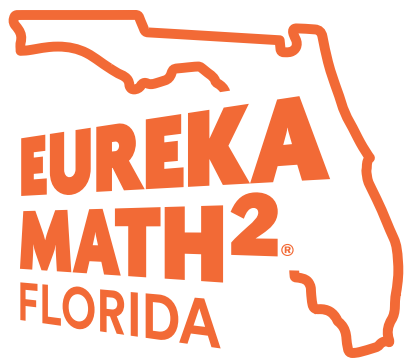




**Readiness to Results: Tiered Support
Before, During, and After Instruction**





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Diagnose Needs and Deliver Targeted Support

Every learner enters the classroom with unique strengths, experiences, and needs. *Eureka Math² Florida* supports educators in meeting students where they are while maintaining grade-level expectations.

Eureka Math² Equip is a powerful diagnostic assessment system that helps educators understand student readiness, identify unfinished learning, and plan targeted supports without adding instructional days.

Math Catalyst supports tiered learning through on-level practice, targeted intervention, and extension opportunities during a supplemental math block.

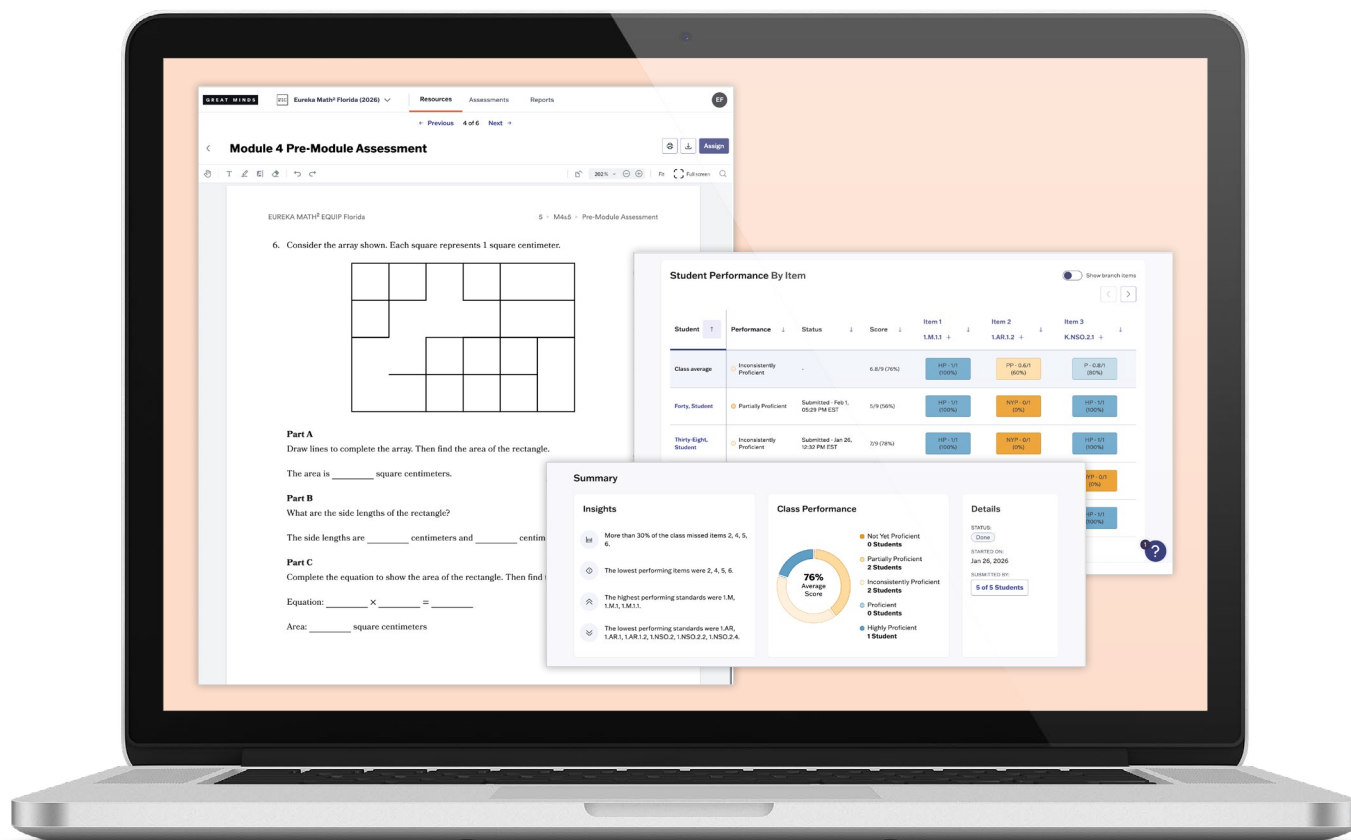
Together, *Eureka Math² Equip* and *Math Catalyst* help districts and schools deliver coherent, data-informed math instruction so that every student can succeed in grade-level math.



Pinpoint Gaps to Inform Instruction

Eureka Math² Equip is a digital diagnostic assessment and reporting system that helps educators identify unfinished learning, anticipate barriers to access, and target support before the module begins.

Teachers have everything they need to **prepare** for upcoming content, **evaluate** results, **plan** proactively, and **deliver** differentiated support so that every student can engage deeply with the content.



Prepare

Preview upcoming content and clarify expectations. Consult the User Guide to prepare for instruction before giving the appropriate Pre-Module Assessment. Review the Assessment and item overviews to identify the concepts and skills students should be familiar with.

