Learning Target: I will identify numbers to 1,000.

1. Which number is shown by the base ten blocks?

   [Base Ten Blocks Image]

   - 421
   - 124
   - 142
   - 214

2. Which number is shown by the base ten blocks?

   [Base Ten Blocks Image]

   - 15
   - 51
   - 105
   - 150

3. Which number is shown by the base ten blocks?

   [Base Ten Blocks Image]

   - 432
   - 234
   - 243
   - 423
**Learning Target:** I will identify numbers to 1,000.

1. Which number is shown by the base ten blocks?

<p>| | | | | | | | |</p>
<table>
<thead>
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</tbody>
</table>

- 523
- 235
- 253
- 315

2. Which number is shown by the base ten blocks?

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>

- 107
- 170
- 17
- 71

3. Which number is shown by the base ten blocks?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- 123
- 321
- 312
- 132
Name________________________________________  Date________

**Learning Target:** I will identify numbers to 1,000.

1. Which number is shown by the base ten blocks?
   - 132
   - 123
   - 213
   - 312

2. Which number is shown by the base ten blocks?
   - 160
   - 16
   - 106
   - 61

3. Which number is shown by the base ten blocks?
   - 523
   - 253
   - 325
   - 235
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

1. 

2. 

3. 

Name________________________________________  Date________
Quick Check – Form A
Readiness Standard 1 - 2.NBT.3 (continued)

4. 

5. 

6. 

_______
Quick Check – Form B
Readiness Standard 1 - 2.NBT.3

Name________________________________________  Date________

Learning Target:  I will identify numbers to 1,000.

Directions:  Write each number shown by the base ten blocks.  (Work time: 3 minutes)

1. 

2. 

3. 

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Readiness Standard 1 - 2.NBT.3 (continued)

4. __________  

5. __________  

6. __________
Quick Check – Form C
Readiness Standard 1 - 2.NBT.3

Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

1. [Diagram of base ten blocks]

2. [Diagram of base ten blocks]

3. [Diagram of base ten blocks]
4.  

5.  

6.  

______  

______  

______  

4.  

5.  

6.  

______  

______  

______
Quick Check – Form D
Readiness Standard 1 - 2.NBT.3

Name___________________________________________ Date_______

Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

1. 

2. 

3. 

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Quick Check – Form D
Readiness Standard 1 - 2.NBT.3 (continued)

4. 

5. 

6. 

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Name__________________________________________

**Learning Target:** I will identify numbers to 1,000.

**Goal:** 5 out of 6 correct

### Quick Check Form

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<th>C</th>
<th>D</th>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>2</td>
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<td></td>
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### Intervention Log

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<th>Score</th>
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</table>
## 5th Grade Tier 3

**Fall Guided Review**

Readiness Standard 2 - 2.NBT.8

<table>
<thead>
<tr>
<th>Name________________________________________</th>
<th>Date________</th>
</tr>
</thead>
</table>

**Learning Target:** I will mentally add and subtract 10 or 100 to a number.

### 1.

**Add:**

\[
825 + 100
\]

- [ ] 815
- [ ] 835
- [ ] 925
- [ ] 725

### 2.

**Subtract:**

\[
603 - 10
\]

- [ ] 703
- [ ] 683
- [ ] 593
- [ ] 793

### 3.

**Subtract:**

\[
719 - 100
\]

- [ ] 619
- [ ] 819
- [ ] 709
- [ ] 729
Learning Target: I will mentally add and subtract 10 or 100 to a number.

1. Add:
   731 + 100
   - 631
   - 831
   - 741
   - 721

2. Subtract:
   508 – 10
   - 608
   - 408
   - 518
   - 498

3. Subtract:
   805 – 100
   - 705
   - 905
   - 795
   - 815
**Learning Target:** I will mentally add and subtract 10 or 100 to a number.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Add:</strong></td>
<td>836 + 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ 736</td>
<td>○ 936</td>
<td>○ 846</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Subtract:</strong></td>
<td>705 – 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ 695</td>
<td>○ 715</td>
<td>○ 605</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Subtract:</strong></td>
<td>628 – 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ 728</td>
<td>○ 528</td>
<td>○ 618</td>
</tr>
</tbody>
</table>
Quick Check – Form A
Readiness Standard 2 - 2.NBT.8

Name_________________________ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $217 + 10 = _____$
2. $875 + 100 = _____$

3. $635 - 100 = _____$
4. $905 - 10 = _____$

5. $392 + 10 = _____$
6. $803 - 100 = _____$
## Quick Check – Form B
Readiness Standard 2 - 2.NBT.8

Name______________________________  Date________

**Learning Target:** I will mentally add and subtract 10 or 100 to a number.

**Directions:** Write the answer to each problem.  (Work time: 2 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>792 + 10 = _____</td>
<td>578 – 10 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>536 + 100 = _____</td>
<td>393 – 100 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>203 – 10 = _____</td>
<td>308 + 100 = _____</td>
</tr>
</tbody>
</table>
Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>172 - 10 = ____</td>
<td>758 + 100 = ____</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>653 - 100 = ____</td>
<td>191 + 10 = ____</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>723 + 100 = ____</td>
<td>803 - 10 = ____</td>
</tr>
</tbody>
</table>
Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>283 + 100 = _____</td>
<td>945 − 100 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>564 + 10 = _____</td>
<td>608 − 10 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>6.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>592 − 100 = _____</td>
<td>497 + 10 = _____</td>
</tr>
<tr>
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</table>
Name__________________________

Learning Target: I will mentally add and subtract 10 or 100 to a number.
Goal: 5 out of 6 correct

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<th>B</th>
<th>C</th>
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<th>B</th>
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</tbody>
</table>
### Learning Target:
I will compare numbers to 1,000.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Which sign compares the two numbers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>476 ___ 483</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○ &lt; □ &gt; ○ □ =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Which sign compares the two numbers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>683 ___ 679</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○ &lt; □ &gt; ○ □ =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Which sign compares the two numbers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>502 ___ 298</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○ &lt; □ &gt; ○ □ =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will compare numbers to 1,000.

<table>
<thead>
<tr>
<th></th>
<th>Learning Target: I will compare numbers to 1,000.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which sign compares the two numbers?</td>
</tr>
<tr>
<td></td>
<td>574 ___ 568</td>
</tr>
<tr>
<td></td>
<td>&lt;</td>
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<tr>
<td>2.</td>
<td>Which sign compares the two numbers?</td>
</tr>
<tr>
<td></td>
<td>836 ___ 843</td>
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<tr>
<td></td>
<td>&lt;</td>
</tr>
<tr>
<td>3.</td>
<td>Which sign compares the two numbers?</td>
</tr>
<tr>
<td></td>
<td>397 ___ 401</td>
</tr>
<tr>
<td></td>
<td>&lt;</td>
</tr>
</tbody>
</table>
Name__________________________  Date________

Learning Target:  I will compare numbers to 1,000.

