

WHITE PAPER

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Differentiated mathematics instruction is a powerful way to ensure that all students learn. Teaching to the middle and hoping that our instruction reaches all students

entitled to classroom environments and learning situations that appropriately challenge and support their active and accurate development of mathematics knowledge. Not just those students who happen to be “in the middle.”

The Common Core State Standards (2010) offer renewed goals of focus and coherence with the underlying purpose of students learning, instead of teachers “covering” mathematics. There are now fewer, clearer, and higher mathematics



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Targeted instruction is even more beneficial when it is coupled with adjusting the level of cognitive demand (LCD). The LCD is the degree of thinking and ownership required in the learning situation. The more complex the thinking and the more ownership (invested interest) the students have, the more they learn.