User Guide

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Evaluate

Pinpoint misconceptions and conceptual gaps quickly. Pre-Module Assessments support teachers with a clear view of what students know before learning begins.

- Pre-Module Assessments can be administered via print or digital format. When administered and scored digitally, branch logic is used to create a custom experience for each student, helping identify conceptual gaps and misunderstandings.

Module 4 Pre-Module Assessment

6. Consider the array shown. Each square represents 1 square centimeter.

Part A
Draw lines to complete the array. Then find the area of the rectangle.
The area is _____ square centimeters.

Part B
What are the side lengths of the rectangle?
The side lengths are _____ centimeters and _____ centimeters.

Part C
Complete the equation to show the area of the rectangle. Then find the area.
Equation: _____ $\times$ _____ = _____
Area: _____ square centimeters

EUREKA MATH² EQUIP Florida 5 • M4&5 • Pre-Module Assessment

6. Consider the array shown. Each square represents 1 square centimeter.

Part A
Draw lines to complete the array. Then find the area of the rectangle.
The area is _____ square centimeters.

Part B
What are the side lengths of the rectangle?
The side lengths are _____ centimeters and _____ centimeters.

- Assessment reporting provides data for individual students and at a class level. Educators can use this data to identify students who have similar needs and group them accordingly.

Suggested Content

Item 1 Standards	Suggested Content Teacher Guide	4 students missed the item Sofia, Liam, Mia, Mateo
Item 1.1 Standards	Suggested Content Teacher Guide	4 student missed the item Aaliyah, Noah, Camila, Jayden
		4 students missed the item Elena, Isaiah, Amara, Lucas
		4 student missed the item Zuri, Ethan, Valeria, Diego

Grade 2, Module 1, Equip Pre-Module Assessment
Class Demo

Standard set: Florida B.E.S.T. Standards for Mathematics (2020)

Summary

Insights

- More than 30% of the class missed items 2, 4, 5, 6.
- The lowest performing items were 2, 4, 5, 6.
- The highest performing standards were 1.M, 1.M.1, 1.M.1.1.
- The lowest performing standards were 1.A.R, 1.A.R.1, 1.A.R.1.2, 1.NSO.2, 1.NSO.2.2, 1.NSO.2.4.

Class Performance

76% Average Score

- Not Yet Proficient: 0 Students
- Partially Proficient: 2 Students
- Inconsistently Proficient: 2 Students
- Proficient: 0 Students
- Highly Proficient: 1 Student

Details

STATUS: [Done](#)

STARTED ON: Jan 26, 2026

SUBMITTED BY: [5 of 5 Students](#)

Plan

Plan targeted instruction. Use the Pre-Module Assessment results and the module's essential foundational knowledge to anticipate learning barriers and plan support proactively. *Eureka Math² Equip* provides supporting activities, identifies lesson-embedded practice within *Eureka Math² Florida*, and includes Achievement Descriptors to guide the use of previous grade-level resources.

Module 1: Place Value Concepts Through Metric Measurement and Data • Place Value, Counting, and Comparing Within 1,000

The following Pre-Module Assessment overview includes at-a-glance information about the material associated with each assessment item.

Item	Essential Foundational Knowledge	Timeline	Number of Supporting Activities
1	FL.1.Mod4.AD6 Measure the length of an object and write the length as a whole number of centimeters.	Needed by lesson 5	1
2	FL.1.Mod4.AD5 Represent and solve word problems within 20 with grade 1 addition and subtraction comparison problem types involving represented lengths.	Needed by lesson 13	2
3	FL.K.Mod6.AD5 Count to 100 by ones and tens, and count backward from 20.	Needed by lesson 7	2
4	FL.1.Mod5.AD7 Add a two-digit number and a one-digit number that have a sum within 100 by using manipulatives, number lines, drawings, or models.	Needed by lesson 16	2
5	FL.1.Mod3.AD3 Subtract within 20 by using strategies such as counting on to 10, counting back to 10, or taking from 10.	Needed by lesson 17	2
6	FL.1.Mod5.AD2 Represent a set of up to 99 objects with a two-digit number by composing tens.	Needed by lesson 21	2
7	FL.1.Mod5.AD4 Determine the values represented by the digits of a two-digit number.	Needed by lesson 26	1
8	FL.1.Mod5.AD5 Compare two-digit numbers by using the symbols $>$, $=$, and $<$.	Needed by lesson 37	2



Deliver

Deliver the right support at the right time. Informed by assessment results and driven by precise planning, teachers can flexibly use supporting activities, lesson-embedded practice, and previous grade-level materials to differentiate instruction and fill gaps. Ongoing instruction can be applied to the whole class or used in small group settings.

Item 6 Overview

Essential Foundational Knowledge

FL.1.Mod5.AD2

Represent a set of up to 99 objects with a two-digit number by composing tens.

*Eureka Math*²™ teaches this foundational knowledge in

- grade 1 module 3 topic D lessons 15 and 16, and
- grade 1 module 5 topic A lessons 2–6.

Related B.E.S.T.: MA.1.NSO.1.3

Why is this knowledge foundational to this module?

Students compose, or bundle, 10 ones to make a ten within a set of 100. They count by tens and ones or consider the number of tens and ones to write the total in standard form. This supports students as they extend their place value understanding to hundreds.

When in the module is this knowledge needed?

Students need this foundational knowledge to engage with the material in module 1 topic E lesson 21.

