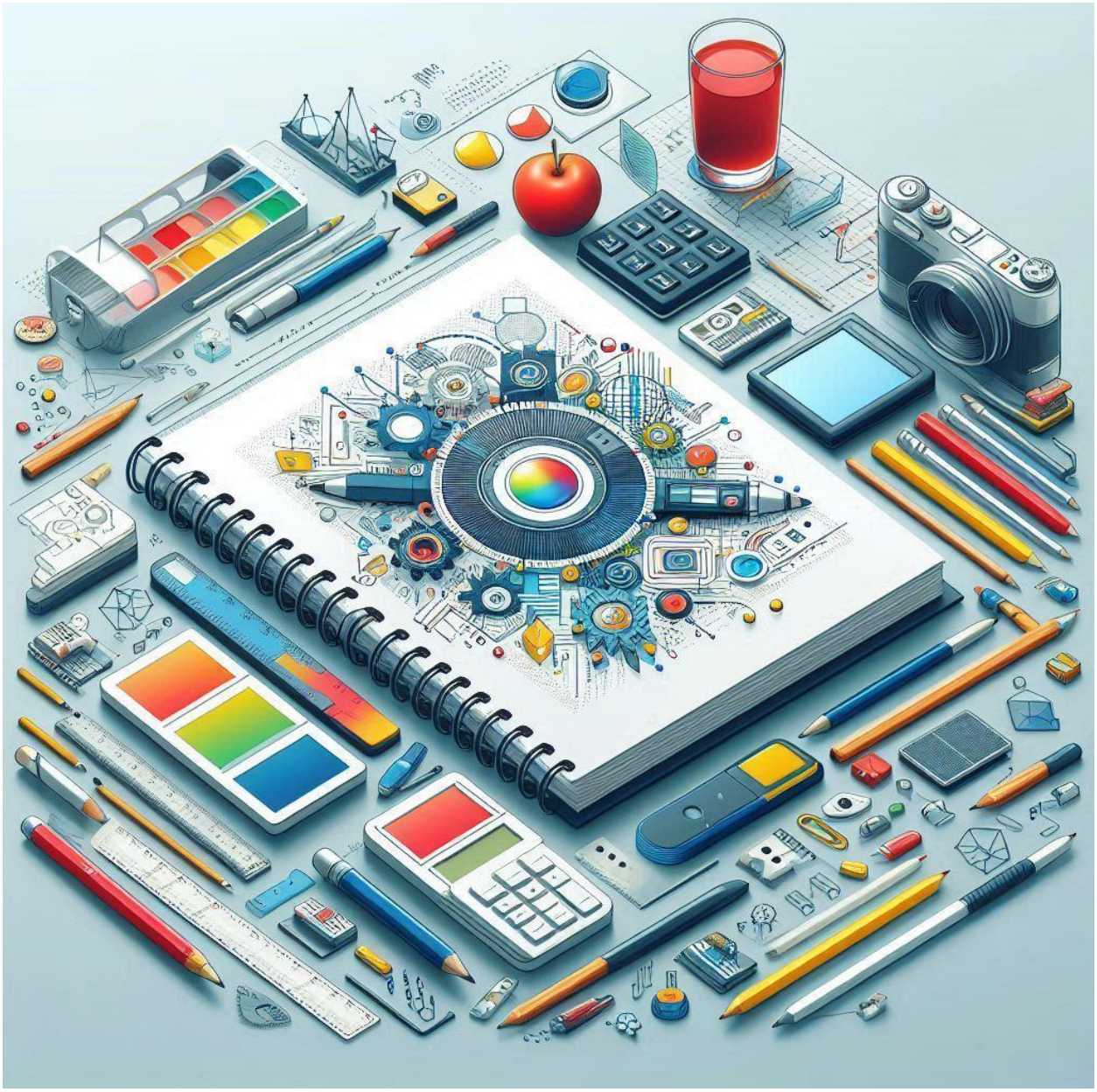
Instructional Manual

PATERSON PUBLIC SCHOOLS
Learning Today, Leading Tomorrow

Paterson Public Schools/ Division of Academic Services and Special Programs/ Rev. June 18, 2026



2026-2027

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Core Instructional Time Sample Schedules

Core Instructional Time Recommended Number of Minutes

Core Instructional Time Recommended Number of Minutes		
Content	**Grade Level (s)**	**# of minutes**
English Language Arts	K-2	120 daily (30 of which should be dedicated to Wilson) **DO NOT SCHEDULE ELA 1st Period**
	3-5	120 daily (80-90 minutes daily for reading and 30-40 minutes for writing at least 3 times a week; preferably consecutive)
	6-8	80-90 daily (when available embed an additional writing period)
Math	K-8	80-90 daily
Science	K-5	40 minutes 4 times a week
	6-8	40 daily
Social Studies	K-5	40 minutes 2-3 times a week
	6-8	40 daily
Financial Literacy	K-5	40 minutes 1-2 times per week
	6-8	40 minutes 1 time per week; 40 minutes daily for a marking period
Physical Education/Health	K-5	120 minutes of PE per week and 40 minutes of health taught by the homeroom teacher
	6-8	40 minutes 4 times per week at minimum; daily recommended Health either 40 minutes per week or one full marking period
		*150 minutes of PE and Health each week are required by code. Recess **does not** count towards the requirement.
Intervention Period	3-8	40 minutes 2-3 times a week

Sample Kindergarten - Second Grade (Self-Contained Classrooms)

Kindergarten - Second Grade (Self-Contained Classrooms)						
		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Social Studies/Morning Meeting	Financial Literacy/Morning Meeting	Social Studies/Morning Meeting	Social Studies/Morning Meeting	Financial Literacy/Morning Meeting
2	9:20-10:00	Math	Math	Math	Math	Math
3	10:00-10:40	Math	Math	Math	Math	Math
4	10:45-11:25	LUNCH				
5	11:30-12:10	Wilson	Wilson	Wilson	Wilson	Wilson
6	12:15-12:55	ELA	ELA	ELA	ELA	ELA
7	1:00-1:40	ELA	ELA	ELA	ELA	ELA
8	1:40-2:20	Art/Music/WL/Tech	PE	PE	Art/Music/WL/Tech	PE
9	2:20-3:00	Science	Science	Science	Health (taught by classroom teacher)	Science

Sample Third - Fifth Grade (Self-Contained Classrooms)

Third - Fifth Grade (Self-Contained Classrooms)						
		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Social Studies	ELA	Social Studies	ELA	Social Studies/Financial Literacy
2	9:20-10:00	Math	ELA	Math	ELA	Math
3	10:00-10:40	Math	ELA	Math	ELA	Math
4	10:45-11:25	LUNCH				
5	11:30-12:10	ELA	Math	ELA	Math	ELA
6	12:15-12:55	ELA	Math	ELA	Math	ELA
7	1:00-1:40	ELA	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day with ELA teacher, one day with Math teacher	ELA *	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day with ELA teacher, one day with Math teacher	ELA
8	1:40-2:20	Art/Music/WL/Tech	PE	PE	Art/Music/WL/Tech	PE