1. Which sign compares the two numbers?

   386 ___ 391

   ○ <  ○ >  ○ =

2. Which sign compares the two numbers?

   752 ___ 748

   ○ <  ○ >  ○ =

3. Which sign compares the two numbers?

   603 ___ 599

   ○ <  ○ >  ○ =
Quick Check – Form A
Readiness Standard 3 - 2.NBT.4

Name____________________________  Date________

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 217 ___ 241
2. 875 ___ 859
3. 635 ___ 653
4. 919 ___ 392
5. 372 ___ 257
6. 803 ___ 830
**Quick Check – Form B**  
Readiness Standard 3 - 2.NBT.4

Name________________________________________  Date________

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)  
(Work time: 3 minutes)

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
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<tbody>
<tr>
<td>328 ___ 295</td>
<td>749 ___ 794</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>516 ___ 532</td>
<td>916 ___ 897</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>705 ___ 750</td>
<td>372 ___ 427</td>
</tr>
</tbody>
</table>
**Quick Check – Form C**  
Readiness Standard 3 - 2.NBT.4

Name_________________________________________ Date________

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)  
(Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>625 ____ 652</td>
<td>971 ____ 928</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>408 ____ 399</td>
<td>803 ____ 830</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>287 ____ 378</td>
<td>781 ____ 729</td>
</tr>
</tbody>
</table>
**Quick Check – Form D**

**Readiness Standard 3 - 2.NBT.4**

Name________________________________________  Date________

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)  
(Work time: 3 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>461 ____ 397</td>
<td>736 ____ 762</td>
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</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>572 ____ 527</td>
<td>216 ____ 198</td>
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<p>| | |</p>
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<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>948 ____ 984</td>
<td>495 ____ 594</td>
</tr>
</tbody>
</table>

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**Learning Target:** I will compare numbers to 1,000.

**Goal:** 5 out of 6 correct

---

### Guided Review

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<tr>
<th>Number Correct</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<table>
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<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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© OAISD, August 2014
Learning Target: I will add 2-digit numbers.

1.  
   6 7  
   + 2 2  

2.  
   3 9 + 2 7 = _____
3.

$$\begin{array}{c}
73 \\
+ 45
\end{array}$$
Learning Target: I will add 2-digit numbers.

1. 
   
   5 6
   + 4 2

2. 
   
   4 8 + 2 6 = _____
3.

8 5
+ 4 3
Learning Target: I will add 2-digit numbers.

1. 

\[ \begin{array}{c} 
65 \\
+14 
\end{array} \]

2. 

\[ 57 + 29 = \_ \_ \_ \]
3.

\[
\begin{array}{c}
74 \\
+ 62
\end{array}
\]
Quick Check – Form A
Readiness Standard 4 - 2.NBT.5a

Name____________________________________________________ Date________

Learning Target:  I will add 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[
\begin{array}{c}
57 \\
+12
\end{array}
\]

2. \[
\begin{array}{c}
49 \\
+38
\end{array}
\]

3. \[
\begin{array}{c}
75 \\
+84
\end{array}
\]

4. \[
\begin{array}{c}
48 \\
+96
\end{array}
\]
Learning Target: I will add 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[45 + 27 = \]
2. \[62 + 17 = \]
3. \[36 + 87 = \]
4. \[72 + 56 = \]
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Target:</strong></td>
<td>I will add 2-digit numbers.</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
<td>Write the answer to each problem. (Work time: 3 minutes)</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>[ \begin{align*} 35 &amp;+ 23 \ \end{align*} ]</td>
<td>[ \begin{align*} 83 + 45 &amp;= \quad \end{align*} ]</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>[ \begin{align*} 49 + 25 &amp;= \quad \end{align*} ]</td>
<td>[ \begin{align*} 64 + 78 \end{align*} ]</td>
</tr>
</tbody>
</table>
Quick Check – Form D
Readiness Standard 4 - 2.NBT.5a

Learning Target: I will add 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. \[74 + 52\]  

2. \[48 + 76 = \ldots\]

3. \[65 + 29 = \ldots\]

4. \[27 + 31\]
Learning Target: I will add 2-digit numbers.
Goal: 3 out of 4 correct
Fall Guided Review
Readiness Standard 5 - 3.NBT.2a

Name________________________________________  Date________

Learning Target:  I will add three-digit numbers.

1. 
   
   \[
   \begin{array}{c}
   372 \\
   +214 \\
   \end{array}
   \]

2. 
   
   \[
   637 + 156 = \_
   \]
3.

\[
\begin{array}{c}
168 \\
+395
\end{array}
\]
Learning Target: I will add three-digit numbers.

1.  
   \[
   \begin{array}{c}
   483 \\
   \underline{+312} \\
   \end{array}
   \]

2.  
   \[
   \begin{array}{c}
   453 \\
   \underline{+286} \\
   \end{array}
   \]
3.

\[
\begin{array}{c}
375 \\
+ 486 \\
\end{array}
\]
Learning Target: I will add three-digit numbers.

1. 

```
3 6 1
+ 2 3 5
```

2. 

```
5 2 8 + 3 6 4 = _____
```
3.

259
+487
Learning Target: I will add three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>573 + 125</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>723 + 149 =</td>
<td>4.</td>
</tr>
</tbody>
</table>
### Quick Check – Form B

**Readiness Standard 5 - 3.NBT.2a**

<table>
<thead>
<tr>
<th>Name__________________________________</th>
<th>Date________</th>
</tr>
</thead>
</table>

**Learning Target:** I will add three-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

1. \[ \begin{array}{c}
375 \\
+518
\end{array} \] = ______

2. \[ \begin{array}{c}
162 \\
+427
\end{array} \] = ______

3. \[ \begin{array}{c}
572 \\
+389
\end{array} \] = ______

4. \[ \begin{array}{c}
576 \\
+849
\end{array} \]
**Quick Check – Form C**

Readiness Standard 5 - 3.NBT.2a

Name________________________________________ Date________

**Learning Target:** I will add three-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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<tbody>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.  

\[
\begin{array}{c}
647 \\
+295 \\
\end{array}
\]

2.  

\[
\begin{array}{c}
637 \\
+291 \\
\end{array}
= \ 
\]

3.  

\[
\begin{array}{c}
938 \\
+297 \\
\end{array}
= \ 
\]

4.  

\[
\begin{array}{c}
358 \\
+421 \\
\end{array}
\]
Quick Check – Form D
Readiness Standard 5 - 3.NBT.2a

Name________________________________________  Date________

Learning Target:  I will add three-digit numbers.

Directions:  Write the answer to each problem.  (Work time: 4 minutes)

1.  
\[
\begin{array}{c}
428 \\
+ 167 \\
\end{array}
\]

2.  
\[
437 + 186 = \_
\]

3.  
\[
515 + 463 = \_
\]

4.  
\[
\begin{array}{c}
678 \\
+ 689 \\
\end{array}
\]
Learning Target: I will add three-digit numbers.
Goal: 3 out of 4 correct

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>A</th>
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<th>C</th>
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Quick Check Form

<table>
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<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Learning Target:  I will subtract 2-digit numbers.

1. 

75

-32

2. 

64 - 18 = _____
3.

\[
\begin{array}{c}
90 \\
- 36
\end{array}
\]
Learning Target: I will subtract 2-digit numbers.

1. 

6 8
- 2 6

2. 

73 - 45 = ____
3.

\[
\begin{array}{c}
80 \\
-27
\end{array}
\]
Spring Guided Review
Readiness Standard 6 - 2.NBT.5b

Name________________________________________ Date________

Learning Target: I will subtract 2-digit numbers.

1.

\[
\begin{array}{c}
78 \\
-25 \\
\end{array}
\]

2.

\[
52 - 34 = \_
\]
3.

70
−18
Name________________________________________  Date________

**Learning Target:** I will subtract 2-digit numbers.

**Directions:** Write the answer to each problem.  (Work time: 3 minutes)

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>5 7</td>
<td>7 0 – 3 8 = ____</td>
</tr>
<tr>
<td>− 1 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 2 – 7 4 = ____</td>
<td>6 7</td>
</tr>
<tr>
<td></td>
<td>− 2 9</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract 2-digit numbers.

Directions: Write the answer to each problem. (Work time: 3 minutes)

1. 
   
   \[
   \begin{array}{c}
   \text{46} \\
   \underline{-19}
   \end{array}
   \]

2. 
   \[
   63 - 27 = \_
   \]

3. 
   \[
   80 - 47 = \_
   \]

4. 
   \[
   \begin{array}{c}
   \text{85} \\
   \underline{-61}
   \end{array}
   \]
Name________________________________________  Date________

**Learning Target:** I will subtract 2-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 3 minutes)

<p>| | |</p>
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<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>

\[
\begin{array}{c}
90 \\
-27
\end{array}
\]

| 2. |  

\[
78 - 23 = __
\]

| 3. |  

\[
62 - 18 = __
\]

| 4. |  

\[
\begin{array}{c}
83 \\
-57
\end{array}
\]
**Quick Check – Form D**

Readiness Standard 6 - 2.NBT.5b

<table>
<thead>
<tr>
<th>Name__________________________</th>
<th>Date________</th>
</tr>
</thead>
</table>

**Learning Target:** I will subtract 2-digit numbers.

**Directions:** Write the answer to each problem. (Work time: 3 minutes)

1. \[ 75 \quad - \quad 57 \]

2. \[ 43 - 19 = ____ \]

3. \[ 57 - 42 = ____ \]

4. \[ \begin{array}{c}
80 \\
-52
\end{array} \]
Name __________________________

Learning Target: I will subtract 2-digit numbers.

Goal: 3 out of 4 correct

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Guided Review</th>
<th>Date</th>
<th>Score</th>
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<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will subtract three-digit numbers.

1. 

\[
\begin{array}{c}
600 \\
-128 \\
\end{array}
\]

2. 

\[
438 - 163 = \underline{\hspace{2cm}}
\]
Fall Guided Review
Readiness Standard 7 - 3.NBT.2b (continued)

3.

\[
\begin{array}{c}
835 \\
-367
\end{array}
\]
Learning Target: I will subtract three-digit numbers.

1. 
   
   700
   -354

2. 
   
   827 - 263 = _____
3. 

\[
\begin{array}{c}
527 \\
-149 \\
\end{array}
\]
Learning Target: I will subtract three-digit numbers.

1. 
   \[
   \begin{array}{c}
   800 \\
   \hline
   -183 \\
   \end{array}
   \]

2. 
   \[
   746 - 385 = \underline{\hspace{2cm}}
   \]
3.

\[
\begin{array}{c}
645 \\
\underline{-297}
\end{array}
\]
Quick Check – Form A
Readiness Standard 7 - 3.NBT.2b

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[
\begin{array}{c}
526 \\
-185 \\
\end{array}
\]

2. \[
700 - 385 = \_\_\_\_\_
\]

3. \[
603 - 149 = \_\_\_\_
\]

4. \[
\begin{array}{c}
425 \\
-179 \\
\end{array}
\]
## Quick Check – Form B

Readiness Standard 7 - 3.NBT.2b

Name_________________________________  Date________

**Learning Target:** I will subtract three-digit numbers.

**Directions:** Write the answer to each problem.  (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. | \[
|    | \[
|    | \[
| 2. | \[
|    | \[
| 3. | \[
|    | \[
| 4. | \[
|    | \[

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5th Grade Tier 3

Quick Check – Form C
Readiness Standard 7 - 3.NBT.2b

Name_____________________________ Date________

Learning Target: I will subtract three-digit numbers.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1.  
   6 4 7  
   \[ \begin{array}{c} \downarrow \\ -4 8 9 \end{array} \]

2.  
   5 0 4  
   \[ \begin{array}{c} \downarrow \\ -1 7 8 \end{array} \]

3.  
   8 0 0  
   \[ \begin{array}{c} \downarrow \\ -4 2 9 \end{array} \]

4.  
   7 3 5  
   \[ \begin{array}{c} \downarrow \\ -4 8 0 \end{array} \]
Learning Target:  I will subtract three-digit numbers.

Directions:  Write the answer to each problem.  (Work time: 4 minutes)

1. \[
\begin{array}{c}
628 \\
-345
\end{array}
\]

2. \[
500 - 386 = _____
\]

3. \[
803 - 529 = _____
\]

4. \[
\begin{array}{c}
453 \\
-185
\end{array}
\]
Name______________________________

**Learning Target:** I will subtract three-digit numbers.

**Goal:** 3 out of 4 correct

---

**Intervention** | **Date** | **Score**
--- | --- | ---
Guided Review |  |  

© OAISD, August 2014
Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 6 and a numerator of 4?

   - $\frac{4}{10}$
   - $\frac{6}{10}$
   - $\frac{6}{4}$
   - $\frac{4}{6}$

2. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

   - $\frac{4}{9}$
   - $\frac{5}{9}$
   - $\frac{4}{5}$
   - $\frac{5}{4}$

3. Which diagram appears to show fractional parts of $\frac{1}{2}$?

   - (Diagram A)
   - (Diagram B)
   - (Diagram C)
   - (Diagram D)
5th Grade Tier 3

Winter Guided Review
Readiness Standard 8 - 3.NF.1

Name________________________________________  Date________

Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 7 and a numerator of 5?

   - $\frac{7}{5}$  
   - $\frac{5}{7}$  
   - $\frac{5}{12}$  
   - $\frac{7}{12}$

2. Each section of the rectangle below is the same size.  
   What fractional part of the rectangle appears to be shaded?

