

# SRA Number Worlds Research and Efficacy

<b>T</b>	<b>C</b>	
<b>R</b>	<b>R</b>	<b>2</b>
<b>A</b>	<b>L</b>	<b>3</b>
<b>C</b>	<b>C S S</b>	<b>4</b>
<b>P</b>	<b>-B L</b>	<b>6</b>
<b>N</b>	<b>:N S</b>	<b>7</b>
<b>Building Blocks L</b>	<b>T</b>	<b>11</b>
<b>R</b>		<b>13</b>

■ *Worlds Research and Efficacy MHE* *li e.c m/NW e ea ch*

# Achieving Math Proficiency

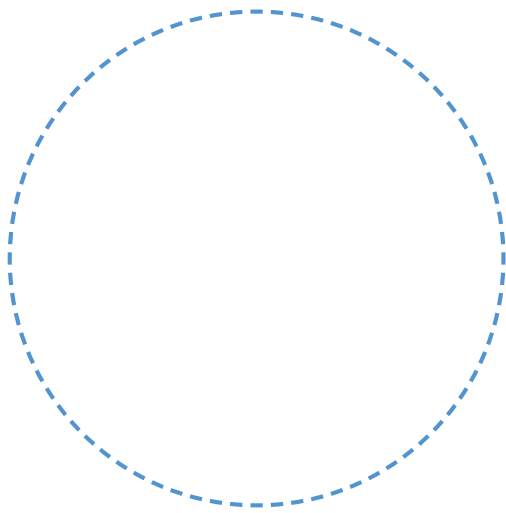
## M I L I T A R Y G R A D E P - K 8

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**SRAN mbe W Id** ... ..

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**PREPARE** ... ..

**ENGAGE** ... ..

**ASSESS** ... ..

# Research Results

## **R**esearch Results **Building Blocks**

**B**uilding Blocks  
**SRA Number Worlds**

# Adaptive Learning



## ADAPTIVE LEARNING

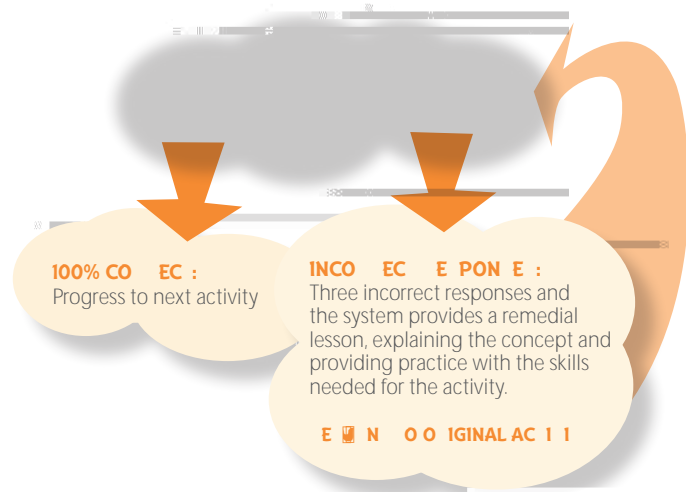
**BUILDING BLOCKS** is a differentiated learning system that provides personalized instruction for each student based on their individual needs. The system uses adaptive learning technology to adjust the difficulty of the content based on the student's performance. This ensures that each student is challenged at their own level, promoting mastery and confidence. The system also provides immediate feedback and remediation for students who struggle, helping them to learn from their mistakes and improve their skills.

**INDIVIDUALIZED LEARNING.** **BUILDING BLOCKS** provides personalized instruction for each student based on their individual needs. The system uses adaptive learning technology to adjust the difficulty of the content based on the student's performance. This ensures that each student is challenged at their own level, promoting mastery and confidence. The system also provides immediate feedback and remediation for students who struggle, helping them to learn from their mistakes and improve their skills.

**BUILT FOR FLEXIBILITY.** **BUILDING BLOCKS** is designed to be used in a variety of settings, including classrooms, labs, and at home. The system is easy to use and integrates seamlessly with existing learning management systems. This makes it a versatile tool for educators looking to enhance their instruction and provide personalized learning for their students.

**DYNAMIC PROGRESS MONITORING AND REPORTING.** **BUILDING BLOCKS** provides real-time monitoring of student progress and performance. The system generates detailed reports that allow educators to track individual student progress and identify areas where students may be struggling. This data is used to inform instruction and provide targeted support for students who need it.

**ADAPTIVE TECHNOLOGY.** **BUILDING BLOCKS** uses adaptive learning technology to adjust the difficulty of the content based on the student's performance. This ensures that each student is challenged at their own level, promoting mastery and confidence. The system also provides immediate feedback and remediation for students who struggle, helping them to learn from their mistakes and improve their skills.