9	2:20-3:00	Science	Science	Science	Health (taught by homeroom teacher)	Science

Sample Third - Fifth Grade

(Two teacher partner classrooms ELA/SS & Math/Science)

Third - Fifth Grade (Two teacher partner classrooms ELA/SS & Math/Science)						
		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Science	ELA	Science	ELA	Health (taught by homeroom teacher)
2	9:20-10:00	Math	ELA	Math	ELA	Math
3	10:00-10:40	Math	ELA	Math	ELA	Math
4	10:45-11:25	LUNCH				
5	11:30-12:10	ELA	Math	ELA	Math	ELA
6	12:15-12:55	ELA	Math	ELA	Math	ELA
7	1:00-1:40	ELA	Science	ELA *	Science	ELA
8	1:40-2:20	Art/Music/WL/Tech	PE	PE	Art/Music/WL/Tech	PE

9	2:20-3:00	Social Studies	**Intervention (teacher works with small group while other students are at interdisciplinary learning centers) - one day ELA, one day Math	Social Studies	**Intervention (teacher works with small group while other students are at interdisciplinary learning centers) - one day ELA, one day Math	Social Studies/Financial Literacy

Sample Third - Fifth Grade

(Three teacher partner classrooms ELA, Math and SS/Science)

Third - Fifth Grade (Three teacher partner classrooms ELA, Math and SS/Science)						
		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Social Studies	Science	Social Studies	Science	Social Studies
2	9:20- 10:00	Science	Social Studies	Science	Social Studies	Science
3	10:00- 10:40	Math	ELA	Math	ELA	Math
4	10:45- 11:25	Math	ELA	Math	ELA	Math
5	11:30- 12:10	LUNCH				
6	12:15- 12:55	ELA	Math	ELA	Math	ELA
7	1:00-1:40	ELA	Math	ELA *	Math	ELA
8	1:40-2:20	Art/Music/WL/Tech	PE	PE	Art/Music/WL/Tech	PE
9	2:20-3:00	Financial Literacy (taught by homeroom teacher)	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math ,	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math ,	Health (taught by homeroom teacher)	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math ,

			one day SS/Sci using the ELA skill within the SS area	one day SS/Sci using the ELA skill within the SS area		one day SS/Sci using the ELA skill within the SS area

* if there are three teachers per grade level and students travel for contents this period should become a financial literacy period, affording 3 dedicated periods to social studies

** or eliminate intervention and dedicate 2 periods to Financial Literacy taught by homeroom teacher and for the * make another science period; also could be a period for additional special ie. World Language if teacher available

Sample Sixth - Eighth Grade

Sixth - Eighth Grade						
		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Social Studies	Science	Social Studies	Science	Social Studies
2	9:20-10:00	Science	Financial Literacy	Science	Social Studies	Science
3	10:00-10:40	Math	ELA	Math	ELA	Math
4	10:45-11:25	Math	ELA	Math	ELA	Math
5	11:30-12:10	LUNCH				
6	12:15-12:55	ELA	Math	ELA	Math	ELA
7	1:00-1:40	ELA	Math	ELA *	Math	ELA
8	1:40-2:20	Art/Music/WL/Tech	PE	PE	Art/Music/WL/Tech	PE

9	2:20-3:00	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math , one day SS using the ELA skill, one day Science using the ELA skill	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math , one day SS using the ELA skill, one day Science using the ELA skill	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math , one day SS using the ELA skill, one day Science using the ELA skill	Health	**Intervention (teacher works with small group while other students are at interdisciplinary learing centers) - one day ELA, one day Math , one day SS using the ELA skill, one day Science using the ELA skill

Sample Sixth - Eighth Grade (Middle School- DHA, JAT, NRC and School 21)

		Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:20-8:40	Homeroom teacher takes attendance and students have breakfast				
1	8:40 - 9:20	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2	9:20-10:00	Math	ELA	Math	ELA	Math
3	10:00-10:40	Math	ELA	Math	ELA	Math
4	10:45-11:25	LUNCH				
5	11:30-12:10	ELA	Math	ELA	Math	ELA
6	12:15-12:55	ELA	Math	ELA	Math	ELA
7	1:00-1:40	Art/Music/WL/Tech/Career Explorations/Financial Literacy	Art/Music/WL/Tech/Career Explorations/Financial Literacy	Art/Music/WL/Tech/Career Explorations/Financial Literacy	Art/Music/WL/Tech/Career Explorations/Financial Literacy	Art/Music/WL/Tech/Career Explorations/Financial Literacy
8	1:40-2:20	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
9	2:20-3:00	Science	Science	Science	Science	Science

Instructional Blocks

English Language Arts

Gradual Release ELA Instructional Model Grades K-1

(120 minute block)

<table>
<tr><th>Topic</th><th colspan="2">As determined by the Unit</th></tr>
<tr><td rowspan="8">Daily ELA Block Breakdown</td><td>30 minutes</td><td>Wilson Fundations
Teachers must follow lesson as scripted in the manual
*Teachers instructing in native language Spanish will utilize the Language Transfer Kit in lieu of Fundations</td></tr>
<tr><td colspan="2">Benchmark Advance/Adelante Reading Instruction</td></tr>
<tr><td>10 minutes</td><td>Read-Aloud
Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td>10 minutes</td><td>Build Reading Foundations</td></tr>
<tr><td>15 minutes</td><td>Comprehension</td></tr>
<tr><td>20 minutes</td><td>Writing and Language</td></tr>
<tr><td>15 minutes</td><td>Phonics and Word Study</td></tr>
<tr><td>20 minutes</td><td>Small-Group Reading

Differentiate instruction to build knowledge, strategies and skills
● Teacher-led instruction: Skill Based Lesson
○ Utilize decodable texts to reinforce decoding skills
○ Provide intervention and reteaching lessons to support core instruction
● Independent/Partner Work
○ Technology - (Benchmark Interactive Platform,)
○ Independent Reading with accountability component
○ Partner Reading to Build Fluency
○ Writing
○ Research and Inquiry Project
● Small-Group Centers
Create an area where students can practice phonics and high-frequency word skills through sorting, blending, and word building activities.
Hands-on manipulatives include:
○ Student work mats
○ Magnetic letters and board
○ Letter Cards
○ High-Frequency Word Cards
○ Picture Cards `</td></tr>
</table>

Instructional Blocks

Spanish Bilingual Language Arts

Gradual Release Spanish Bilingual LA Instructional Model Grades K-1

(120 minute block)

<table>
<tr><th>Topic</th><th colspan="2">As determined by the Unit</th></tr>
<tr><td rowspan="8">Daily ELA Block Breakdown</td><td colspan="2">Benchmark Adelante Reading Instruction</td></tr>
<tr><td>10 minutes</td><td>Read-Aloud (Lectura en voz alta)
Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td>10 minutes</td><td>Build Reading Foundations
(Desarrollar las destrezas fundamentales de la lectura)</td></tr>
<tr><td>15 minutes</td><td>Comprehension (Lecciones de lectura y vocabulario)</td></tr>
<tr><td>20 minutes</td><td>Writing and Language (Lecciones de escritura y lenguaje)</td></tr>
<tr><td>15 minutes</td><td>Phonics and Word Study (Lecciones de fonética)</td></tr>
<tr><td>30 minutes</td><td>Sound Spelling Transfer Kit Routine</td></tr>
<tr><td>20 minutes</td><td>Small-Group Reading

Differentiate instruction to build knowledge, strategies and skills
● Teacher-led instruction: Skill Based Lesson
○ Utilize decodable texts to reinforce decoding skills
○ Provide intervention and reteaching lessons to support core instruction
● Independent/Partner Work
○ Technology - (Benchmark Interactive Platform,)
○ Independent Reading with accountability component
○ Partner Reading to Build Fluency
○ Writing
○ Research and Inquiry Project
● Small-Group Centers
Create an area where students can practice phonics and high-frequency word skills through sorting, blending, and word building activities.
Hands-on manipulatives include:
○ Student work mats
○ Magnetic letters and board
○ Letter Cards
○ High-Frequency Word Cards
○ Picture Cards `</td></tr>
</table>

Instructional Blocks

English Language Arts

Gradual Release ELA Instructional Model Grade 2

(120 minute block)

<table>
<tr><th>Topic</th><th colspan="2">As determined by the Unit</th></tr>
<tr><td rowspan="7">Daily ELA Block Breakdown</td><td>30 minutes</td><td>Wilson Fundations
Teachers must follow lesson as scripted in the manual
*Teachers instructing in native language Spanish will utilize the Language Transfer Kit in lieu of Fundations</td></tr>
<tr><td colspan="2">Benchmark Advance Reading Instruction</td></tr>
<tr><td>10 minutes</td><td>Read-Aloud
Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td>20 minutes</td><td>Comprehension</td></tr>
<tr><td>20 minutes</td><td>Writing and Language</td></tr>
<tr><td>20 minutes</td><td>Phonics and Word Study</td></tr>
<tr><td>20 minutes</td><td>Small-Group Reading

Differentiate instruction to build knowledge, strategies and skills
● Teacher-led instruction: Skill Based Lesson
○ Utilize decodable texts to reinforce decoding skills
○ Provide intervention and reteaching lessons to support core instruction

● Independent/Partner Work
○ Technology - (Benchmark Interactive Platform,)
○ Independent Reading with accountability component
○ Partner Reading to Build Fluency
○ Writing
○ Research and Inquiry Project

● Small-Group Centers
Create an area where students can practice phonics and high-frequency word skills through sorting, blending, and word building activities.
Hands-on manipulatives include:
○ Student work mats
○ Magnetic letters and board
○ Letter Cards
○ High-Frequency Word Cards
○ Picture Cards `</td></tr>
</table>

Instructional Blocks

Spanish Bilingual Language Arts

Gradual Release Spanish Bilingual LA Instructional Model Grade 2

(120 minute block)

<table>
<tr><th>Topic</th><th colspan="2">As determined by the Unit</th></tr>
<tr><td rowspan="7">Daily ELA Block Breakdown</td><td colspan="2">Benchmark Adelante Reading Instruction</td></tr>
<tr><td>10 minutes</td><td>Read-Aloud (Lectura en voz alta)
Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td>20 minutes</td><td>Comprehension
(Lecciones de lectura y vocabulario)</td></tr>
<tr><td>20 minutes</td><td>Writing and Language (Lecciones de escritura y lenguaje)</td></tr>
<tr><td>20 minutes</td><td>Phonics and Word Study (Lecciones de fonética)</td></tr>
<tr><td>30 minutes</td><td>Sound Spelling Transfer Kit Routine</td></tr>
<tr><td>20 minutes</td><td>Small-Group Reading

Differentiate instruction to build knowledge, strategies and skills
● Teacher-led instruction: Skill Based Lesson
○ Utilize decodable texts to reinforce decoding skills
○ Provide intervention and reteaching lessons to support core instruction

● Independent/Partner Work
○ Technology - (Benchmark Interactive Platform,)
○ Independent Reading with accountability component
○ Partner Reading to Build Fluency
○ Writing
○ Research and Inquiry Project

● Small-Group Centers
Create an area where students can practice phonics and high-frequency word skills through sorting, blending, and word building activities.
Hands-on manipulatives include:
○ Student work mats
○ Magnetic letters and board
○ Letter Cards
○ High-Frequency Word Cards
○ Picture Cards `</td></tr>
</table>

Instructional Blocks

English Language Arts

Gradual Release ELA Instructional Model Grades 3-5

(90 minute block)

<table>
<tr><th>Topic: As determined by the Unit</th><th colspan="2">Instructional Model aligned to the Benchmark Comprehensive Literacy Planner</th></tr>
<tr><td rowspan="4"></td><td>10 minutes</td><td>Read-Aloud (2xs per week)

Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td rowspan="2">30 minutes</td><td>Comprehension</td></tr>
<tr><td>Phonics and Word Study</td></tr>
<tr><td>20 minutes</td><td>Writing and Language (Additional 10 minutes 3xs per week)</td></tr>
<tr><td>30 minutes</td><td>Small-Group Reading

● Small-Group (Teacher-Led Instruction)
○ Specific Reteaching Lessons & Practice Activities are provided to support core instruction each week.
○ Use the Quick-Check Assessments to monitor students' progress.
● Independent Work
○ Technology - (Benchmark Advance Digital Platform, Amira)
○ Additional Leveled Practice - leveled assignments to provide differentiated practice
○ Independent Reading with accountability component
○ Writing
○ Handwriting
○ Word Study-data driven
● Partners/Small-Groups
○ Reread the week's Vocabulary Practice Text
○ Reread the week's decodable Word Study Practice Text to build fluency
○ Rehearse a Reader's Theater Script
○ Listen and read along with an e-book
○ Complete Research and Inquiry Project
○ Participate in book clubs</td></tr>
</table>

Instructional Blocks

Spanish Bilingual Language Arts

Gradual Release Spanish Bilingual LA Instructional Model Grades 3-5

(90 minute block)