   - $\frac{5}{8}$  
   - $\frac{3}{5}$  
   - $\frac{3}{8}$  
   - $\frac{5}{3}$

3. Which diagram appears to show fractional parts of $\frac{1}{4}$?

   - [Diagram A]  
   - [Diagram B]  
   - [Diagram C]  
   - [Diagram D]  
   - [Diagram E]
Learning Target: I will identify fractions and their parts.

1. Which fraction has a denominator of 2 and a numerator of 3?
   - $\frac{2}{5}$
   - $\frac{3}{5}$
   - $\frac{3}{2}$
   - $\frac{2}{3}$

2. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - $\frac{1}{6}$
   - $\frac{5}{6}$
   - $\frac{1}{5}$
   - $\frac{5}{1}$

3. Which diagram appears to show fractional parts of $\frac{1}{3}$?
   - [Diagram]
   - [Diagram]
   - [Diagram]
   - [Diagram]
Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a numerator of 5 and a denominator of 7?
   - $\frac{5}{2}$
   - $\frac{2}{5}$
   - $\frac{5}{7}$
   - $\frac{7}{5}$

2. Which fraction has a denominator of 7 and a numerator of 3?
   - $\frac{3}{8}$
   - $\frac{7}{3}$
   - $\frac{2}{7}$
   - $\frac{3}{7}$

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - $\frac{2}{6}$
   - $\frac{6}{2}$
   - $\frac{6}{8}$
   - $\frac{2}{8}$
4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

![Rectangle with shaded sections]

- $\frac{4}{8}$
- $\frac{4}{12}$
- $\frac{12}{4}$
- $\frac{8}{4}$

5. Which diagram appears to show fractional parts of $\frac{1}{3}$?

- ![Diagram 1]
- ![Diagram 2]
- ![Diagram 3]
- ![Diagram 4]
**Quick Check – Form B**  
Readiness Standard 8 - 3.NF.1

Name______________________________  Date________

**Learning Target:** I will identify fractions and their parts.

**Directions:** Choose the answer to each question.  (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which fraction has a numerator of 2 and a denominator of 4?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>4/2</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Which fraction has a denominator of 12 and a numerator of 7?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>5/12</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3. | Each section of the rectangle below is the same size.  
What fractional part of the rectangle appears to be shaded? |
|   |   |
| O | 4/6 | O | 4/10 | O | 6/4 | O | 6/10 |
4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- $\frac{2}{9}$
- $\frac{7}{2}$
- $\frac{7}{9}$
- $\frac{2}{7}$

5. Which diagram does not appear to show fractional parts of $\frac{1}{8}$?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a denominator of 6 and a numerator of 4?

   - \( \frac{4}{6} \)  
   - \( \frac{6}{4} \)  
   - \( \frac{2}{6} \)  
   - \( \frac{4}{2} \)

2. Which fraction has a numerator of 3 and a denominator of 8?

   - \( \frac{8}{3} \)  
   - \( \frac{5}{8} \)  
   - \( \frac{3}{11} \)  
   - \( \frac{3}{8} \)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

   - \( \frac{1}{5} \)  
   - \( \frac{1}{6} \)  
   - \( \frac{5}{6} \)  
   - \( \frac{6}{5} \)
4. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?

<p>| | | | |</p>
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</tbody>
</table>

- $\frac{3}{8}$
- $\frac{3}{5}$
- $\frac{5}{3}$
- $\frac{8}{3}$

5. Which diagram appears to show fractional parts of $\frac{1}{4}$?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
Learning Target: I will identify fractions and their parts.

Directions: Choose the answer to each question. (Work time: 4 minutes)

1. Which fraction has a denominator of 5 and a numerator of 2?
   - \( \frac{5}{2} \)
   - \( \frac{2}{5} \)
   - \( \frac{5}{7} \)
   - \( \frac{7}{5} \)

2. Which fraction has a denominator of 3 and a numerator of 6?
   - \( \frac{6}{3} \)
   - \( \frac{9}{3} \)
   - \( \frac{3}{9} \)
   - \( \frac{3}{6} \)

3. Each section of the rectangle below is the same size. What fractional part of the rectangle appears to be shaded?
   - \( \frac{3}{7} \)
   - \( \frac{7}{3} \)
   - \( \frac{10}{3} \)
   - \( \frac{3}{10} \)
4. Each section of the square below is the same size. What fractional part of the square appears to be shaded?

- $\frac{4}{9}$
- $\frac{4}{5}$
- $\frac{9}{4}$
- $\frac{5}{4}$

5. Which diagram does not appear to show fractional parts of $\frac{1}{4}$?
Name__________________________________

**Learning Target:**  I will identify fractions and their parts.

**Goal:**  4 out of 5 correct

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<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
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</tbody>
</table>

**Quick Check Form**

Number Correct

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</tr>
</tbody>
</table>
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - Halves
   - Thirds
   - Fourths
   - Fifths

2. What fraction is shown by point C?

   - $\frac{2}{4}$
   - $\frac{1}{4}$
   - $\frac{1}{5}$
   - $\frac{2}{5}$

3. What fraction is shown by point P?

   - $\frac{4}{7}$
   - $\frac{5}{7}$
   - $\frac{5}{6}$
   - $\frac{4}{6}$
5th Grade Tier 3

Winter Guided Review
Readiness Standard 9 - 3.NF.2

Name________________________________________  Date________

Learning Target:  I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   0   1

   ○ Halves  ○ Thirds  ○ Fourths  ○ Fifths

2. What fraction is shown by point D?

   D

   0   1

   ○ \( \frac{2}{3} \)  ○ \( \frac{1}{3} \)  ○ \( \frac{1}{4} \)  ○ \( \frac{2}{4} \)

3. What fraction is shown by point Q?

   Q

   0   1

   ○ \( \frac{4}{6} \)  ○ \( \frac{3}{6} \)  ○ \( \frac{4}{5} \)  ○ \( \frac{3}{5} \)
Learning Target: I will name fractions on a number line.

1. What is the name of each equal part between 0 and 1?

   - [ ] Halves
   - [ ] Thirds
   - [ ] Fourths
   - [ ] Fifths

2. What fraction is shown by point E?

   - [ ] $\frac{4}{5}$
   - [ ] $\frac{3}{5}$
   - [ ] $\frac{3}{4}$
   - [ ] $\frac{3}{1}$

3. What fraction is shown by point R?

   - [ ] $\frac{1}{7}$
   - [ ] $\frac{2}{7}$
   - [ ] $\frac{2}{6}$
   - [ ] $\frac{1}{6}$
Quick Check – Form A
Readiness Standard 9 - 3.NF.2

Name________________________________________  Date________

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. [Number line diagram]
   ______________________________________

2. [Number line diagram]
   ______________________________________

Problems 3-6: Write the name of each fraction.

