INSTITUTE for LEARNING

SOAR Summary Fractions

	Grade 3 Tier I Intervention (Classroom Instruction) *Tier II Grade 4 & Tier III Grade 5*	Grade 4 Tier I Intervention (Classroom Instruction) *Tier II Grade 5*	Grade 5 Tier I Intervention (Classroom Instruction)
Understands Structure	• Explains the meaning of the numerator and the denominator. • Compares fractions using reasoning about numerators and denominators. • Recognizes and generates equivalent fractions.	• Adds and subtracts fractions with like denominators by counting, adding, or subtracting the numerators. • Recognizes and solves situations where multiplication and/or repeated addition can be used because there is a whole number of equal-sized fractional groups (e.g., 3 groups of $\frac{1}{2}$).	• Adds and subtracts fractions with unlike denominators by reasoning about magnitude or by finding a common denominator prior to adding or subtracting fractions. • Determines common denominators prior to adding or subtracting. • Solves multiplication problems involving one or two fractional factors. • Solves division problems involving a unit fraction and a whole number.
Models Mathematics	• Names unit and non-unit fractions from regional and linear models. • Creates accurate area/regional models and linear models. • Writes fractions accurately. • Compares fractions using the <, >, and = symbols.	• Represents and determines a sum/difference for situations involving adding or subtracting with like denominators. • Represents and determines a product for multiplication situations involving one fractional factor accurately.	• Represents addition/subtraction problems involving unlike denominators by creating models with common denominators. • Represents a portion of a whole with set and linear models. • Represents a portion of a whole and a portion of a portion with regional/area and linear models. • Represents division involving one unit fraction.
Provides Explanations	• Explains the meaning of the numerator and denominator. • Explains how to compare fractions with like denominators or numerators.	• States and explains why fractional pieces need to be the same size when adding and subtracting fractions. • Explains why the product of a whole number and a fraction is less than the whole number.	• Explains why fractional pieces need to be the same size when adding and subtracting fractions. • Explains why taking a portion of a portion yields a product less than either fraction. • Explains division as how many times the divisor can “fit into” the dividend OR as splitting a fraction into equal groups based on the dividend.