<table>
<tr><th>Topic: As determined by the Unit</th><th colspan="2">Instructional Model aligned to the Benchmark Comprehensive Literacy Planner</th></tr>
<tr><td rowspan="5"></td><td>10 minutes</td><td>Read-Aloud (2xs per week) (Lectura en voz alta)
Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td rowspan="2">30 minutes</td><td>Comprehension (Lecciones de lectura y vocabulario)</td></tr>
<tr><td>Phonics and Word Study (Lecciones de estudio de palabras)</td></tr>
<tr><td>20 minutes</td><td>Writing and Language (Lecciones de escritura y lenguaje)
(Additional 10 minutes 3xs per week on the days you do not do read-aloud)</td></tr>
<tr><td>30 minutes</td><td>Small-Group Reading
● Small-Group (Teacher-Led Instruction)
○ Specific Reteaching Lessons & Practice Activities are provided to support core instruction each week.
○ Use the Quick-Check Assessments to monitor students' progress.
● Independent Work
○ Technology - (Benchmark Advance Digital Platform, Amira)
○ Additional Leveled Practice - leveled assignments to provide differentiated practice
○ Independent Reading with accountability component
○ Writing
○ Handwriting
○ Word Study-data driven
● Partners/Small-Groups
○ Reread the week's Vocabulary Practice Text
○ Reread the week's decodable Word Study Practice Text to build fluency
○ Rehearse a Reader's Theater Script
○ Listen and read along with an e-book
○ Complete Research and Inquiry Project
○ Participate in book clubs</td></tr>
</table>

Instructional Blocks

English Language Arts

Gradual Release ELA Instructional Model Grades 3-5

(120 minute block)

<table>
<tr><th>Topic: As determined by the Unit</th><th colspan="2">Instructional Model aligned to the Benchmark Comprehensive Literacy Planner</th></tr>
<tr><td rowspan="4"></td><td>10</td><td>Read-Aloud

Choose a recommended trade book or a selection from the Read-Aloud Handbook.</td></tr>
<tr><td rowspan="2">40</td><td>Comprehension</td></tr>
<tr><td>Phonics and Word Study</td></tr>
<tr><td>30</td><td>Writing and Language</td></tr>
<tr><td>40</td><td>Small-Group Reading

● Small-Group (Teacher-Led Instruction)
○ Specific Reteaching Lessons & Practice Activities are provided to support core instruction each week.
○ Use the Quick-Check Assessments to monitor students' progress.
● Independent Work
○ Technology - (Benchmark Advance Digital Platform, Amira)
○ Additional Leveled Practice - leveled assignments to provide differentiated practice
○ Independent Reading with accountability component
○ Writing
○ Handwriting
○ Word Study-data driven
● Partners/Small-Groups
○ Reread the week's Vocabulary Practice Text
○ Reread the week's decodable Word Study Practice Text to build fluency
○ Rehearse a Reader's Theater Script
○ Listen and read along with an e-book
○ Complete Research and Inquiry Project
○ Participate in book clubs</td></tr>
</table>

Instructional Blocks

Balanced ELA Instructional Model Grades 6-8

Topic	**As determined by the StudySync Unit**					
Daily ELA Block Breakdown	Study Sync Reading Instruction					
	Min.	Day 1	Day 2	Day 3	Day 4	Day 5
	5-10	Do Now				
	40-50 Core Reading Instruction	Study Sync Reading Skill and Standard-Based Instruction	Study Sync Reading Skill and Standard-Based Instruction	Study Sync Reading Skill and Standard-Based Instruction	Study Sync Reading Skill and Standard-Based Instruction	Study Sync Reading Skill and Standard-Based Instruction
	5-10	DOL				
	20-30	Differentiated Learning Opportunity (Data Driven) Interventions, Remediations and/or Enrichment ● **Small group – Teacher led skill based instruction** **DOL** ● **Independent Work** ○ Beable Intervention Platform ○ Leveled Practice ○ Independent Reading ○ Writing ○ Word work ● **Partner/Small group** ○ Fluency/ Practice Activity ○ Leveled practice ○ Word work	Writing NJSLA Writing Units	Writing NJSLA Writing Units	Writing NJSLA Writing Units	Differentiated Learning Opportunity (Data Driven) Interventions, Remediations and/or Enrichment • **Small group** – teacher-led skill-based instruction **DOL** ● **Independent Work** ○ Beable Intervention Platform ○ Leveled Practice ○ Independent Reading ○ Writing ○ Word work ● **Partner/Small group** ○ Fluency/ Practice Activity ○ Leveled practice

Balanced ELA Instructional Model Grades 9-12

Topic	**As determined by the StudySync Unit**					
Daily ELA Block Breakdown		Study Sync Reading Instruction				
	Min.	Day 1	Day 2	Day 3	Day 4	Day 5
	5-10	Do Now: Beable article of the week	Do Now: Beable article of the week (cont.)	Do Now: Beable article of the week (cont.)	Do Now: Beable article of the week (cont.)	Do Now: Beable article of the week (cont.)
	20-35 Core Instruction	Study Sync Readings Skill and standard Instruction Skills practice and Spiraling	Study Sync Readings Skill and standard Instruction Skills practice and Spiraling	Study Sync Readings Skill and standard Instruction Skills practice and Spiraling	Writing NJSLA Writing Units	Writing NJSLA Writing Units
	5	DOL	DOL	DOL	DOL	DOL

Mathematics

EnVision Balanced Math Model K-2

Topic	**Beginning of Topic** • K-2 Interactive Math Story Video to be done in whole group • K-2 Interactive Math Story Masters can be done as a center or at home • Review What You Know
Daily Math Block Breakdown (2 consecutive instructional periods)	**Do Now (5-10 minutes)**
	One of the following: • Daily Review from EnVision • Anchor chart development/review • Pre-requisite skill • Review of student misconceptions from prior lesson • Math Talk/ Number Strings
	EnVision: Solve and Share (Independent/Shared: 15 min)
	Provide independent think time, small-group discussion and end with whole group discussion: • Work independently or with a partner • Teacher monitors work, chooses strategies to share, and plans the sequence • Whole group share out of chosen strategies
	EnVision: Visual Learning (Guided/Shared: 15 min)
	Guide students through conceptual understanding of mathematics: • Visual Learning includes a video with built in discussion questions • The Visual Learning Bridge can be used in place of the video (in student workbook) • Convince Me
	EnVision: Guided Practice (Guided: 10 min)
	Partner or small group work and then whole group discussion: • Guided Practice in workbook
	EnVision: Independent Practice / Problem Solving (Independent: 10 min)

