



How do I best address unfinished learning this year?

Overview

Diagnostic data generates the Prerequisites report, which supports educators in identifying students' prerequisite learning needs for each instructional unit and provides guidance on how to best integrate this additional instruction into their grade-level scope and sequence for the year.

What is the best approach in addressing unfinished learning during the upcoming school year?

The most effective and equitable way to support all students in their learning of mathematics is to spend the majority of instructional time with students engaging in grade-level content, integrating prerequisites only where needed to ensure students are able to access and be successful with grade-level instruction. In short, consider these guiding principles:

- Prerequisite learning is best addressed through integration with grade-level instruction.
- A focus on developing understanding is critical versus solely focusing on memorizing facts.
- Establishing routines and building a math community are needed for students to learn and grow.

How should I think through and make sense of the information within the Prerequisites report?

After selecting a particular unit and/or group of lessons, follow these steps:

1. Read the **paragraph** under Unit Overview that describes the learning within that set of lessons.
2. Review the list of **prerequisites**, considering the connection between them and the grade-level lessons ahead.
3. Zoom in on the **Essential Skill** noted within the prerequisites, then watch the **Unit Flow & Progression Video**, considering how the Essential Skill connects to the math concepts presented.
4. Look at the **data**, starting with the row showing your class's performance on the Essential Skill.
5. Zoom out to consider placement and performance of all **students**, noting both strengths to build upon and any other areas of need.
6. Combine your prerequisite skills analysis with other assessment data you have to determine what your students need and how to best incorporate into your instructional plans. (*Note: See guidance on following page.*)

Prerequisites

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Unit: Unit 2 (Lessons 6-8)

1 Unit Overview Major Themes of Unit

Unit 2: Operations and Algebraic Thinking
In Lessons 6-8 of this unit, students build on their basic understanding of multiplication and division as they learn about multiplicative comparison and solve problems using multiplication and division. They also use multiplication and division facts as they find factors for whole numbers within 100.

3 Unit Flow & Progression Video | **Learning Progression**

Whole Class
After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

Prerequisite Groups

Prerequisites	Unit Group A 4 Students	Unit Group B 5 Students	Unit Group C 6 Students	Unit Group D 4 Students
Know multiplication facts.	✓	✓	✓	Additional Support
Essential Skill Understand the relationship between multiplication and division.	✓	Additional Support	In-depth Review	In-depth Review
Solve word problems with multiplication and division.	✓	Additional Support	In-depth Review	In-depth Review

4

Unit Group A 4 Students	Unit Group B 5 Students	Unit Group C 6 Students	Unit Group D 4 Students
Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Martin, Holly Medeiros, Nick Nelson, Sean	Charnas, Brendan Jones, Aisha Kovac, Valarie Williams, Gerald

5

In looking at the data, how can I determine if my students need small group or whole class instruction?

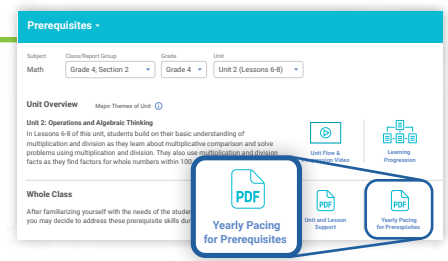
When looking at the data in the report:

- **If a small number of students (e.g., approximately 30 percent) need additional support or in-depth review**, then use the Recommended Resources during small group instruction.
- **If most of the students (e.g., approximately 70 percent) need additional support or in-depth review**, then use the Unit and Lesson Support and Yearly Pacing for Prerequisites to address students' learning needs during whole group instruction. (Note: See [Using the Prerequisites Report to Inform Instruction](#) for more details.)

If I decide to add whole group lessons of prerequisites into my instructional plans, what do I need to keep at the top of mind?

Your pacing, in order to be sure to deliver all grade-level content by the end of the school year. To help you stay on track, consider these key tips:

- Be sure to use the **Yearly Pacing for Prerequisites** guidance to identify when is best to incorporate prerequisite lessons and where to consolidate other grade-level lessons. (Note: *Consolidating grade-level lessons may occur outside of your current unit of instruction.*)
- Only consolidate grade-level lessons where indicated on the Yearly Pacing for Prerequisites. These lessons can be identified where a range of days is noted (e.g., two to five days).
- Check in on your pacing at the start of each unit and adjust your instruction accordingly. This will ensure you will be able to cover all grade-level content before the school year's end.



How do I consolidate lessons to maintain pacing of my grade-level scope and sequence?

Every teacher's classroom is made up of a unique group of students who possess many different strengths and needs, so you'll need to determine what's best for your particular learning environment. Below is just one way to consider consolidating lessons to maintain pacing during the school year. (Note: *Remember to only consolidate where noted on Yearly Pacing for Prerequisites, as lessons not indicated with a range of days directly support the major work of the grade level, so they should be taught as stated in the Teacher's Guide.*)

<div style="background-color: #c00000; color: white; padding: 5px; font-weight: bold; font-size: 24px; text-align: center;">Grade 1</div>	<p>Strategy Lessons (1 Explore, 1–3 Develops, 2 Refines)</p> <ul style="list-style-type: none"> • Explore/Develop 1 • Develop 2 • Develop 3 • Assign Refines for HW/Additional Practice 	<p>Understand Lessons (1 Explore, 2 Develops, 1 Refine)</p> <ul style="list-style-type: none"> • Explore/Develop 1 • Develop 2/Refine

Grade
2

Strategy Lessons (1 Explore, 1–3 Develops, 2 Refines)	Understand Lessons (1 Explore, 1 Develop, 1 Refine)
<ul style="list-style-type: none"> • Explore/Develop 1 • Develop 2 • Develop 3 • Assign Refines for HW/Additional Practice 	<ul style="list-style-type: none"> • Explore/Develop • Refine

Grades
3–5

Strategy Lessons	Understand Lessons (1 Explore, 1 Develop, 1 Refine)
<p>3-Day lesson (1 Explore, 1 Develop, 1 Refine)</p> <ul style="list-style-type: none"> • Explore • Develop • Assign Refine for HW 	<ul style="list-style-type: none"> • Explore/Develop • Refine
<p>4-Day lesson (1 Explore, 2 Develops, 1 Refine)</p> <ul style="list-style-type: none"> • Explore/Develop 1 • Develop 2 • Assign Refine for HW 	
<p>5-Day lesson (1 Explore, 3 Develops, 1 Refine)</p> <ul style="list-style-type: none"> • Explore/Develop 1 • Develop 2 • Develop 3 • Assign Refine for HW 	

How do I consolidate an Explore and Develop session into one 45- to 60-minute mathematics class?

Below is just one way to consider consolidating sessions to maintain pacing during the school year:

