First, later and genuinely unused reserve sources

These eight complete sources each contain their own source, four questions and four genuine own response areas. A/B are Data families; N/R are Number families. A and N are core; B and R are held reserves. Family/phase labels do not establish empirical equivalence, attainment or novelty. They preserve comparable component demands within each first/later pair; results need qualitative source-specific interpretation, not a combined growth score.

- Data: A-first (a-first.md) / A-later (a-later.md); unused reserve B-first (b-first.md) / B-later (b-later.md). Each supplies six categorical choices over three options and two unavailable replies from eight invitations; list, full table, comparison/unknown and useful statement.

- Number: N-first (n-first.md) / N-later (n-later.md); unused reserve R-first (r-first.md) / R-later (r-later.md). Each supplies three three-digit numerals, a zero-tens standard amount for alternate partition, a two-digit addition requiring an exchange, and a two-digit missing-part problem crossing tens. Particular numeral/strategy demands still differ.

A useful sequence, with honest evidence

1. Choose ONE suitable family and source. Ask whether its exact context, quantities, question set, own blank or solution has been seen in class/home/peer/staff/device use. Record actual prior exposure, not a guessed “new”. If exposed, use a suitable genuinely unseen reserve; if none is available, call it ordinary practice. Shared category/place-value conventions may already be familiar; novelty concerns this complete source, not never-taught mathematics.

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2. Present only the selected full source and questions with wanted reading/scribing/communication access. Keep each actual first response before showing an answer, modelled strategy or mathematical hint. Adult reading is access; interpreting the unknown, placing a numeral or giving a computation is mathematical help. An unanswered question may be unattempted/uncaptured; do not assume an incorrect concept.

3. After capture, use the staff keys and component criteria (../teacher/KEYS.md). Record source/question, response, access, mathematical help, child/adult actions, actual teaching and date/interval. Teach the missing component on unrelated ordinary C01–C20 tasks; never rehearse later/reserve source quantities as the intervention.

4. Offer the appropriate different later source only after an actual first capture and teaching interval. If that did not happen, it is a first encounter. Check familiarity again. Keep a supported revision separate from the initial response. Describe which component changed and its help/context; no raw-score growth inference across the different demands.

Day45 may host a first Data capture before ordinary teaching; Day46 a first Number capture before its examples, only if suitable. Day50 may host a later encounter after actual teaching, not automatically for everyone. Stage choice is not a compulsory test schedule. No diagnosis, handwriting, speech, speed or aesthetic neatness criterion; no official A–E, full achievement standard, Year2 or state approval claim. Actual survey acquisition/physical manipulation/project use require actual evidence; supplied-source reasoning establishes only that reasoning.

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