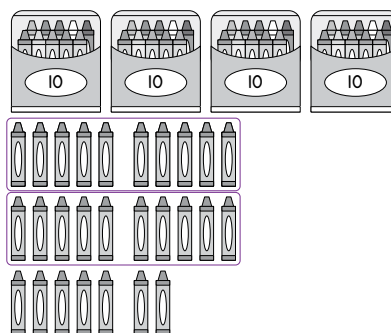
Where in the module is there lesson-embedded practice with this foundational knowledge?

The practice program embedded within *Eureka Math*² attends to foundational knowledge by design. When you teach lessons in the order given, the distributed practice built into Fluency and other components may help you naturally provide the support students need. Look ahead at the practice activities in this module. Based on what you know about your students, decide whether these suggestions offer sufficient practice to refresh students' foundational knowledge. If so, then teach the activities when they appear in lessons.



6. Circle more groups of ten.

Write how many tens and ones.



6 tens and 7 ones is 67.

Item 6 Supporting Activities

Use any combination of the following suggestions. The amount of support increases with each subsequent activity.

Activity 6.A 5 minutes

The following activity may be appropriate for students who incorrectly answer the core assessment item.

Materials—S: Tens and Ones removable, personal whiteboard

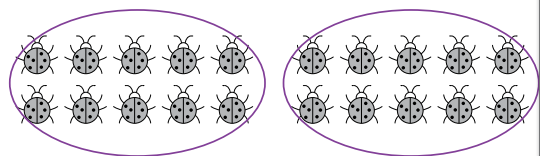
Students may not compose ones to make a ten or they may write the total of the set inaccurately. In this activity, students compose groups of 10 within a set of 99 objects and represent the total in terms of tens and ones. Composing tens and representing the total in standard, expanded, and unit form prepares students to compose hundreds and represent the total in various ways.

Consider whether to place the Tens and Ones removable in whiteboards in advance or to have students prepare them during the lesson.

Direct students to the ladybugs.



Circle the groups of 10.



What is an efficient way we can find the total number of ladybugs?

You can make groups of 10.

Have students circle groups to compose as many groups of 10 as they can.

How do you know you composed as many tens as you can?

There are only 4 ladybugs left. I can't make another group of 10.

How many ladybugs are there? How do you know?

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1

Name _____

Activity 6.A



Circle the groups of 10.



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1

Reduce barriers to grade-level learning and strengthen student readiness.

Eureka Math² Equip helps you identify unfinished learning and deliver the right support at the right time. By reducing barriers to grade-level access, it ensures more students can confidently engage with grade-level mathematics.

Outcome-Focused Intervention Supports

Math Catalyst reflects high-quality, research-based intervention practices. Its alignment with evidence-based strategies supports improved student outcomes and helps meet policy and funding requirements.

Tier 2 MTSS Rubric

Tier 2 includes small-group, standardized interventions that target identified needs using validated programs for students classified as at-risk.

Indicator	Criterion	Math Catalyst Support
Evidence-Based Intervention	Tier 2 interventions are standardized, are matched to student needs, and use evidence-based strategies.	Research-based instructional strategies intentionally align with concepts.
Complements Tier 1	Tier 2 interventions align with Tier 1 programming and incorporate aligned foundational skills.	<i>Math Catalyst</i> fully aligns with all necessary foundational skills to meet grade-level standards.
Instructional Characteristics	Tier 2 interventions - are delivered using evidence-based instructional practices, - provide sufficient opportunity for students to respond, practice, and receive feedback on skills, and are implemented consistently.	<i>Math Catalyst</i> is built on the six Principles of Designing Intervention in Mathematics. The resources capture student progress through teacher observation, student reflection, and oral and written discourse. Every concept in <i>Math Catalyst</i> contains a consistent lesson structure and scalable activities that can be delivered on a regular basis.
Addition to Tier 1	Tier 2 interventions are always provided in addition to Tier 1 interventions.	<i>Math Catalyst</i> provides support for every on-level standard.

Tier 3 MTSS Rubric

Tier 3 includes intervention that is intensified and individualized based on student needs. Tier 3 interventions are provided to students who are not responding to Tier 2 and may have low achievement or ongoing, intensive needs.

Indicator	Criterion	Math Catalyst Support
Intensified Interventions	Tier 3 interventions are both individualized based on student data (diagnostic data) and more intensive relative to Tier 2 interventions.	<i>Math Catalyst</i> module assessments provide an understanding of student proficiency. <i>Eureka Math² Florida</i> is fully aligned with the Florida B.E.S.T. Standards for Mathematics, with the Mathematical Thinking and Reasoning Standards (MTRs) embedded into daily lessons. Students can be pulled out of class for one-on-one instruction that goes deeper into the Concept Mini Lessons.
Instructional Characteristics	Tier 3 interventions - are delivered using evidence-based instructional practices, - provide sufficient opportunity for students to respond, practice, and receive feedback on skills, and - are implemented consistently.	<i>Math Catalyst</i> is built on the six Principles of Designing Intervention in Mathematics. The resources capture student progress through teacher observation, student reflection, and oral and written discourse. Every concept in <i>Math Catalyst</i> contains a consistent lesson structure and scalable activities that can be delivered on a regular basis.
Relationship to Tier 1	Decisions on student participation in both Tier 1 and Tier 3 are made on a case-by-case basis. Additionally, Tier 3 interventions appropriately address the general education curriculum for students.	Assessments measure proficiency in concepts and skills and are designed to catch all students up to the general curriculum knowledge base, no matter where students are starting from.