3. [Number line diagram]
   ______________________________________

4. [Number line diagram]
   ______________________________________

5. [Number line diagram]
   ______________________________________

6. [Number line diagram]
   ______________________________________
Name________________________________________  Date________

Learning Target: I will name fractions on a number line.  
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1.  
   
   0 | 1

   __________

2.  
   
   0 | 1

   __________

Problems 3-6: Write the name of each fraction.

3.  
   
   0 | 1

   __________

4.  
   
   0 | 1

   __________

5.  
   
   0 | 1

   __________

6.  
   
   0 | 1

   __________
Name________________________________________  Date________

Learning Target: I will name fractions on a number line.
(Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. [Number line from 0 to 1]
   ________

2. [Number line from 0 to 1]
   ________

Problems 3-6: Write the name of each fraction.

3. [Number line from 0 to 1]
   ________

4. [Number line from 0 to 1]
   ________

5. [Number line from 0 to 1]
   ________

6. [Number line from 0 to 1]
   ________
Learning Target: I will name fractions on a number line. (Work time: 4 minutes)

Problems 1-2: Write the name of each equal part between 0 and 1.

1. [Number line diagram]

2. [Number line diagram]

Problems 3-6: Write the name of each fraction.

3. [Number line diagram]

4. [Number line diagram]

5. [Number line diagram]

6. [Number line diagram]
Name__________________________________________________________

Learning Target: I will name fractions on a number line.

Goal: 5 out of 6 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Learning Target: I will compare fractions with the same numerator or same denominator.

1. Which sign compares the two fractions?

\[
\frac{2}{5} \quad \frac{4}{5}
\]

○ >   ○ <   ○ =

2. Which sign compares the two fractions?

\[
\frac{1}{2} \quad \frac{1}{10}
\]

○ >   ○ <   ○ =

3. Which sign compares the two fractions?

\[
\frac{3}{5} \quad \frac{3}{4}
\]

○ >   ○ <   ○ =
Learning Target: I will compare fractions with the same numerator or same denominator.

1. Which sign compares the two fractions?

\[
\frac{5}{6} \quad \frac{3}{6}
\]

○ >  ○ <  ○ =

2. Which sign compares the two fractions?

\[
\frac{1}{4} \quad \frac{1}{2}
\]

○ >  ○ <  ○ =

3. Which sign compares the two fractions?

\[
\frac{4}{7} \quad \frac{4}{5}
\]

○ >  ○ <  ○ =
Learning Target: I will compare fractions with the same numerator or same denominator.

1. Which sign compares the two fractions?

\[
\frac{4}{5} \quad \frac{3}{5}
\]

○ > ○ < ○ =

2. Which sign compares the two fractions?

\[
\frac{1}{3} \quad \frac{1}{5}
\]

○ > ○ < ○ =

3. Which sign compares the two fractions?

\[
\frac{5}{7} \quad \frac{5}{6}
\]

○ > ○ < ○ =
Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (> , <, =)
(Work time: 4 minutes)

1. \( \frac{2}{5} \) ___ \( \frac{4}{5} \)
2. \( \frac{1}{7} \) ___ \( \frac{1}{6} \)
3. \( \frac{3}{4} \) ___ \( \frac{3}{8} \)
4. \( \frac{2}{8} \) ___ \( \frac{3}{8} \)
5. \( \frac{5}{7} \) ___ \( \frac{4}{7} \)
6. \( \frac{5}{7} \) ___ \( \frac{5}{10} \)
Name________________________________________  Date________

Learning Target:  I will compare fractions with the same numerator or same denominator.

Directions:  Fill in the blank. (>, <, =)  
(Work time: 4 minutes)

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<td>2. [\frac{2}{4} \quad \frac{3}{4}]</td>
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</tr>
<tr>
<td>3. [\frac{4}{5} \quad \frac{4}{7}]</td>
<td>4. [\frac{2}{6} \quad \frac{3}{6}]</td>
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<td></td>
</tr>
<tr>
<td>5. [\frac{8}{10} \quad \frac{7}{10}]</td>
<td>6. [\frac{3}{7} \quad \frac{3}{8}]</td>
<td></td>
<td></td>
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</tbody>
</table>
Learning Target: I will compare fractions with the same numerator or same denominator.

Directions: Fill in the blank. (> , < , =)
(Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| 1. | \[
\frac{4}{7} \quad \_ \quad \frac{5}{7}
\]
| 2. | \[
\frac{2}{4} \quad \_ \quad \frac{2}{5}
\]
| 3. | \[
\frac{5}{6} \quad \_ \quad \frac{5}{10}
\]
| 4. | \[
\frac{3}{5} \quad \_ \quad \frac{4}{5}
\]
| 5. | \[
\frac{1}{9} \quad \_ \quad \frac{1}{8}
\]
| 6. | \[
\frac{7}{8} \quad \_ \quad \frac{6}{8}
\]
# Quick Check – Form D
Readiness Standard 10 - 3.NF.3d

Name________________________  Date________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 4 minutes)

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<tr>
<td>$\frac{3}{5}$</td>
<td>$\frac{4}{5}$</td>
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<table>
<thead>
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<th>4.</th>
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<td>$\frac{4}{8}$</td>
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<td>$\frac{2}{3}$</td>
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<table>
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<tbody>
<tr>
<td>$\frac{6}{10}$</td>
<td>$\frac{6}{7}$</td>
</tr>
<tr>
<td>$\frac{9}{10}$</td>
<td>$\frac{8}{10}$</td>
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</table>
Name__________________________________________________________

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Goal:** 5 out of 6 correct

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<th>B</th>
<th>C</th>
<th>D</th>
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**Quick Check Form**

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<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will add numbers to 20.

4 + 8 = ___  
9 + 3 = ___  
2 + 6 = ___  
8 + 7 = ___  
9 + 6 = ___  
3 + 7 = ___  
9 + 4 = ___  
8 + 8 = ___
Learning Target: I will add numbers to 20.

<table>
<thead>
<tr>
<th>4 + 8 = ___</th>
<th>8 + 9 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 + 3 = ___</td>
<td>4 + 7 = ___</td>
</tr>
<tr>
<td>2 + 6 = ___</td>
<td>8 + 6 = ___</td>
</tr>
<tr>
<td>8 + 7 = ___</td>
<td>9 + 5 = ___</td>
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<td>9 + 6 = ___</td>
<td>5 + 3 = ___</td>
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<tr>
<td>3 + 7 = ___</td>
<td>7 + 5 = ___</td>
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<tr>
<td>9 + 4 = ___</td>
<td>8 + 8 = ___</td>
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Learning Target: I will add numbers to 20.

