



Intervention Planning Support: Instructional Groupings Report Resources for Mathematics—Grade K

Curriculum Associates Intervention Brief | March 2026

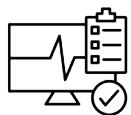
Guidance Overview

The *i-Ready* Instructional Groupings report groups students with similar instructional priorities, provides recommendations for teacher-led instruction, and identifies resources to support differentiated instruction by domain. This document is designed to support educators with matching related *i-Ready Personalized Instruction* lessons to the Tools for Instruction (TFIs) resources identified in the Instructional Groupings report to support intervention and monitor student progress for Grade K.

For specific implementation guidance and additional grade levels, see [Intervention Planning Support: Instructional Groupings Report Resources for Mathematics](#).

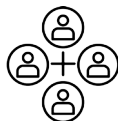
Using Instructional Groupings Report and *i-Ready* Resources to Support Intervention

1



Administer
i-Ready Inform

2



Review **Groupings** in
the Instructional
Groupings report

3



Select **Tools for
Instruction** for small
group instruction

4



Assign related
**Personalized
Instruction** lesson

5



Monitor data to
respond or adjust

IMPORTANT CONSIDERATIONS



- **Targeted support with off-grade skills should not supersede or replace grade-level core instruction** and should be layered on in small group instruction as needed to complement and accelerate students' access to grade-level content.
- **It is not intended for educators to use all resources identified in this document** and/or for all students. Rather, educators are encouraged to view this document as a menu of options to choose from strategically based on students' needs.

Instructional Groupings Resources: Number and Operations Domain



Educators may reference the [Instructional Groupings Report for Mathematics](#) to select [Tools for Instruction](#) lesson(s) to provide explicit, targeted, or supplemental instruction at the students' placement level in small groups. Educators may then use the tables below to find Personalized Instruction lessons that can be teacher assigned to provide opportunities to practice or monitor student progress with the skill taught in the matched TFI. For instructions on assigning Personalized Instruction, reference [How do I add Teacher-Assigned Lessons?](#)

Domain: Number and Operations			
Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
Lesson Title	Level	Lesson Title	Level
Making a Set Up to 10 Objects	K	Make Groups of Up to 10 Objects	Early K
Count Out Up to 3	K	–	–
Count Up to 3	K	Count Up to 3 Objects	Early K
Identify More and Less	K	More	Early K
		Less	Early K
Rote Count to 10	K	–	–
Subitize to 3	K	–	–
Count Up to 5 Objects	K	Count Up to 5 Objects	Early K
Count Groups of 0–5 Objects	K	Count Up to 5 Objects	Early K
Compare within 5	K	–	–
Compare within 10	K	Compare Numbers within 10	Early K
Identify Numbers to 5	K	–	–
Identify Numbers to 10	K	–	–

Instructional Groupings Resources: Algebra and Algebraic Thinking Domain

Domain: Algebra and Algebraic Thinking			
Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
Lesson Title	Level	Lesson Title	Level
Number Pairs for Sums to 10	K, 1	Number Partners for 10	Mid K
		Make 10	Mid K
Addition and Subtraction Word Problems	K	"Add to" Word Problems within 10	Early 1
Make Numbers to 5	K	Number Partners for 3	Mid K
		Number Partners for 4 and 5	Mid K
Understand Addition	K	Understand Addition	Mid K
Subtraction	K	Understand Subtraction	Mid K
		Subtract within 5	Mid K
		Subtract within 10	Mid K
Make 6, 7, 8, and 9	K	Number Partners for 6 and 7	Mid K
		Number Partners for 8 and 9	Mid K
Totals of 10	K	Number Partners for 10	Mid K
		Make 10	Mid K
Find Missing Partners for Totals of 10	K	–	–
Sort Addition Facts	K	–	–
Subtract Numbers Less Than 10	K	Subtract within 10	Mid K
Count to Add or Subtract	K, 1	Count On to Add	Early 1
		Count On to Subtract	Early 1
Use Counters to Write Equations	K	–	–