# Common Core State Standards

**CCSS**

**S**

**M**

**P**

**1** Understand the meaning of a number name written for a number between 1 and 100, and represent that number with a numeral (010).

**F** Understand the meaning of a number name written for a number between 1 and 100, and represent that number with a numeral (010). **SRAN mbe W ld**

**C** Understand the meaning of a number name written for a number between 1 and 100, and represent that number with a numeral (010).

**PREVENTION: CCSS Topics Per Grade**

**Level A**

2nd-3rd Grade

2.NF.A.1, 2.NF.A.2, 2.NF.A.3, 2.NF.A.4, 2.NF.A.5, 2.NF.A.6, 2.NF.A.7, 2.NF.A.8, 2.NF.A.9, 2.NF.A.10, 2.NF.A.11, 2.NF.A.12, 2.NF.A.13, 2.NF.A.14, 2.NF.A.15, 2.NF.A.16, 2.NF.A.17, 2.NF.A.18, 2.NF.A.19, 2.NF.A.20, 2.NF.A.21, 2.NF.A.22, 2.NF.A.23, 2.NF.A.24, 2.NF.A.25, 2.NF.A.26, 2.NF.A.27, 2.NF.A.28, 2.NF.A.29, 2.NF.A.30, 2.NF.A.31, 2.NF.A.32, 2.NF.A.33, 2.NF.A.34, 2.NF.A.35, 2.NF.A.36, 2.NF.A.37, 2.NF.A.38, 2.NF.A.39, 2.NF.A.40, 2.NF.A.41, 2.NF.A.42, 2.NF.A.43, 2.NF.A.44, 2.NF.A.45, 2.NF.A.46, 2.NF.A.47, 2.NF.A.48, 2.NF.A.49, 2.NF.A.50, 2.NF.A.51, 2.NF.A.52, 2.NF.A.53, 2.NF.A.54, 2.NF.A.55, 2.NF.A.56, 2.NF.A.57, 2.NF.A.58, 2.NF.A.59, 2.NF.A.60, 2.NF.A.61, 2.NF.A.62, 2.NF.A.63, 2.NF.A.64, 2.NF.A.65, 2.NF.A.66, 2.NF.A.67, 2.NF.A.68, 2.NF.A.69, 2.NF.A.70, 2.NF.A.71, 2.NF.A.72, 2.NF.A.73, 2.NF.A.74, 2.NF.A.75, 2.NF.A.76, 2.NF.A.77, 2.NF.A.78, 2.NF.A.79, 2.NF.A.80, 2.NF.A.81, 2.NF.A.82, 2.NF.A.83, 2.NF.A.84, 2.NF.A.85, 2.NF.A.86, 2.NF.A.87, 2.NF.A.88, 2.NF.A.89, 2.NF.A.90, 2.NF.A.91, 2.NF.A.92, 2.NF.A.93, 2.NF.A.94, 2.NF.A.95, 2.NF.A.96, 2.NF.A.97, 2.NF.A.98, 2.NF.A.99, 2.NF.A.100

**Level B**

4th-5th Grade

4.NF.B.1, 4.NF.B.2, 4.NF.B.3, 4.NF.B.4, 4.NF.B.5, 4.NF.B.6, 4.NF.B.7, 4.NF.B.8, 4.NF.B.9, 4.NF.B.10, 4.NF.B.11, 4.NF.B.12, 4.NF.B.13, 4.NF.B.14, 4.NF.B.15, 4.NF.B.16, 4.NF.B.17, 4.NF.B.18, 4.NF.B.19, 4.NF.B.20, 4.NF.B.21, 4.NF.B.22, 4.NF.B.23, 4.NF.B.24, 4.NF.B.25, 4.NF.B.26, 4.NF.B.27, 4.NF.B.28, 4.NF.B.29, 4.NF.B.30, 4.NF.B.31, 4.NF.B.32, 4.NF.B.33, 4.NF.B.34, 4.NF.B.35, 4.NF.B.36, 4.NF.B.37, 4.NF.B.38, 4.NF.B.39, 4.NF.B.40, 4.NF.B.41, 4.NF.B.42, 4.NF.B.43, 4.NF.B.44, 4.NF.B.45, 4.NF.B.46, 4.NF.B.47, 4.NF.B.48, 4.NF.B.49, 4.NF.B.50, 4.NF.B.51, 4.NF.B.52, 4.NF.B.53, 4.NF.B.54, 4.NF.B.55, 4.NF.B.56, 4.NF.B.57, 4.NF.B.58, 4.NF.B.59, 4.NF.B.60, 4.NF.B.61, 4.NF.B.62, 4.NF.B.63, 4.NF.B.64, 4.NF.B.65, 4.NF.B.66, 4.NF.B.67, 4.NF.B.68, 4.NF.B.69, 4.NF.B.70, 4.NF.B.71, 4.NF.B.72, 4.NF.B.73, 4.NF.B.74, 4.NF.B.75, 4.NF.B.76, 4.NF.B.77, 4.NF.B.78, 4.NF.B.79, 4.NF.B.80, 4.NF.B.81, 4.NF.B.82, 4.NF.B.83, 4.NF.B.84, 4.NF.B.85, 4.NF.B.86, 4.NF.B.87, 4.NF.B.88, 4.NF.B.89, 4.NF.B.90, 4.NF.B.91, 4.NF.B.92, 4.NF.B.93, 4.NF.B.94, 4.NF.B.95, 4.NF.B.96, 4.NF.B.97, 4.NF.B.98, 4.NF.B.99, 4.NF.B.100