Differentiate Learning with Confidence

Strengthen tiered instruction. *Math Catalyst* offers multileveled intervention and acceleration supports that help students at all levels succeed with grade-level mathematics.

Address unfinished learning and remove barriers. Concept Mini Lessons address unfinished learning and remove barriers to successfully meet benchmarks.

Reinforce learning and extend thinking. Spaced retrieval, spiral review, interleaved practice, and enrichment and extension opportunities deepen understanding and support continued growth.

Use assessments to place students and adjust supports. Progress Checks provide timely evidence of student understanding and can be used before or after instruction to determine just-right support and next steps for every learner.

Support language development and access. Each Concept Guide includes built-in language supports to help all students access mathematical learning and participate in grade-level discourse.

Math Catalyst strengthens tiered instruction by providing flexible resources for small group learning so that students can receive the support they need while continuing to build success with Tier 1 instruction.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Early Numeracy						
Place Value						
Addition						
Subtraction						
Multiplication						
Division						
Fractions as Numbers						

-  Address on-level practice, remediation, and advanced learning
-  Address learning gaps in any grade

Strengthen Tiered Instruction with Target Support

Deliver small group instruction with flexible, repeatable components. Each strand is composed of a progression of concepts. Each concept includes a series of components that can be used in small-group direct instruction as well as at stations.

Concept Guide

Includes lists of materials, preparation suggestions, student misconceptions, language supports, and family support

Concept Guide | Compose, Decompose, and Represent Numbers to 120

Materials and Preparation

Teacher Materials	Student Materials	Suggested Preparation
• Progress Check Teacher Guide	• Progress Check Tool • Pause and Monitor Tool (found in the Implementation Guide) • Linking cubes	• Print copies of the Progress Check Tool and the Pause and Monitor Tool. • Ready linking cubes (11 ten-sticks and 10 loose cubes)
• Concept Mini Lessons Teacher Guide • Place Value Cards • Boxes of Cookies template • Chart paper and marker • Dry-erase markers (2 different colors) • Three-Column Chart template • Hundreds, Tens, and Ones template	• Objectives 1–4 Student Pages • Personal whiteboard • Tens and Ones template • Linking cubes • Three-Column Chart template	• Ready the following materials: - Place linking cubes (33 10-sticks and 30 loose cubes) in a container. - Place Tens and Ones template in whiteboards for teacher and student use. - Prepare Place Value Cards. • Print copies of the following: - Student Pages for Objectives 1–4 - Tens and Ones template - Boxes of Cookies template - Hundreds, Tens, and Ones template (1 copy)
• Practice Teacher Guide	• Practice Pages • Practice Helpers - Linking cubes	• Ready linking cubes. • Print copies of the following: - Practice Pages - Practice Helpers
• Application Teacher Guide	• Personal whiteboard • Application Word Problem Cards • Solve a Problem Recording Page (optional) • Game Instruction Card • Numbers to 120 Match Cards • Solve a Task Student Page • Place Value Chart (optional) • Linking cubes (optional)	• Ready the following materials: - Application Word Problem Cards - Place Value Chart (optional) - Linking cubes (optional) • Print copies of the following: - Solve a Problem Recording Page (optional) - Game Instruction Card - Numbers to 120 Match Cards - Solve a Task Student Page

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Concept Guide | Teacher Guide

1

Concept Guide | Compose, Decompose, and Represent Numbers to 120

Addressing Student Misconceptions

Student Misconception	How to Address Misconception
Students think the digit in a number is the same as the value of that digit (e.g., in 43, the digit 4 has a value of 4).	Notice how the Concept Mini Lessons use objects, place value cards, and a chart to support the student's understanding of the value of a digit. Have the student use linking cubes to represent 43. Then show the place value cards that represent 43. Use the following prompts to guide the student in identifying the value of the digit 4 in 43 as 40. • The 4 in 43 tells us about the tens. Where do you see the tens in your linking cubes? • (Pull the place value cards apart.) When 4 is in the tens place, it has a value of 40. How do your linking cubes help you see that 4 tens is 40? • Say 43 in unit form. Use your linking cubes to help. What is the value of 4 tens?

Language Support

To support emergent bilingual students in making cross-linguistic connections through oral discourse, consider using strategic, flexible grouping.

- Pair students who have different levels of mathematical proficiency.
- Pair students who have different levels of English language proficiency.
- Join pairs to form small groups of four.

As applicable, complement any of these groupings by pairing students who speak the same home language. Encourage students to use their home language alongside English to make sense of the directions and the mathematics.

To support emergent bilingual students in making cross-linguistic connections through written discourse, consider creating cross-linguistic connections anchor charts. The chart should include

- key terminology in the student's home language that is related to the current concept,
- the same key terminology in English, and
- images to support understanding.

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Concept Guide | Teacher Guide

2

Concept Mini Lesson

Provides small group instruction across 76 concepts through nearly 300 mini lessons

Concept Mini Lessons | Compose, Decompose, and Represent Numbers to 120

Progression of Mini Lesson Objectives

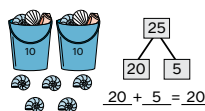
1 Identify 1 ten as a unit and represent **two-digit numbers** as **tens and ones**.



Start here if students

- **can** read, write, and represent whole numbers from 0 to at least 20, but
- **need support** identifying 1 ten as a unit and
- **need support** representing two-digit numbers as tens and ones.

