100	Ni__.4 Identify numerals 0 to 1,000	Ni__.5 Identify numerals 0 to 1,000,000	
Addition & Subtraction* A	A__.0 Count visible items to 20	A__.1 Add or subtract using items (direct modeling)	A__.2 Add by counting from 1 (no visible items)	A__.3 Add by counting on; subtract by counting back	A__.4 Relate addition and subtraction	A__.5 Add and subtract using a range of composite strategies	A__.6 Extending and refining strategies for +/-
Structuring* S	S__.0 Subitize quantities to 6	S__.1 Facile structures to 5	S__.2 Intermediate structures to 10	S__.3 Facile structures to 10	S__.4 Intermediate structures to 20	S__.5 Facile structures to 20	

*Indicated strands align to Add+Vantage MR (AVMR) Contracts and Levels.

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Base Ten Arithmetical Strategies* T	T__.0 Emerging understanding that 2-digit numbers are composed of tens and ones	T__.1 Solve 2-digit +/- with materials by counting by 10s OR by 1s	T__.2 Solve 2-digit +/- with materials using strategies based on place value	T__.3 Beginning to solve 2-digit +/- without materials using strategies based on place value	T__.4 Solve 2-digit +/- without materials using a range of strategies	T__.5 Solve 3-digit +/- without materials using a variety of strategies	T__.6 Extending and refining efficient strategies for multi-digit +/-
Multiplication* M	M__.0 No activities at the level	M__.1 Build and share items into equal groups	M__.2 Count equal groups using stress or skip counting	M__.3 Count items arranged in equal groups with only group markers visible (items within groups are not visible)	M__.4 Multiply and divide within 100 using counting strategies	M__.5 Multiply and divide within 100 using a range of strategies	M__.6 Extend and refine efficient strategies for multiplication & division
Fractions F	F__.0 Whole number foundations; introduce manipulative	F__.1 Emerging partitioning (e.g. partitioning to create halves, thirds, etc.)	F__.2 Facile partitioning (e.g. verifying a shape has been partitioned into fourths or eighths)	F__.3 Beginning to understand a fraction as a measure, i.e. interpret $\frac{3}{4}$ as the size of 3 one-fourth pieces.	F__.4 Understand a fraction as a measure	F__.5 Comparing fractions	F__.6 Extend and refine fraction understandings

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