	• Students work through selected independent practice and problem solving questions • Review selected questions as a whole class (Continued on next page…)
	EnVision: Demonstration of Learning (DOL) 5 min
	• DOL- Use the 3 pink check questions as a DOL and to determine groups for differentiation
	Differentiate (Independent/Guided: 25-30 min)
	All activities should be specific and targeted towards either intervention, remediation or enrichment based upon data, with students working with a teacher, independently or in small groups. The teacher should always be working with a small group. The following activities can be found within the enVision platform. **Centers, Interventions, Remediation and/or Enrichment (minimum of 3 times per week)** • **Small group, teacher-led instruction** o Intervention Activity from enVision lesson o Intervention lesson from MDIS (Math Diagnosis and Intervention System) o Reteaching Set (In student workbook at the end of topic) o DOL • **Independent Work** o Technology - (Intervention Program, enVision Math Games) o Reteach to Build Understanding - a page of guided reteaching o Build Mathematical Literacy - a page that helps students read math problems o Enrichment - a page that enhances students' thinking o Interactive Practice Buddy - online interactive practice o Another Look Video o Additional Practice - leveled assignments to provide differentiated practice • **Partners/Small group/Independent Centers** o Fluency Practice Activity - builds fluency during a partner activity that reinforces mathematical practices (In student workbook at the end of topic) o Activity Centers from EnVision o Pick a Project - a variety of cross-content projects for students to choose o STEM activity – an activity related to the topic science theme

	○ Problem-Solving Leveled Reading Mat - data-filled mat and related math problems ○ Games/Skill-specific centers

*** The 3 ACT Math task does not follow the structure of the instructional model. Students complete the 3 ACT Math videos and task once every other topic to practice mathematical modeling in a real-world situation. They:**

- Identify an important problem
- Identify important information
- Develop a model that represent that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

EnVision Balanced Math Model 3-5

Topic	Beginning of Topic • Review What You Know
Daily Math Block Breakdown (2 consecutive instructional periods)	**Do Now (5-10 minutes)**
	One of the following: • Daily Review from Envision • Anchor chart development/review • Pre-requisite skill or NJSLA question • Review of student misconception from prior lesson • Math Talk/ Number Strings
	EnVision: Solve and Share (Independent/Shared: 10-15 min)
	Provide independent think time, small-group discussion and end with whole group discussion: • Work independently or with a partner • Teacher monitors work, chooses strategies to share, and plans the sequence • Whole group share out of chosen strategies
	EnVision: Visual Learning (Guided/Shared: 15 min)
	Guide students through conceptual understanding of mathematics: • Visual Learning includes a video with built in discussion questions • The Visual Learning Bridge can be used in place of the video (in student workbook) • Convince Me
	EnVision: Guided Practice (Guided: 10-15 min)
	Partner or small group work and then whole group discussion: • Do You Understand? – conceptual understanding • Do You Know? – procedural understanding
	EnVision: Independent Practice / Problem Solving (Independent: 10 min)
	• Students work through selected independent practice and problem-solving questions • Review selected questions as a whole class

	EnVision: Demonstration of Learning (DOL) 5 min
	• DOL- Use the online Quick Check as a DOL and to determine groups for differentiation
	Differentiate (Independent/Guided: 20-30 min)
	All activities should be specific and targeted towards either intervention, remediation or enrichment based upon data, with students working with a teacher, independently or in small groups. The teacher should always be working with a small group. The following activities can be found within the enVision platform. **Centers, Interventions, Remediation and/or Enrichment (minimum of 3 times per week)** • **Small group, teacher-led instruction** ◦ Intervention Activity from enVision lesson ◦ Intervention lesson from MDIS (Math Diagnosis and Intervention System) ◦ Reteaching Set (In student workbook at the end of topic) ◦ DOL • **Independent Work** ◦ Technology – SuccessMaker (1 hour per week), enVision Math Games ◦ Reteach to Build Understanding - a page of guided reteaching ◦ Build Mathematical Literacy - a page that helps students read math problems ◦ Enrichment - a page that enhances students' thinking ◦ Interactive Practice Buddy - online interactive practice with on-screen learning aids ◦ Another Look Video ◦ Additional Practice - leveled assignments to provide differentiated practice • **Partners/Small group/Independent Centers** ◦ Fluency Practice Activity - builds fluency during a partner activity that reinforces mathematical practices (In student workbook at the end of topic) ◦ Activity Centers from enVision ▪ Pick a Project - a variety of cross-content projects for students to choose

	• STEM activity – an activity related to the topic science theme • Problem-Solving Leveled Reading Mat - data-filled mat and related math problems • Games/Skill-specific centers

*** The 3 ACT Math task does not follow the structure of the instructional model. Students complete the 3 ACT Math videos and task once every other topic to practice mathematical modeling in a real-world situation. They:**

- Identify an important problem
- Identify important information
- Develop a model that represent that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

EnVision Balanced Math Model 6-8

<table>
<tr><td colspan="2">Topic</td><td>Beginning of Topic
● Topic Readiness Assessment
● Review What You Know
● Language Development
● Math Talk/Number Strings</td></tr>
<tr><td rowspan="10">Daily Math Block Breakdown (2 consecutive instructional periods)</td><td rowspan="7">Day 1</td><td>Do Now (5-10 minutes)</td></tr>
<tr><td>One of the following:
● Daily Review from EnVision
● Anchor chart development/review
● Pre-requisite skill or NJSLA question
● Review of student misconceptions from prior lesson
● Math Talks/ Number Strings</td></tr>
<tr><td>EnVision: Solve and Discuss It! (Independent/Shared: 15-20 min)</td></tr>
<tr><td>Provide independent think time, small-group discussion and end with whole group discussion:
● Work independently or with a partner
● Teacher monitors work, chooses strategies to share, and plans the sequence
● Whole group share out of chosen strategies
● Focus on Math Practices (in student workbook)</td></tr>
<tr><td>EnVision: Visual Learning (Guided/Shared: 15-45 min)</td></tr>
<tr><td>Guide students through conceptual understanding of mathematics:
(Show videos of examples when available.)
● Example 1: Visual Learning 5-15 min
  ● Try It, Convince Me
● Example 2: Procedural 5-15 min
  ● Try It
● Example 3: Application 5-15 min
  ● Try It
● Example 4 if applicable
● Key Concept</td></tr>
<tr><td>EnVision: Guided Practice (Guided: 15-20 min)</td></tr>
<tr><td>Partner or small group work and then whole group discussion:
● Do You Understand? – conceptual understanding
● Do You Know How? – procedural understanding</td></tr>
<tr><td rowspan="3">Day 2</td><td>Do Now (5-10 min)</td></tr>
<tr><td>● Assessment Practice in the Practice and Problem Solving
● Review of student misconceptions from previous day’s lesson
● Math talk creating anchor chart</td></tr>
<tr><td>EnVision: Independent Practice / Problem Solving (Independent: 20-25 min)</td></tr>
<tr><td colspan="2"></td><td>● Students work through Practice and Problem Solving in student workbook</td></tr>
</table>