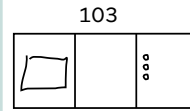
2 Represent **two-digit numbers** by using **standard and expanded forms**.



Start here if students

- **can** identify 1 ten as a unit and
- **can** represent two-digit numbers as tens and ones, but
- **need support** representing two-digit numbers by using standard form and
- **need support** representing two-digit numbers by using expanded form.

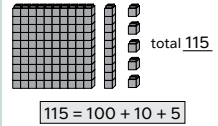
3 Represent **numbers to 120** by using **objects and pictures**.



Start here if students

- **can** represent two-digit numbers by using standard form and
- **can** represent two-digit numbers by using standard and expanded forms, but
- **need support** representing numbers to 120 by using objects and pictures.

4 Represent **numbers to 120** by using **standard and expanded forms**.



Start here if students

- **can** represent numbers to 120 by using objects and pictures, but
- **need support** representing numbers to 120 by using standard form and
- **need support** representing numbers to 120 by using expanded form.

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Concept Mini Lessons | Teacher Guide

1

Objective 1 | Identify 1 ten as a unit and represent two-digit numbers as tens and ones.

10 MINUTES

Summary

Students represent two-digit numbers and quantities as tens and ones.

Materials

- Objective 1 Student Page
- Container of 150 linking cubes
- Place Value Cards (teacher)

Put the container of linking cubes into the center of the group. Prepare place value cards for 23.

☞ **Use the cubes to make 23. Make as many groups of 10 as you can.**

Give students a moment to work. If necessary, show students how to make 10-sticks with groups of ten cubes.

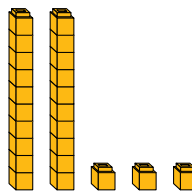
☞ **How many tens did you make?**

2

☞ **So how many tens are in 23?**

2

☞ **It's important to say 2 tens, not just 2. Tens is the unit. Units tell us what we're counting, like tens or ones. We say the unit so that it's clear what we mean.**



Language Support

A unit is a label that describes what is being counted, measured, or manipulated, such as apples, cubes, tens, or ones. Encourage students to use unit labels in their responses, as appropriate, such as saying "2 tens" instead of "2."

☞ **How many leftover ones do you have?**

3

☞ **So how many ones are in 23?**

3 ones

Hold up the place value cards for 23 but do not pull them apart yet.

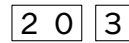


☞ **23 is a two-digit number, so it has two places. The digit 2 is in the tens place and tells us that there are 2 tens in the number. The digit 3 is in the ones place and tells us that there are 3 ones in the number.**

☞ **(Point to the 10-sticks.) What number is the same as 2 tens?**

20

Pull apart the place value cards for 23.



☞ **Yes. When 2 is in the tens place, it has a value of 20.**

Point to the leftover ones.

☞ **What number is the same as 3 ones?**

3

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Concept Mini Lessons | Teacher Guide

2

Practice

Reinforces learning through spaced retrieval and repetition and spiral review opportunities

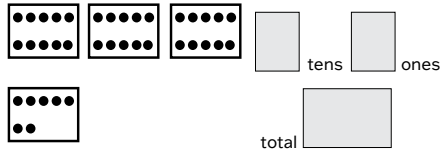
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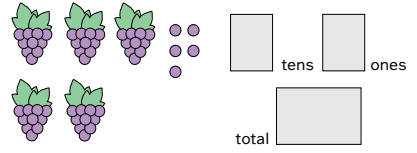
Practice Page 1 | Identify 1 ten as a unit and represent two-digit numbers as tens and ones.

Write as tens and ones. Write the total.

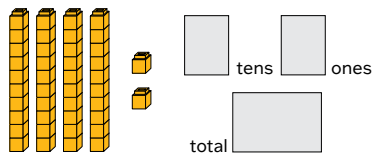
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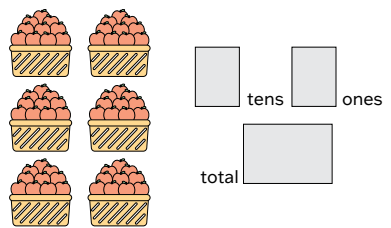
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3



4



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Practice | Student Page

4

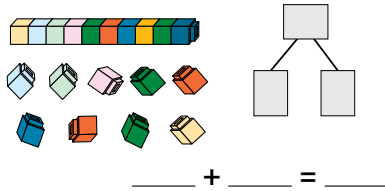
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DATE _____

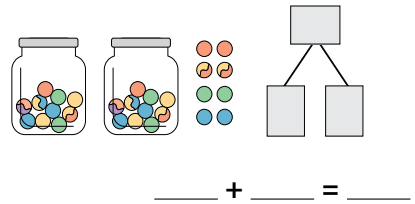
Practice Page 2 | Represent two-digit numbers by using standard and expanded forms.

Fill in the number bond. Show the total in expanded form.