<table>
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<td>9 + 3</td>
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<td>4 + 7</td>
<td>_____</td>
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<tr>
<td>2 + 6</td>
<td>_____</td>
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<tr>
<td>9 + 4</td>
<td>_____</td>
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<tr>
<td>8 + 8</td>
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</table>
Quick Check – Form A
Readiness Standard 11 - 2.OA.2a

Name________________________________________  Date________

Learning Target:  I will add numbers to 20.

Directions:  When you are told to begin, answer as many addition problems as you can.  
(Work Time:  1 minute)

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</tbody>
</table>

Number Correct = ______
**Quick Check – Form B**

Readiness Standard 11 - 2.OA.2a

Name________________________________________  Date________

**Learning Target:** I will add numbers to 20.

**Directions:** When you are told to begin, answer as many addition problems as you can. (Work Time: 1 minute)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>$9 + 3$</td>
<td>$9 + 7$</td>
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<tr>
<td>$7 + 7$</td>
<td>$5 + 8$</td>
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<tr>
<td>$9 + 6$</td>
<td>$8 + 7$</td>
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<td>$4 + 8$</td>
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<td>$9 + 4$</td>
<td>$6 + 8$</td>
</tr>
<tr>
<td>$7 + 5$</td>
<td>$6 + 6$</td>
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</table>

**Number Correct = _____**
Quick Check – Form C
Readiness Standard 11 - 2.OA.2a

Name________________________________________  Date________

**Learning Target:**  I will add numbers to 20.

**Directions:**  When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

9 + 6 = _____  
8 + 8 = _____  
7 + 6 = _____  
4 + 9 = _____  
7 + 7 = _____  
8 + 4 = _____  
9 + 3 = _____  

4 + 7 = _____  
5 + 8 = _____  
8 + 7 = _____  
8 + 6 = _____  
9 + 8 = _____  
6 + 7 = _____  
5 + 6 = _____  

Number Correct = _____
Quick Check – Form D
Readiness Standard 11 - 2.OA.2a

Name_____________________________________ Date________

Learning Target:  I will add numbers to 20.

Directions:  When you are told to begin, answer as many addition problems as you can.
(Work Time:  1 minute)

8 + 4 = _____  9 + 7 = _____
7 + 7 = _____  5 + 8 = _____
9 + 6 = _____  8 + 7 = _____
3 + 9 = _____  7 + 6 = _____
8 + 8 = _____  9 + 8 = _____
4 + 7 = _____  6 + 6 = _____
8 + 6 = _____  5 + 9 = _____

Number Correct = ______
Name________________________

Learning Target: I will add numbers to 20.
Goal: 10 out of 14 correct

Quick Check Form

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<th>Score</th>
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Learning Target:  I will subtract numbers within 20.

13 − 5 = ____    14 − 9 = ____

15 − 7 = ____    16 − 8 = ____

11 − 3 = ____    12 − 5 = ____

12 − 9 = ____    13 − 4 = ____

14 − 7 = ____    15 − 6 = ____

11 − 8 = ____    12 − 3 = ____

13 − 6 = ____    11 − 4 = ____
Learning Target: I will subtract numbers within 20.

13 - 5 = ____
14 - 9 = ____

15 - 7 = ____
16 - 8 = ____

11 - 3 = ____
12 - 5 = ____

12 - 9 = ____
13 - 4 = ____

14 - 7 = ____
15 - 6 = ____

11 - 8 = ____
12 - 3 = ____

13 - 6 = ____
11 - 4 = ____
Learning Target: I will subtract numbers within 20.

13 - 5 = ____  14 - 9 = ____
15 - 7 = ____  16 - 8 = ____
11 - 3 = ____  12 - 5 = ____
12 - 9 = ____  13 - 4 = ____
14 - 7 = ____  15 - 6 = ____
11 - 8 = ____  12 - 3 = ____
13 - 6 = ____  11 - 4 = ____
**Quick Check – Form A**

Readiness Standard 12 - 2.OA.2b

Name________________________________________  Date________

**Learning Target:** I will subtract numbers within 20.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time:  1 minute)

<table>
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<tr>
<th>Problem</th>
<th>Answer</th>
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<tr>
<td>12 - 4</td>
<td>_____</td>
</tr>
<tr>
<td>11 - 7</td>
<td>_____</td>
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</table>

**Number Correct = _____**
Quick Check – Form B
Readiness Standard 12 - 2.OA.2b

Name____________________________  Date________

**Learning Target:** I will subtract numbers within 20.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

<p>| | | | |</p>
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<tr>
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<td>15 - 6 = _____</td>
<td>16 - 7 = _____</td>
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<tr>
<td>11 - 3 = _____</td>
<td>12 - 9 = _____</td>
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<td>13 - 9 = _____</td>
<td>18 - 9 = _____</td>
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<td>16 - 8 = _____</td>
<td>12 - 6 = _____</td>
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<td>15 - 7 = _____</td>
<td>14 - 5 = _____</td>
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<tr>
<td>12 - 4 = _____</td>
<td>11 - 7 = _____</td>
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</tbody>
</table>

Number Correct = _____
Quick Check – Form C
Readiness Standard 12 - 2.OA.2b

Name________________________________________  Date________

Learning Target:  I will subtract numbers within 20.

Directions:  When you are told to begin, answer as many subtraction problems as you can.
(Work Time:  1 minute)

14 – 5 = _____  
15 – 6 = _____  
11 – 3 = _____  
15 – 8 = _____  
16 – 7 = _____  
14 – 7 = _____  
12 – 4 = _____  

13 – 4 = _____  
16 – 8 = _____  
12 – 6 = _____  
18 – 9 = _____  
13 – 9 = _____  
12 – 9 = _____  
11 – 7 = _____

Number Correct = _____
5th Grade Tier 3
Quick Check – Form D
Readiness Standard 12 - 2.OA.2b

Name________________________________________  Date________

Learning Target:  I will subtract numbers within 20.

Directions:  When you are told to begin, answer as many subtraction problems as you can.
(Work Time:  1 minute)

13 – 4 = _____    18 – 9 = _____
15 – 6 = _____    11 – 5 = _____
11 – 3 = _____    12 – 9 = _____
13 – 8 = _____    14 – 7 = _____
11 – 7 = _____    12 – 6 = _____
12 – 4 = _____    14 – 5 = _____
15 – 7 = _____    16 – 8 = _____

Number Correct = _____
Growth Chart
Readiness Standard 12 - 2.OA.2b

Name_____________________________________________________

Learning Target:  I will subtract numbers within 20.
Goal: 10 out of 14 correct

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<td>A</td>
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Quick Check Form

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<th>Date</th>
<th>Score</th>
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</tr>
</tbody>
</table>
Learning Target: I will multiply numbers from 0 to 10.

4 x 6 = ____        5 x 3 = ____
7 x 0 = ____        1 x 8 = ____
8 x 6 = ____        9 x 6 = ____
2 x 4 = ____        7 x 3 = ____
9 x 7 = ____        5 x 9 = ____
5 x 10 = ____       6 x 2 = ____
8 x 2 = ____        8 x 4 = ____
3 x 9 = ____        7 x 7 = ____
Learning Target: I will multiply numbers from 0 to 10.