	Day 2	• Review questions as a whole class
		EnVision: Demonstration of Learning (DOL) 15-20 min
		DOL- Use the online Lesson Quiz as a DOL and to determine differentiation
		Differentiate (Independent/Guided: 25-30 min)
		All activities should be specific and targeted towards either intervention, remediation or enrichment based upon data, with students working with a teacher, independently or in small groups. The following activities can be found within the enVision platform. **Centers, Interventions, Remediation and/or Enrichment (2- 3 times per week always on Day 2)** • **Small group, teacher-led instruction** ○ Intervention Activity from enVision lesson ○ Intervention lesson from MDIS (Math Diagnosis and Intervention System) ○ Reteaching Set (In student workbook at the end of topic) ○ DOL • **Independent Work** ○ Technology- SuccessMaker (1 hour per week), EnVision Math Tools and Games, EnVision Video Tutorials) ○ Reteach to Build Understanding – a page that provides scaffolded reteaching ○ Additional Vocabulary Support – a page that develops and reinforces understanding of key terms and concepts ○ Build Mathematical Literacy – a page that supports struggling readers ○ Enrichment- a page that extends the lesson concepts ○ Additional Practice - practice problems aligned to the examples ○ Adaptive Practice or MathXL – online practice • **Partners/Small group/Independent Centers** ○ Fluency Practice Activity - builds fluency during a partner activity that reinforces mathematical practices (In student workbook at the end of topic) ○ Activity Centers from enVision • Pick a Project - a variety of cross-content projects for students to choose • STEM activity – an activity related to the topic science theme ○ Games/Skill-specific centers

*** The 3 ACT Math task does not follow the structure of the instructional model. Students complete the 3 ACT Math videos and task once every other topic to practice mathematical modeling in a real-world situation. They:**

- Identify an important problem
- Identify important information

- Develop a model that represent that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

Grade 8 Algebra I Instructional Breakdown

Daily Math Block Breakdown (1-Day Lesson Based on Pacing Guide in Teacher Edition)	**Launch (5-10 min)**
	Activate prior knowledge to make connections to new math focus One of the following: ● Launch the Lesson: Introduce the concepts in the lesson in a real-world context ● Math talk ● Review of student misconceptions from prior lesson ● NJSLA question on standard being taught or pre-requisite skill
	Explore (15-20 min)
	Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
	Develop and Practice (20-30 min)
	Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
	Reflect and Demonstrate (5-10 min)
	Provides a way to summarize and assess student understanding ● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket or Cengage Lesson Closer

	Differentiate (20 min)
	Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling.**

<table>
<tr>
<td rowspan="7">Daily Math Block Breakdown (2-Day Lesson Based on Pacing Guide in Teacher Edition)</td>
<td rowspan="7">Day 1</td>
<td>Launch (5-10 min)</td>
</tr>
<tr>
<td>Activate prior knowledge to make connections to new math focus
One of the following:
● Launch the Lesson: Introduce the concepts in the lesson in a real-world context
● Math talk
● Review of student misconceptions from prior lesson
● NJSLA question on standard being taught or pre-requisite skill</td>
</tr>
<tr>
<td>Explore (15-20 min)</td>
</tr>
<tr>
<td>Build conceptual understanding by constructing knowledge, modeling, and reasoning
● Establish specific objective to focus student learning
● Reveal Explore: model concepts digitally as a whole class, in small groups or independently
● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities
● Use assessing and advancing questions
● Incorporate concrete models that support the understanding of mathematical concepts</td>
</tr>
<tr>
<td>Develop and Practice (20-30 min)</td>
</tr>
<tr>
<td>Integrates conceptual understanding, fluency, and application
● Reveal Learn: Introduce students to the main concepts through direct instruction
● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding
● Use multiple methods and strategies
● Incorporate concrete models that support the understanding of mathematical concepts
● Make connections to aid students in the application of the mathematical knowledge
● Implement scaffolded interactive learning into the lesson
● Have students work independently on practice problems based on the lesson</td>
</tr>
<tr>
<td>Reflect and Demonstrate (5-10 min)</td>
</tr>
<tr>
<td>Provides a way to summarize and assess student understanding
● Students articulate their thinking (this can be done verbally or in writing, including pictures and words)
● Demonstration of Learning (DOL): Teacher-created Exit Ticket</td>
</tr>
</table>

		Differentiate (20 min)
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.
	Day 2	**Launch (5-10 min)**
		Activate prior knowledge to make connections to new math focus One of the following: ● Reveal Warm Up: Choose one or 2 questions to review prerequisite skills ● Review of student misconceptions from previous day's lesson ● NJSLA question on standard being taught or pre-requisite skill ● Math talk creating anchor chart
		Explore (15-20 min)
		Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
		Develop and Practice (20-30 min)
		Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding

		● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
		Reflect and Demonstrate (5-10 min)
		Provides a way to summarize and assess student understanding ● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket
		Differentiate (20 min)
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling.**

Daily Math Block Breakdown (1-Day Lesson Based on Pacing Guide in Teacher Edition)	**Launch (5 min)**
	Activate prior knowledge to make connections to new math focus One of the following: ● Launch the Lesson: Introduce the concepts in the lesson in a real-world context ● Math talk ● Review of student misconceptions from prior lesson ● NJSLA question on standard being taught or pre-requisite skill
	Explore (5-10 min)
	Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
	Develop and Practice (15-25 min)
	Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal/Cengage using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
	Reflect and Demonstrate (5-10 min)
	Provides a way to summarize and assess student understanding ● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket or Cengage Lesson Closer
	Differentiate
	Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention.

	● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling.**

<table>
<tr>
<td rowspan="8">Daily Math Block Breakdown (2-Day Lesson Based on Pacing Guide in Teacher Edition)</td>
<td rowspan="8">Day 1</td>
<td>Launch (5 min)</td>
</tr>
<tr>
<td>Activate prior knowledge to make connections to new math focus
One of the following:
● Launch the Lesson: Introduce the concepts in the lesson in a real-world context
● Math talk
● Review of student misconceptions from prior lesson
● NJSLA question on standard being taught or pre-requisite skill</td>
</tr>
<tr>
<td>Explore (5-10 min)</td>
</tr>
<tr>
<td>Build conceptual understanding by constructing knowledge, modeling, and reasoning
● Establish specific objective to focus student learning
● Reveal Explore: model concepts digitally as a whole class, in small groups or independently
● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities
● Use assessing and advancing questions
● Incorporate concrete models that support the understanding of mathematical concepts</td>
</tr>
<tr>
<td>Develop and Practice (15-25 min)</td>
</tr>
<tr>
<td>Integrates conceptual understanding, fluency, and application
● Reveal Learn: Introduce students to the main concepts through direct instruction
● Review the Examples from Reveal/Cengage using the Check/Checkpoint questions to determine student understanding
● Use multiple methods and strategies
● Incorporate concrete models that support the understanding of mathematical concepts
● Make connections to aid students in the application of the mathematical knowledge
● Implement scaffolded interactive learning into the lesson
● Have students work independently on practice problems based on the lesson</td>
</tr>
<tr>
<td>Reflect and Demonstrate (5-10 min)</td>
</tr>
<tr>
<td>Provides a way to summarize and assess student understanding</td>
</tr>
</table>

		● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Teacher-created Exit Ticket
		Differentiate
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.
	Day 2	**Launch (5 min)**
		Activate prior knowledge to make connections to new math focus One of the following: ● Reveal Warm Up: Choose one or 2 questions to review prerequisite skills ● Review of student misconceptions from previous day's lesson ● NJSLA question on standard being taught or pre-requisite skill ● Math talk creating anchor chart
		Explore (5-10 min)
		Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
		Develop and Practice (15-25 min)

		Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal/Cengage using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
		Reflect and Demonstrate (5-10 min)
		Provides a way to summarize and assess student understanding ● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket or Cengage Lesson Close
		Differentiate
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling**

High School (10 Credit Algebra I)

Daily Math Block Breakdown (1-Day Lesson Based on Pacing Guide in Teacher Edition)	**Prerequisites Skills (15-20 min)**
	● Reveal Warm Up; Choose 1 or 2 questions to review prerequisite skills ● Teacher and students share prior knowledge ● Mini- lesson on prerequisite skills (e.g., Fraction, Boot Camp, Unpacking Standards documents)
	Launch (5 min)
	Activate prior knowledge to make connections to new math focus One of the following: ● Launch the Lesson: Introduce the concepts in the lesson in a real-world context ● Math talk ● Review of student misconceptions from prior lesson ● NJSLA question on standard being taught or pre-requisite skill
	Explore (10-15 min)
	Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
	Develop and Practice (15-25 min)
	Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
	Reflect and Demonstrate (5-10 min)
	Provides a way to summarize and assess student understanding

	● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket
	Differentiate
	Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling**

Daily Math Block Breakdown (2-Day Lesson Based on Pacing Guide in Teacher Edition)	**Day 1**	**Prerequisites Skills (15-20 min)**
		● Reveal Warm Up; Choose 1 or 2 questions to review prerequisite skills ● Teacher and students share prior knowledge ● Mini- lesson on prerequisite skills (e.g., Fraction, Boot Camp, Unpacking Standards documents)
		Launch (5 min)
		Activate prior knowledge to make connections to new math focus One of the following: ● Launch the Lesson: Introduce the concepts in the lesson in a real-world context ● Math talk ● Review of student misconceptions from prior lesson ● NJSLA question on standard being taught or pre-requisite skill
		Explore (10 -15 min)
		Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning

		● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
		Develop and Practice (15 –25 min)
		Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
		Reflect and Demonstrate (5-10 min)
		Provides a way to summarize and assess student understanding ● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Teacher-created Exit Ticket
		Differentiate (20 – 25 min)
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework.

		● Usage of ALEKS in class should be done in a small group instruction format.
	Day 2	**Launch (5-10 min)**
		Activate prior knowledge to make connections to new math focus One of the following: ● Reveal Warm Up: Choose one or 2 questions to review prerequisite skills ● Review of student misconceptions from previous day's lesson ● NJSLA question on standard being taught or pre-requisite skill ● Math talk creating anchor chart
		Explore (10 - 15 min)
		Build conceptual understanding by constructing knowledge, modeling, and reasoning ● Establish specific objective to focus student learning ● Reveal Explore: model concepts digitally as a whole class, in small groups or independently ● Provide opportunities for students to discover concepts using hands-on or problem–based learning activities ● Use assessing and advancing questions ● Incorporate concrete models that support the understanding of mathematical concepts
		Develop and Practice (20-30 min)
		Integrates conceptual understanding, fluency, and application ● Reveal Learn: Introduce students to the main concepts through direct instruction ● Review the Examples from Reveal using the Check/Checkpoint questions to determine student understanding ● Use multiple methods and strategies ● Incorporate concrete models that support the understanding of mathematical concepts ● Make connections to aid students in the application of the mathematical knowledge ● Implement scaffolded interactive learning into the lesson ● Have students work independently on practice problems based on the lesson
		Reflect and Demonstrate (5-10 min)
		Provides a way to summarize and assess student understanding

		● Students articulate their thinking (this can be done verbally or in writing, including pictures and words) ● Demonstration of Learning (DOL): Reveal Exit Ticket
		Differentiate (20 min)
		Provides a way to personalize instruction and accelerate student progress ● Reveal Assess and Differentiate: Use data from the Checks/Checkpoints to determine whether to provide resources for extension, remediation or intervention. ● Have students work independently on practice problems based on the lesson ● ALEKS is the district mandated intervention platform for Algebra I, Geometry and Algebra II. The weekly goal is 2 hours of use and an average of 3-5 topics per hour of use. ALEKS should be assigned as homework. ● Usage of ALEKS in class should be done in a small group instruction format.

***Refer to the teacher's guide for lesson format as Explore/Develop and Practice sections may vary based upon lesson and scheduling**

Social Studies

Grades K-5

Topic	As determined by the Unit
Daily Social Studies Block Breakdown 40 minutes Savvas myWorld Interactive	**Do Now (5-10 minutes)**
	One of the following: • Anticipatory Set • Introduce the Big Question • Jumpstart Activity • Review of student misconception from prior lesson
	Lesson Opener
	• Big Question Video • Literacy Skills Activity • Quest Kick Off • Chapter Overview 4th And 5th grade
	Connect: Prepare to Read
	• Vocabulary • Unlock the Big Question • Digital Interactive
	Investigate: Read
	• Model Active Reading Strategies • Students Share Evidence Based Responses • Collaborative Active Learning • Student Discussion • Address Misconceptions • Assess Student Understanding

	Lesson Check : Synthesis
	• Lesson Check • Digital Interactive: Lesson Review
	Demonstration of Learning (DOL) 5 min

Grades 6-8

Topic	**As determined by the Unit**
Daily Social Studies Block Breakdown 90 minutes **Savvas myWorld Interactive**	**Do Now (5-10 minutes)**
	One of the following: • Anticipatory Set • Review of student misconception from prior lesson • Interactive Introductive Activities
	Lesson Opener
	• Essential Questions • Topic Video • Topic Map • Quest Kick-off
	Connect: Prepare to Read
	• Lesson Video • Presentation of Guiding Questions • Introduce/Review Vocabulary • Digital Interactive
	Investigate: Read
	• Model Active Reading Strategies • Students Share Evidence Based Responses • Collaborative Active Learning