**Level C**

6th-8th Grade

6.NF.C.1, 6.NF.C.2, 6.NF.C.3, 6.NF.C.4, 6.NF.C.5, 6.NF.C.6, 6.NF.C.7, 6.NF.C.8, 6.NF.C.9, 6.NF.C.10, 6.NF.C.11, 6.NF.C.12, 6.NF.C.13, 6.NF.C.14, 6.NF.C.15, 6.NF.C.16, 6.NF.C.17, 6.NF.C.18, 6.NF.C.19, 6.NF.C.20, 6.NF.C.21, 6.NF.C.22, 6.NF.C.23, 6.NF.C.24, 6.NF.C.25, 6.NF.C.26, 6.NF.C.27, 6.NF.C.28, 6.NF.C.29, 6.NF.C.30, 6.NF.C.31, 6.NF.C.32, 6.NF.C.33, 6.NF.C.34, 6.NF.C.35, 6.NF.C.36, 6.NF.C.37, 6.NF.C.38, 6.NF.C.39, 6.NF.C.40, 6.NF.C.41, 6.NF.C.42, 6.NF.C.43, 6.NF.C.44, 6.NF.C.45, 6.NF.C.46, 6.NF.C.47, 6.NF.C.48, 6.NF.C.49, 6.NF.C.50, 6.NF.C.51, 6.NF.C.52, 6.NF.C.53, 6.NF.C.54, 6.NF.C.55, 6.NF.C.56, 6.NF.C.57, 6.NF.C.58, 6.NF.C.59, 6.NF.C.60, 6.NF.C.61, 6.NF.C.62, 6.NF.C.63, 6.NF.C.64, 6.NF.C.65, 6.NF.C.66, 6.NF.C.67, 6.NF.C.68, 6.NF.C.69, 6.NF.C.70, 6.NF.C.71, 6.NF.C.72, 6.NF.C.73, 6.NF.C.74, 6.NF.C.75, 6.NF.C.76, 6.NF.C.77, 6.NF.C.78, 6.NF.C.79, 6.NF.C.80, 6.NF.C.81, 6.NF.C.82, 6.NF.C.83, 6.NF.C.84, 6.NF.C.85, 6.NF.C.86, 6.NF.C.87, 6.NF.C.88, 6.NF.C.89, 6.NF.C.90, 6.NF.C.91, 6.NF.C.92, 6.NF.C.93, 6.NF.C.94, 6.NF.C.95, 6.NF.C.96, 6.NF.C.97, 6.NF.C.98, 6.NF.C.99, 6.NF.C.100



# Project-Based Learning



## T P P -B L

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1. ... ..
2. ... ..
3. ... ..
4. ... ..
5. ... ..

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## Principle 4: P

Principle 4: P: **Programs should be designed to be developmentally appropriate for the children in the program.**

When designing a program, it is important to consider the developmental needs of the children in the program. This includes considering the children's age, cognitive abilities, and social-emotional needs. The program should be designed to be challenging and engaging for the children, while also providing a safe and supportive environment. The program should also be designed to be culturally responsive and inclusive, reflecting the diversity of the children in the program. The program should be designed to be flexible and adaptable, allowing for changes to be made as needed. The program should be designed to be evidence-based, based on research that shows what works for children. The program should be designed to be sustainable, so that it can be implemented for a long time. The program should be designed to be evaluated, so that its effectiveness can be measured. The program should be designed to be transparent, so that parents and the community can understand what is going on. The program should be designed to be collaborative, involving parents and the community in the design and implementation of the program. The program should be designed to be data-driven, using data to inform decisions about the program. The program should be designed to be innovative, using new and creative ways to engage children. The program should be designed to be fun, so that children want to participate. The program should be designed to be meaningful, so that children can learn and grow. The program should be designed to be respectful, so that children are treated with dignity and respect. The program should be designed to be fair, so that all children have an equal opportunity to succeed. The program should be designed to be just, so that the needs of all children are met. The program should be designed to be ethical, so that the rights of all children are protected. The program should be designed to be responsible, so that the program is run in a way that is in the best interests of the children. The program should be designed to be accountable, so that the program is held responsible for its actions. The program should be designed to be transparent, so that the program's actions are visible to the public. The program should be designed to be open, so that the program is accessible to all children. The program should be designed to be inclusive, so that all children are welcome. The program should be designed to be welcoming, so that children feel safe and supported. The program should be designed to be caring, so that children are treated with kindness and compassion. The program should be designed to be respectful, so that children are treated with dignity and respect. The program should be designed to be fair, so that all children have an equal opportunity to succeed. The program should be designed to be just, so that the needs of all children are met. The program should be designed to be ethical, so that the rights of all children are protected. The program should be designed to be responsible, so that the program is run in a way that is in the best interests of the children. The program should be designed to be accountable, so that the program is held responsible for its actions. The program should be designed to be transparent, so that the program's actions are visible to the public. The program should be designed to be open, so that the program is accessible to all children. The program should be designed to be inclusive, so that all children are welcome. The program should be designed to be welcoming, so that children feel safe and supported. The program should be designed to be caring, so that children are treated with kindness and compassion.






























