

		students have unfinished learning within this standard, based on assessment data, consider ways to provide intensive pre-teaching support prior to the start of the unit to ensure students are ready to access grade level instruction and assignments.
Re-Teach		
<i>Level of Intensity</i>	<i>Essential Question</i>	<i>Examples</i>
Targeted	What formative assessment data (e.g., tasks, exit tickets, observations) will help identify content needing to be revisited during a unit?	For example, students may benefit from re-engaging with content during a unit on computing probabilities of compound events by providing specific feedback to students on their work through a short mini-lesson because by pinpointing minor errors in a multistep process we can perfect our processes.
Intensive	What assessment data will help identify content needing to be revisited for intensive interventions?	For example, some students may benefit from intensive extra time during and after a unit on computing probabilities of compound events by addressing conceptual understanding because by sitting down and helping a student analyze their process, we can bring them to a deeper level of understanding of their errors as well as the content.
Extension		
<i>Essential Question</i>		<i>Examples</i>
What type of extension will offer additional challenges to 'broaden' your student's knowledge of the mathematics developed within your HQIM?		Some learners may benefit from an extension such as the opportunity to understand concepts more quickly and explore them in greater depth than other students. When studying the rules of probability to compute probabilities of compound events students working together opens up new paths of thinking and reasoning for them.