

Supporting Diverse Learners in Mathematics

The [K-12 mathematics standards](#) lay the foundation that allows students to become mathematically proficient by focusing on conceptual understanding, procedural skill and fluency, and application.

Learning acceleration helps target the skills students need to more quickly access and practice on-grade-level content. Mathematics instruction for students who persistently struggle should help students access the Tier 1 curriculum by focusing on the following tasks:

1. Identify the standard(s) being targeted during core instruction.
2. Identify the prerequisite standards using the [Learning Acceleration Guidance](#).
3. Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources as just in time supports during small group, whole group or individualized instruction to ensure readiness for grade level content.

Identify the standard(s) being targeted during core instruction.	
Planning	<ul style="list-style-type: none"> ● Use curriculum and planning tools to identify the standard(s) being targeted during core, on-grade-level instruction. ● Dive deep into the standards and the core instruction of the on-grade-level content to understand the level of complexity at which the standards are covered. ● Identify the focus standard(s) where students may need support.
Resources	<ul style="list-style-type: none"> ● Louisiana Guides to Implementing Tier 1 Curriculum ● Tier 1 Curriculum Planning Guidance

Identify the prerequisite standards using the Learning Acceleration Guidance .	
Planning	<ul style="list-style-type: none"> ● Use the Learning Acceleration Guidance to identify prerequisite standards that align to the core instruction. ● Identify the focus prerequisite standard(s) to target during in-class, core supports through whole class, small group, or individual support
Resources	<ul style="list-style-type: none"> ● Learning Acceleration Guidance ● Tier 1 Acceleration Tools

Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources during small group or individualized instruction.	
Planning	<ul style="list-style-type: none"> ● Use resources to develop core supports to target the prerequisite standard(s); core supports instruction should come from high-quality resources ● Core supports can include mini-lessons, concrete models, varied mathematical strategies, or adding in problems that scaffold into the current lesson allowing an entry point to the grade level mathematics for every student. ● Core supports do not diminish, but reinforce, the level of rigor called for by the Louisiana Guide to Rigor 2.0. ● Identify which students need the support and determine whether support is an anticipated need for the whole group, a small group or individual students. ● Co-plan with EL and special education teachers to incorporate strategies to address the specific needs of each student receiving support
Resources	<ul style="list-style-type: none"> ● Louisiana Guides to Implementing Tier 1 Curriculum ● Tier 1 Acceleration Tools ● Tier 1 Curriculum from Prerequisite Grade Level