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





























## Principle 5: E

Principle 5: E: **Programs should be designed to be evidence-based, based on research that shows what works for children.**






When designing a program, it is important to consider the evidence base for the program. This includes considering the research that shows what works for children. The program should be designed to be based on research that is high quality and relevant to the children in the program. The program should be designed to be based on research that is current and up-to-date. The program should be designed to be based on research that is accessible and understandable to parents and the community. The program should be designed to be based on research that is transparent and open to scrutiny. The program should be designed to be based on research that is collaborative, involving parents and the community in the design and implementation of the program. The program should be designed to be based on research that is data-driven, using data to inform decisions about the program. The program should be designed to be based on research that is innovative, using new and creative ways to engage children. The program should be designed to be based on research that is fun, so that children want to participate. The program should be designed to be based on research that is meaningful, so that children can learn and grow. The program should be designed to be based on research that is respectful, so that children are treated with dignity and respect. The program should be designed to be based on research that is fair, so that all children have an equal opportunity to succeed. The program should be designed to be based on research that is just, so that the needs of all children are met. The program should be designed to be based on research that is ethical, so that the rights of all children are protected. The program should be designed to be based on research that is responsible, so that the program is run in a way that is in the best interests of the children. The program should be designed to be based on research that is accountable, so that the program is held responsible for its actions. The program should be designed to be based on research that is transparent, so that the program's actions are visible to the public. The program should be designed to be based on research that is open, so that the program is accessible to all children. The program should be designed to be based on research that is inclusive, so that all children are welcome. The program should be designed to be based on research that is welcoming, so that children feel safe and supported. The program should be designed to be based on research that is caring, so that children are treated with kindness and compassion.

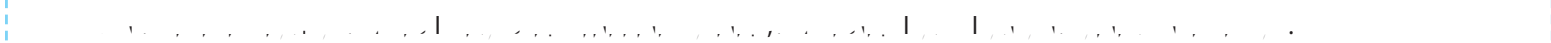
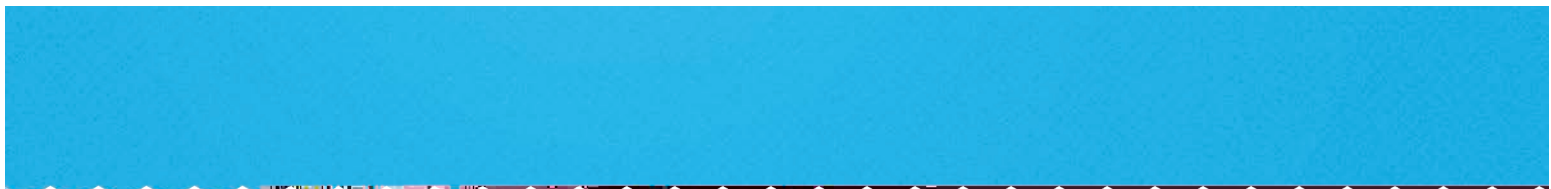
## D

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### Representation for Numbers in Different Lands

- Object Land 
- Picture Land 
- Line Land 
- Sky Land 
- Circle Land 



The first part of the document discusses the importance of early literacy skills. It highlights how foundational skills like phonics and letter recognition are crucial for a child's success in reading. The text emphasizes that these skills are not just about memorization but about understanding the sounds and structures of language.

**Bildi gBl ck**

The second part of the document focuses on the role of parents and educators in supporting a child's learning. It suggests that a supportive environment, filled with books and educational activities, can significantly enhance a child's engagement and understanding. The text also touches upon the importance of consistent practice and encouragement.

**Bildi gBl ck**

The final part of the document concludes by reinforcing the message that every child has the potential to become a confident reader. It encourages a growth mindset and the belief that with the right support and practice, all children can achieve their educational goals.





