

Strategies for Supporting Diverse Learners in ELA and Math

The Louisiana Department of Education believes that all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards. To ensure that this vision is realized for all students, the following things have to be true:

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.
2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
 - a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
 - b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high quality curriculum and embedded supports.
3. All teachers who support struggling learners, including but not limited to general education, special education, English language, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1¹ content during core instruction.

Supporting Students in English Language Arts

ELA instruction for students who persistently struggle should help students access the Tier 1 curriculum content by focusing on the following:

1. Read: Build reading skills, such as reading fluency, with texts used in core instruction.
2. Understand: Build understanding by focusing on background knowledge and language that is directly connected to the texts used in core instruction.
3. Express Understanding: Build oral and written language skills to express understanding clearly and coherently.

This additional content can be delivered by the general education, special education, English language, and/or intervention teacher. It will be most effective when delivered by a teacher who is trained in the curriculum and engaged in that students' core ELA classroom. This [tool](#) can help educators think through the type of work to engage students with.

Supporting Students in Math

Math instruction for students who persistently struggle should help students access the Tier 1 curriculum content. This requires teachers to:

1. Identify the standard(s) being targeted during core instruction.
2. Identify the pre-requisite standards using the [Remediation Guides](#).
3. Engage students in components of previous grade levels of the Tier 1 curriculum and/or other aligned resources during small group or individualized instruction.

This additional content can be delivered by the general education, special education, and/or intervention teacher. It will be most effective when delivered by a teacher who is trained in the curriculum and engaged in that students' core math classroom. This [tool](#) can help educators determine whether students need additional supports to access on-grade-level work.

¹ Tier 1 in grades K-2 English language arts refers to either a Tier 1 foundational skills curriculum plus a Tier 1 ELA curriculum or a Tier 1 comprehensive ELA curriculum that includes foundational skills.