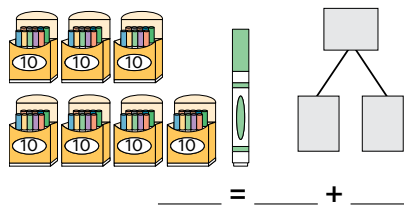
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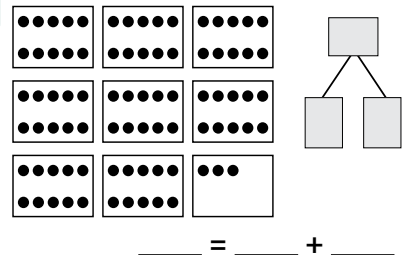
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3



4



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Practice | Student Page

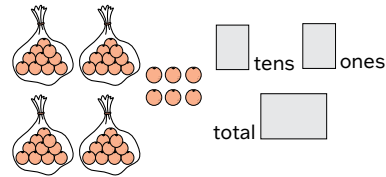
5

NAME _____

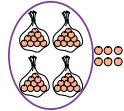
DATE _____

Practice Helper 1

Look at the problem. Then look at the work. It shows how to write tens and ones and the total.

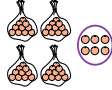


How many groups of ten are there?



There are 4 groups of ten.

How many leftover ones are there?



There are 6 ones left over.

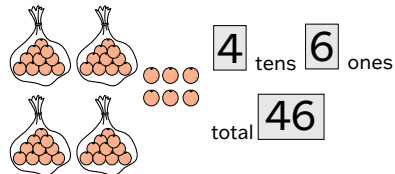
What number is the same as 4 tens 6 ones?

4 tens 6 ones is 46.

What is the value of each digit?

The value of the 4 tens is 40.

The value of the 6 ones is 6.



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Practice | Student Page

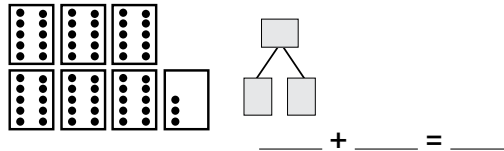
8

NAME _____

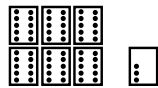
DATE _____

Practice Helper 2

Look at the problem. Then look at the work. It shows how to write a number in standard form and expanded form.



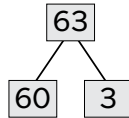
What is the value of each digit?



There are 6 tens. The value of the 6 tens is 60.

There are 3 ones. The value of the 3 ones is 3.

How can you use the number bond to show the total as two parts by using tens and ones?

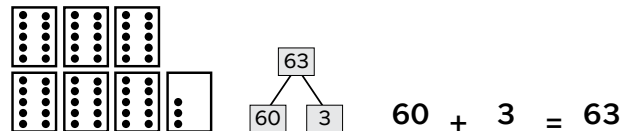


The total is 63. I write 60 in one part. I write 3 in the other part.

How can you show the number in expanded form so we can see the value of each digit?

$$60 + 3 = 63$$

I add the values of the digits in 63.



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Practice | Student Page

9

Application

Provides opportunities for extension and the building of fluency and automaticity

Application | Compose, Decompose, and Represent Numbers to 120

Solve a Problem

Materials

- Personal whiteboard
- Application Word Problem Cards
- Solve a Problem Recording Page (optional)

Students use the **Read-Draw-Write** process to solve word problems involving composing, decomposing, and representing numbers to 120. Students can record solutions on a whiteboard or on the Solve a Problem Recording Page. Problems 1–3 involve reading a number in unit form and writing the number in standard form.

Teacher Tip

Consider facilitating one of the Application activities with a small group of students. Facilitating an Application activity enables you to informally monitor progress and provide support as needed.

Play a Game: Numbers to 120 Match

Materials

- Numbers to 120 Match Cards
- Game Instruction Card

Students work with a partner to play a game involving representations of numbers to 120.

Preparing to Play

- Print and cut out the numbers to 120 match cards.
- Shuffle the cards and arrange them facedown in three rows of four.

Playing the Game

- The players take turns flipping over two cards.
- If the cards make a matching pair (a model and a number in standard form), the player takes the cards and goes again, turning over two more cards.
- If the cards do not make a matching pair, the player flips the cards back over. It is the next player's turn.
- The player with the most cards at the end of the game wins.

Solve a Task

Materials

- Solve a Task Student Page
- Place Value Chart (optional)
- Linking cubes (optional)

Students work with a partner to solve a multi-part task involving composing, decomposing, and representing numbers to 120. They are given important information about a context to support their understanding. Then students solve three problems related to the given context. The problems require students to think critically about how to use the given information to determine a solution.

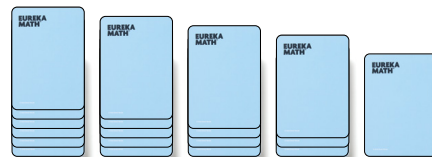
Application | Solve a Problem

Word Problem Cards

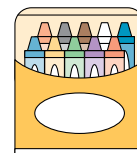
- 1 Beth puts her cubes into sticks. Her cubes show 4 tens 6 ones. How many cubes does Beth have?



- 2 Max puts his cards into piles. His piles show 5 tens 2 ones. How many cards does Max have?



- 3 Mr. Han puts his crayons into boxes. His crayons show 7 ones 9 tens. How many crayons does Mr. Han have?





Data-Driven Decision-Making

Monitor progress, adjust support, and strengthen student ownership. Ongoing *Math Catalyst* assessments help students demonstrate their learning and build their learning pathway. Students build agency as they monitor their own progress, reflect on their work, learn from mistakes, and celebrate growth.

Make stronger decisions by looking across multiple sources. Educators can combine *Math Catalyst* assessment results with external data sources such as universal screeners, *Eureka Math² Equip* diagnostic data, and Tier 1 assessment data to identify strengths and needs and determine just-right tiered instruction.