<table>
<thead>
<tr>
<th>Numerical Expression</th>
<th>Answer</th>
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<tbody>
<tr>
<td>$4 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$5 \times 3$</td>
<td>_____</td>
</tr>
<tr>
<td>$7 \times 0$</td>
<td>_____</td>
</tr>
<tr>
<td>$1 \times 8$</td>
<td>_____</td>
</tr>
<tr>
<td>$8 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$9 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$2 \times 4$</td>
<td>_____</td>
</tr>
<tr>
<td>$7 \times 3$</td>
<td>_____</td>
</tr>
<tr>
<td>$9 \times 7$</td>
<td>_____</td>
</tr>
<tr>
<td>$5 \times 9$</td>
<td>_____</td>
</tr>
<tr>
<td>$5 \times 10$</td>
<td>_____</td>
</tr>
<tr>
<td>$6 \times 2$</td>
<td>_____</td>
</tr>
<tr>
<td>$8 \times 2$</td>
<td>_____</td>
</tr>
<tr>
<td>$8 \times 4$</td>
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<tr>
<td>$3 \times 9$</td>
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</tr>
<tr>
<td>$7 \times 7$</td>
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</table>
Learning Target: I will multiply numbers from 0 to 10.

<table>
<thead>
<tr>
<th>Multiplication</th>
<th>Answer</th>
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<tr>
<td>4 x 6</td>
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<td>7 x 0</td>
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<tr>
<td>1 x 8</td>
<td>______</td>
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<tr>
<td>8 x 6</td>
<td>______</td>
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<tr>
<td>9 x 6</td>
<td>______</td>
</tr>
<tr>
<td>2 x 4</td>
<td>______</td>
</tr>
<tr>
<td>7 x 3</td>
<td>______</td>
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<tr>
<td>9 x 7</td>
<td>______</td>
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<tr>
<td>5 x 9</td>
<td>______</td>
</tr>
<tr>
<td>5 x 10</td>
<td>______</td>
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<tr>
<td>6 x 2</td>
<td>______</td>
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<td>8 x 2</td>
<td>______</td>
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<tr>
<td>8 x 4</td>
<td>______</td>
</tr>
<tr>
<td>3 x 9</td>
<td>______</td>
</tr>
<tr>
<td>7 x 7</td>
<td>______</td>
</tr>
</tbody>
</table>
**Learning Target:** I will multiply numbers from 0 to 10.

**Directions:** When you are told to begin, answer as many multiplication problems as you can.

(Work Time: 30 seconds)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
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</thead>
<tbody>
<tr>
<td>$6 \times 2$</td>
<td>_____</td>
</tr>
<tr>
<td>$1 \times 8$</td>
<td>_____</td>
</tr>
<tr>
<td>$5 \times 10$</td>
<td>_____</td>
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<tr>
<td>$9 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$2 \times 4$</td>
<td>_____</td>
</tr>
<tr>
<td>$7 \times 3$</td>
<td>_____</td>
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<tr>
<td>$9 \times 7$</td>
<td>_____</td>
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<tr>
<td>$5 \times 9$</td>
<td>_____</td>
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<tr>
<td>$8 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$7 \times 0$</td>
<td>_____</td>
</tr>
<tr>
<td>$2 \times 8$</td>
<td>_____</td>
</tr>
<tr>
<td>$8 \times 4$</td>
<td>_____</td>
</tr>
<tr>
<td>$4 \times 6$</td>
<td>_____</td>
</tr>
<tr>
<td>$5 \times 3$</td>
<td>_____</td>
</tr>
<tr>
<td>$3 \times 9$</td>
<td>_____</td>
</tr>
<tr>
<td>$7 \times 7$</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Number Correct = ____
Quick Check – Form B
Readiness Standard 13 - 3.OA.7a

Name________________________________________  Date______

Learning Target:  I will multiply numbers from 0 to 10.

Directions:  When you are told to begin, answer as many multiplication problems as you can.
(Work Time:  30 seconds)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x 8 = _____</td>
<td>1 x 5 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 x 5 = _____</td>
<td>8 x 0 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 8 = _____</td>
<td>6 x 2 = _____</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7 x 6 = _____</td>
<td>5 x 3 = _____</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5 x 10 = _____</td>
<td>9 x 6 = _____</td>
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<td></td>
<td></td>
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<tr>
<td>2 x 4 = _____</td>
<td>7 x 4 = _____</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9 x 7 = _____</td>
<td>8 x 6 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 x 9 = _____</td>
<td>8 x 8 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number Correct = _____
Learning Target: I will multiply numbers from 0 to 10.

Directions: When you are told to begin, answer as many multiplication problems as you can.
(Work Time: 30 seconds)

6 x 2 = _____  
1 x 7 = _____  
5 x 10 = _____  
9 x 6 = _____  
2 x 8 = _____  
8 x 4 = _____  
4 x 6 = _____  
5 x 3 = _____  
9 x 7 = _____  
5 x 9 = _____  
8 x 6 = _____  
6 x 0 = _____  
3 x 9 = _____  
9 x 9 = _____  
2 x 4 = _____  
7 x 3 = _____  

Number Correct = _____
Quick Check – Form D
Readiness Standard 13 - 3.OA.7a

Name________________________________________  Date________

Learning Target:  I will multiply numbers from 0 to 10.

Directions:  When you are told to begin, answer as many multiplication problems as you can.
(Work Time:  30 seconds)

6 x 2 = _____  1 x 9 = _____
5 x 10 = _____  9 x 6 = _____
2 x 4 = _____  7 x 3 = _____
9 x 7 = _____  5 x 9 = _____
8 x 6 = _____  9 x 0 = _____
2 x 8 = _____  8 x 4 = _____
4 x 6 = _____  5 x 3 = _____
3 x 9 = _____  7 x 7 = _____

Number Correct = ______
Learning Target: I will multiply numbers from 0 to 10.
Goal: 10 out of 16 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will divide numbers by 1 to 10.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 ÷ 5</td>
<td>____</td>
<td>10 ÷ 2</td>
<td>____</td>
</tr>
<tr>
<td>6 ÷ 2</td>
<td>____</td>
<td>72 ÷ 9</td>
<td>____</td>
</tr>
<tr>
<td>40 ÷ 8</td>
<td>____</td>
<td>36 ÷ 4</td>
<td>____</td>
</tr>
<tr>
<td>12 ÷ 3</td>
<td>____</td>
<td>28 ÷ 7</td>
<td>____</td>
</tr>
<tr>
<td>54 ÷ 6</td>
<td>____</td>
<td>18 ÷ 6</td>
<td>____</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>____</td>
<td>64 ÷ 8</td>
<td>____</td>
</tr>
<tr>
<td>24 ÷ 3</td>
<td>____</td>
<td>50 ÷ 10</td>
<td>____</td>
</tr>
<tr>
<td>42 ÷ 6</td>
<td>____</td>
<td>14 ÷ 7</td>
<td>____</td>
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</tbody>
</table>
# Winter Guided Review

