

# Accelerating Learning

## *A Guide to Planning Just-In-Time Supports*

### Understand the math

- Study the standard and the curriculum.
  - What are the key skills, concepts and language students will need to be successful with the standard?
  - How are students demonstrating their understanding of the standard? What aspect(s) of rigor is/are being targeted?
- Do the math.
  - What does it look like?
  - What key understandings do students need to demonstrate in order to access the task?
  - What strategies will students need to use to work through the task?

### Consider what was untaught and/or not yet mastered

- What supporting knowledge and concepts will students need to have?
  - Refer to the [Coherence Maps](#), the Unit Narrative, and the Unit Dependency Chart.
  - What key skills, concepts and language will students need in order to engage with this standard?
- What is the right amount of background knowledge that will give students access to the task?
  - What are the simplest forms of the idea(s) students need to know?

### Decide how to structure instructional time

- How much information do students need to be successful?
  - How much information do students need right now?
  - Which lessons need to be prioritized, combined, or eliminated?
- Where are the most appropriate places within the lesson to provide intervention?
  - During which parts of the lesson does it make sense to spend time building prerequisite knowledge?
- How does the aspect of rigor impact planning and instruction?
  - What instructional practices support student learning?
  - What models/tasks will you have them review/practice before engaging with the math in this lesson?
  - What questions will you ask to advance student learning?