Using multiple sources of data supports more intentional instructional decisions and helps ensure supports are matched to student needs while maintaining grade-level expectations.

Progress Check Tool

Assess before, during, or after direct instruction to determine next steps.

NAME _____

DATE _____

Progress Check Tool | Compose, Decompose, and Represent Numbers to 120

1

tens ones

total

2

_____ + _____ = _____

3

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Progress Check | Student Page

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Analyzing Student Progress

Ask targeted questions to informally monitor students' progress toward proficiency.



Analyze Student Progress

Monitor:

- How does the student represent the multiplication expression on a chart?
- Does the student correctly regroup on a chart as needed?
- Does the student correctly use the chart to find the product?

Questions to Advance Student Thinking:

- What can you draw to represent the multiplication expression on a chart?
- Do you need to regroup? How do you know?
- How can you use the chart to find the product?

Plan Future Practice:

Use Practice Page 1 to support students who need additional practice. Structure the additional practice strategically to allow for teacher support or peer support.

Observational Data Recording Sheet

Use any *Math Catalyst* component to record notes about students' performance within a concept.

Observational Data Recording Sheet

Multiplication of Whole Numbers and Fractions

Student	Objective 1	Objective 2	Objective 3	Objective 4



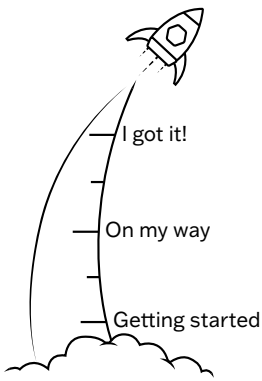
Engage Student Ownership

Give students tools to reflect, monitor progress, and make choices. When students own their learning and have choices in the math classroom, they develop autonomy, agency, and confidence in their math skills.

Math Catalyst supports student ownership through structured reflection routines and purposeful choices across Practice and Application activities.

Pause and Monitor Tool

Students track growth and progress with the Pause and Monitor Tool.

NAME _____	DATE _____
Pause and Monitor Tool	
I can ...	My Progress
	
Notes and Questions	
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Implementation Guide Student Page	
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Learning Strategies

Strengthen problem-solving habits with the Read-Draw-Write Tool (RDW). It includes visual prompts and guiding questions to remind students how they can persevere, build confidence, and approach problems strategically.

Read-Draw-Write Tool	
Read 	• Read the problem. • Ask, "What can I draw?"
Draw 	• Draw to show the problem. • Label your drawing. • Ask, "What does my drawing show me?"
Write 	• Write number sentence. • Solve. • Write a statement to answer the question.
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Scope and Sequence

Math Catalyst Strand by Grade

Scope and Sequence for
Eureka Math² Florida

Math Catalyst provides a mathematical progression of concepts not bounded by the constraints of grade-level standards. The Concepts and objectives within each strand build upon each other to form a ladder of mathematical understanding. The objectives within each Concept can be used to find a student's last secure rung on that ladder where their knowledge is sturdy enough to stand on. Equipped with student data that can help inform decisions, teachers can move among the objectives in a strand independent of grade level to find the most useful support for meeting individual student's needs so that they can continue to climb.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Early Numeracy	Perceptual Subitizing Within 5 <i>Supports addition within 5*</i> Verbal and Object Counting to 5 <i>M1: Topics A, B, C</i> Verbal and Object Counting to 10 <i>M1: Topics B, C</i> Verbal and Object Counting to 20 <i>M6: Topic A</i> Number Symbols to 10 <i>M1: Topics A, B, D, E</i> Number Symbols to 20 <i>M6: Topics A, B</i>	Conceptual Subitizing Within 10 <i>Supports addition within 10*</i>				

* Concepts not explicitly aligned to particular lessons in Eureka Math² but develop knowledge to support required content.



Math Catalyst Strand by Grade | Scope and Sequence for Eureka Math² Florida

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Place Value	Compose, Decompose, and Represent Teen Numbers <i>M6: Topics A, B</i>	Compose, Decompose, and Represent Numbers to 120 <i>M3: Topic D</i> <i>M5: Topics A, B</i> Compare and Order Numbers to 120 <i>M1: Topic A</i> <i>M5: Topic B</i>	Compose, Decompose, and Represent Numbers to 1,000 <i>M1: Topics E, F, G and H</i> Compare and Order Numbers to 1,000 <i>M1: Topic I</i> Locate Numbers on a Number Line <i>M1: Topic D</i>	Compose, Decompose, and Represent Numbers to 100,000 <i>Supports place value understanding*</i> Compare and Order Numbers to 100,000 <i>Supports place value understanding*</i> Round to the Nearest Ten and Hundred <i>M2: Topic C</i>	Compose, Decompose, and Represent Multi-Digit Numbers <i>M1: Topic B</i> Compose, Decompose, and Represent Decimals to Hundredths <i>M5: Topics A, B</i>	Compose, Decompose, and Represent Decimals to Thousandths <i>M4: Topic A</i> Compare and Order Decimals to Thousandths <i>M4: Topic A</i> Round Decimals to Tenths or Hundredths <i>M4: Topic A</i>
Addition	Composition and Decomposition Within 10 <i>M4: Topic B</i> <i>M5: Topics A, C</i> Count All to Add Within 10 <i>M4: Topics A, B, C</i> <i>M5: Topics A, C</i>	Compose 10 <i>M1: Topics B, C</i> Count On to Add Within 10 <i>M1: Topics B, C</i> Understand Equality <i>M1: Topic D</i> Add Within 20 <i>M1: Topics B, C, D</i> <i>M2: Topics A, B, C</i> Add Within 100 by Using Mental Strategies <i>M5: Topic C</i>	Add Within 100 with and Without Making New Tens <i>M2: Topics A, B</i> Add Within 1,000 by Using Mental Strategies <i>M2: Topics A, B</i> <i>M4: Topics A, B, D</i> Add Within 1,000 with Regrouping <i>M4: Topics B, E</i>	Solve One-Step and Multi-Step Word Problems Involving Addition <i>M2: Topic E</i> <i>M3: Topic C</i>	Add Whole Numbers Within 1,000,000 <i>M1: Topics B, D</i> Add Fractions with Like Denominators <i>M4: Topics A, D</i> Add Decimals to the Hundredths <i>M6: Topics D, E</i>	Add Fractions with Unlike Denominators <i>M2: Topic B</i> Add Mixed Numbers <i>M2: Topic C</i>

* Concepts not explicitly aligned to particular lessons in Eureka Math² but develop knowledge to support required content.

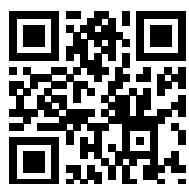
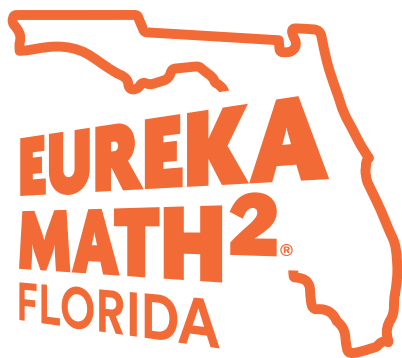
Math Catalyst Strand by Grade | Scope and Sequence for Eureka Math² Florida

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subtraction	Take Away to Subtract Within 10 <i>M5: Topics B, C</i>	Count On to Find the Unknown Addend Within 10 <i>M2: Topic D</i> Subtract Within 20 <i>M2: Topics A, D</i> <i>M3: Topics D, E</i>	Subtract Within 100 by Using Mental Strategies <i>M2: Topics C, D</i> Subtract Within 1,000 by Using Mental Strategies <i>M2: Topic C</i> <i>M4: Topic A, C</i> Subtract Within 1,000 with Regrouping <i>M4: Topics D, E</i>	Solve One-Step and Multi-Step Word Problems Involving Addition and Subtraction <i>M2: Topics D, E</i>	Subtract with Regrouping in Multiple Places to 1,000,000 <i>M1: Topic D</i> Subtract Fractions with Like Denominators <i>M4: Topic D</i> Subtract Decimals to the Hundredths <i>M6: Topics D, E</i>	Subtract Fractions with Unlike Denominators <i>M2: Topic B</i> Subtract Mixed Numbers <i>M2: Topic C</i>
Multiplication			Represent Contextual Multiplication <i>M6: Topics B, C</i>	Representations of Multiplication <i>M1: Topics A, C, E</i> Relate Multiplication to Area <i>M4: Topic A, B, C</i> Applications of Multiplication and Area <i>M4: Topic D</i>	Multiplication as Multiplicative Comparison <i>M1: Topic A</i> Multiplication of Two-Digit Numbers by One-Digit Numbers <i>M2: Topic A</i> Multiplication of Multi-Digit Numbers by One-Digit Numbers <i>M3: Topics A, C</i> Multiplication of Two-Digit Numbers by Two-Digit Numbers <i>M3: Topic D</i>	Multiplication of Multi-Digit Numbers by Multi-Digit Numbers <i>M1: Topic B</i> Representing Multiplication of Decimals by Whole Numbers <i>M4: Topic C</i> Multiplication of Decimals by Decimals <i>M4: Topic C</i> Multiplication of Whole Numbers and Fractions <i>M3: Topic A</i>



Math Catalyst Strand by Grade | Scope and Sequence for Eureka Math² Florida

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Division			Represent Contextual Division <i>M6: Topics B, C</i>	Understand Division Concepts <i>M1: Topics B, D, E</i> Relate Multiplication and Division <i>M1: Topics B, D</i> <i>M3: Topics A, B</i>	Divide Multi-Digit Numbers by One-Digit Numbers <i>M2: Topic B</i> <i>M3: Topic B</i> Divide Multi-Digit Numbers by One-Digit Numbers with Remainders <i>M3: Topic F</i>	Divide Multi-Digit Numbers by Two-Digit Numbers <i>M1: Topic C</i> Divide Decimals by Two-Digit Numbers <i>M4: Topic D</i> Divide with Unit Fractions and Whole Numbers <i>M3: Topic C</i>
Fractions as Numbers			Partition Objects into Halves, Thirds, and Fourths <i>M3: Topic C</i>	Representations of Unit Fractions <i>M5: Topics A, B</i> Representations of Non-Unit Fractions <i>M5: Topic C</i> Identify and Represent Equivalent Fractions Less Than or Equal to 1 with Units Halves, Fourths, Eighths, Thirds, and Sixths <i>M5: Topics C, E</i> Compare Fractions with the Same Numerator or Denominator <i>M5: Topics B, D</i>	Represent and Generate Equivalent Fractions Less Than or Equal to 1 <i>M4: Topics A, B</i> Represent and Generate Equivalent Fractions Greater Than 1 <i>M4: Topic B</i>	



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