**Readiness Standard** 14 - 3.OA.7b

<table>
<thead>
<tr>
<th>Learning Target:</th>
<th>I will divide numbers by 1 to 10.</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
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<td>$30 \div 5$</td>
<td>$6$</td>
</tr>
<tr>
<td>$10 \div 2$</td>
<td>$5$</td>
</tr>
<tr>
<td>$6 \div 2$</td>
<td>$3$</td>
</tr>
<tr>
<td>$72 \div 9$</td>
<td>$8$</td>
</tr>
<tr>
<td>$40 \div 8$</td>
<td>$5$</td>
</tr>
<tr>
<td>$36 \div 4$</td>
<td>$9$</td>
</tr>
<tr>
<td>$12 \div 3$</td>
<td>$4$</td>
</tr>
<tr>
<td>$28 \div 7$</td>
<td>$4$</td>
</tr>
<tr>
<td>$54 \div 6$</td>
<td>$9$</td>
</tr>
<tr>
<td>$18 \div 6$</td>
<td>$3$</td>
</tr>
<tr>
<td>$28 \div 4$</td>
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<td>$8$</td>
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<tr>
<td>$24 \div 3$</td>
<td>$8$</td>
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<td>$7$</td>
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<td>$14 \div 7$</td>
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</table>
Learning Target: I will divide numbers by 1 to 10.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
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<tr>
<td>30 ÷ 5</td>
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<td>10 ÷ 2</td>
<td>_____</td>
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<td>6 ÷ 2</td>
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</tr>
<tr>
<td>72 ÷ 9</td>
<td>_____</td>
</tr>
<tr>
<td>40 ÷ 8</td>
<td>_____</td>
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<tr>
<td>36 ÷ 4</td>
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<td>12 ÷ 3</td>
<td>_____</td>
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<tr>
<td>18 ÷ 6</td>
<td>_____</td>
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<tr>
<td>28 ÷ 4</td>
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<tr>
<td>42 ÷ 6</td>
<td>_____</td>
</tr>
<tr>
<td>14 ÷ 7</td>
<td>_____</td>
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</table>
Name________________________________________  Date________

Learning Target:  I will divide numbers by 1 to 10.

Directions:  When you are told to begin, answer as many division problems as you can.
(Work Time:  30 seconds)

<table>
<thead>
<tr>
<th>Division</th>
<th>Quotient</th>
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<tr>
<td>56 ÷ 8</td>
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<td>36 ÷ 4</td>
<td>9</td>
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<tr>
<td>24 ÷ 3</td>
<td>8</td>
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<tr>
<td>30 ÷ 10</td>
<td>3</td>
</tr>
<tr>
<td>36 ÷ 6</td>
<td>6</td>
</tr>
<tr>
<td>24 ÷ 6</td>
<td>4</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>7</td>
</tr>
<tr>
<td>64 ÷ 8</td>
<td>8</td>
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<tr>
<td>10 ÷ 2</td>
<td>5</td>
</tr>
<tr>
<td>18 ÷ 9</td>
<td>2</td>
</tr>
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<td>40 ÷ 5</td>
<td>8</td>
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<td>54 ÷ 6</td>
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<tr>
<td>12 ÷ 3</td>
<td>4</td>
</tr>
<tr>
<td>28 ÷ 7</td>
<td>4</td>
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</table>

Number Correct = _____
Name________________________________________  Date________

**Learning Target:** I will divide numbers by 1 to 10.

**Directions:** When you are told to begin, answer as many division problems as you can.
(Work Time: 30 seconds)

<table>
<thead>
<tr>
<th>Division Problem</th>
<th>Answer</th>
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<tr>
<td>56 ÷ 8</td>
<td>_____</td>
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<tr>
<td>36 ÷ 4</td>
<td>_____</td>
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<tr>
<td>15 ÷ 3</td>
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<tr>
<td>54 ÷ 9</td>
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<td>42 ÷ 6</td>
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<tr>
<td>63 ÷ 7</td>
<td>_____</td>
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<tr>
<td>40 ÷ 8</td>
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<td>10 ÷ 2</td>
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<tr>
<td>24 ÷ 3</td>
<td>_____</td>
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<tr>
<td>30 ÷ 10</td>
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<td>36 ÷ 6</td>
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<tr>
<td>24 ÷ 6</td>
<td>_____</td>
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<tr>
<td>28 ÷ 7</td>
<td>_____</td>
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<tr>
<td>64 ÷ 8</td>
<td>_____</td>
</tr>
<tr>
<td>14 ÷ 2</td>
<td>_____</td>
</tr>
<tr>
<td>28 ÷ 7</td>
<td>_____</td>
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</tbody>
</table>

**Number Correct = _____**
Name__________________________________  Date________

Learning Target:  I will divide numbers by 1 to 10.

Directions:  When you are told to begin, answer as many division problems as you can.  
(Work Time:  30 seconds)

\[
\begin{align*}
36 \div 4 &= _____ & 56 \div 7 &= _____ \\
24 \div 3 &= _____ & 30 \div 10 &= _____ \\
36 \div 6 &= _____ & 24 \div 6 &= _____ \\
28 \div 4 &= _____ & 64 \div 8 &= _____ \\
54 \div 6 &= _____ & 18 \div 9 &= _____ \\
12 \div 4 &= _____ & 63 \div 7 &= _____ \\
40 \div 5 &= _____ & 10 \div 2 &= _____ \\
42 \div 6 &= _____ & 28 \div 7 &= _____ \\
\end{align*}
\]

Number Correct = _______
Quick Check – Form D
Readiness Standard 14 - 3.OA.7b

Learning Target: I will divide numbers by 1 to 10.

Directions: When you are told to begin, answer as many division problems as you can.
(Work Time: 30 seconds)

54 ÷ 9 = _____ 36 ÷ 4 = _____
12 ÷ 2 = _____ 18 ÷ 2 = _____
42 ÷ 6 = _____ 63 ÷ 9 = _____
40 ÷ 5 = _____ 56 ÷ 8 = _____
64 ÷ 8 = _____ 28 ÷ 7 = _____
24 ÷ 3 = _____ 30 ÷ 10 = _____
36 ÷ 9 = _____ 24 ÷ 6 = _____
28 ÷ 4 = _____ 12 ÷ 3 = _____

Number Correct = _____
Name_____________________________________

**Learning Target:** I will divide numbers by 1 to 10.

**Goal:** 10 out of 16 correct

---

**Intervention** | **Date** | **Score**
--- | --- | ---
Guided Review |  |  

---

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