	• Student Discussion • Address Misconceptions • Assess Student Understanding/Reading Checks
	Lesson Check : Synthesis
	• Lesson Check • Student Discussion • Digital Interactive: Lesson Review
	Demonstration of Learning (DOL) 5 min

High School

Topic	As determined by the Unit
Daily Social Studies Block Breakdown 40 minutes (One lesson may take up to 2 instructional periods) **Cengage /National Geographic**	**Do Now (5-10 minutes)**
	One of the following: • Anticipatory Set • Review of student misconception from prior lesson • Interactive Introductory Activities
	Introduction
	• Essential Questions • Topic Video • Interactive Geography Activities • Vocabulary
	Build Background
	• Lesson Video • Presentation of Guiding Questions • Introduce/Review Vocabulary • Digital Interactive • Analysis of Primary Sources
	Teach
	• Model Active Reading Strategies • Cornell Note Taking • Students Share Evidence Based Responses • Collaborative Active Learning • Student Discussion • Address Misconceptions • Assess Student Understanding
	Lesson Check : Review/Assess
	• Review Objective • Digital Interactive Lesson Review • Student Discussion
	Demonstration of Learning (DOL) 5 min

Science

Science FOSS K-2

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 1 Investigation 1 Part 1 (40 minute) Period	**Introduction (10 minutes)**
	• Anchor phenomenon is introduced. • Introduction of a new vocabulary word or object. • Focus question (DOL)
	Centers (20 minutes)
	• The teacher provides instructions on the active investigation. • Exploring • Discovering • Performance assessments and embedded assessment notes • Science and Engineering Practices
	Wrap-up/Closure (10 minutes)
	• Notebooking • Exit ticket/DOL add-on • Students are assessed on the learning from the day's lesson. • The focus question/DOL is not completed until the end of each part.

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 2 Investigation 1 Part 1 (40 minute) Period	**Warm-up (10 minutes)**
	• Teacher addresses misconceptions from exit tickets. • Turn and talk • Prepare for application/multisensory exploration.
	Applications/Multisensory Exploration (20 minutes)
	• Teacher monitors students ○ Exploring ○ Discovering

	• Performance assessments and embedded assessment notes • Sensemaking circles
	Notebooking (10 minutes)
	• Teacher states and posts the focus question/DOL add-on. • Students draw or write a response to the focus question/DOL add-on.

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 3 Investigation 1 Part 1 (40 minute) Period	**Reading (20 minutes)**
	• Engages students in reading strategies. • The teacher read aloud the informational text from the big book.
	Notebooking (10 minutes)
	• Students pair up with a partner to share their observations and explain their drawing or data.
	Wrap-up/Closure (10 minutes)
	• DOL/Focus question

***FOSS investigations are broken into 4 parts. Each part can take 50 to 150 minutes to complete.**

Grades 3-8

Topic	Beginning of a FOSS unit; Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown	**Warm-up/Introduction FOSS Survey (40 minutes)**
	Pre-Assessment: Students take a survey of the content that will be learned in the current FOSS module to provide the teacher with information on students' prior knowledge and gains at the end of the FOSS unit. This data can also be used to tailor instruction. For example if the entire class scored well on a question which covers a lesson in the investigation the teacher may skip that lesson and move on to the next part in the sequence.
Day 1 Investigation 1 Part 1 (40 minute) Period	**Active Investigation**
	Reading
	Wrap-up

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown **Day 2 Investigation 1 Part 1** **(40 minute) Period**	**Introduction (10 minutes)**
	● Activation of prior knowledge ● Focus question ● Materials distribution
	Active Investigation (20 minutes)
	<u>Guided Active-Investigations</u> ● An investigative phenomenon is introduced. ● Students follow the steps on the notebook sheet. ● Student discussions/accountable talk ● Recording of data/observations in Science notebooks **OR** **<u>Independent Active-Investigations</u>** ● Independent, small-groups perform the investigation. ● Students record data/observations ● Performance assessments and embedded assessment notes ● Student discussions/accountable talk
	Wrap-up (10 minutes)
	● Exit ticket/DOL Add-on

	● Students are assessed on the learning from the day's lesson. ● The focus question/DOL is not completed until the end of each part.

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown **Day 3 Investigation 1 Part 1** **(40 minute) Period**	**Warm-up (5 minutes)**
	● Teacher addresses misconceptions from exit tickets. ● Exit tickets add on the understanding/knowledge of the focus question/DOL.
	Active Investigation (30 minutes)
	<u>Guided Active-Investigations</u> ● An investigative phenomenon is introduced. ● Students follow procedures on the notebook sheet. ● Student discussions/Accountable talk ● Recording of data/observations **OR** **<u>Independent Active-Investigations</u>** ● Independent, small-groups perform the investigation. ● Students record data/observations. ● Performance assessments ● Science and Engineering Practices ● Embedded assessment notes ● Sensemaking discussions
	Wrap-up (5 minutes)
	Exit ticket/DOL add-on

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period **Breakdown** **Day 4 Investigation 1 Part 1** **(40 minute) Period**	**Warm-up (5 minutes)**
	Teacher revisits exit tickets responses (if necessary)
	Reading (25 minutes)
	Reading strategies ● Students locate the table of contents, index and the glossary. ● Preview and discuss the photographs, pictures, diagrams, images. ● What do they think they will learn from the article? ● Read the article(s) independently or with a partner. ● Discuss and answer questions. Reading comprehension strategy symbols. What's…. ● interesting ● ? question ● L learn something new ● W wondering ● S surprising
	Wrap-up (10 minutes)
	● Lines of learning ● Exit ticket/DOL add-on

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown **Day 5 Investigation 1 Part 1** **(40 minute) Period**	**Warm-up (5 minutes)**
	Teacher introduces additional texts in the student resource books.
	Reading (20 minutes)
	Reading strategies ● Students locate the table of contents, index and the glossary. ● Preview and discussing the photographs, pictures, diagrams, images. ● What do they think they will learn from the article? ● Read the article(s) independently or with a partner. ● Discuss and answer questions. Reading comprehension strategy symbols. What's…. ● interesting ● ? question ● L learn something new ● W wondering ● S surprising o Teacher reviews unknown words or phrases. o Reading cloze strategy o Word wall
	Demonstration of Learning (DOL) 5 min

	Students answer the focus question

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 1 Investigation 1 Part 1 (80 minute) Period	**Introduction (45 minutes)**
	○ Pre-Assessment: Students take a survey of the content that will be learned in the current FOSS module to provide the teacher with information on students' prior knowledge and gains at the end of the FOSS unit. This data can also be used to tailor instruction. For example if the entire class scored well on a question which covers a lesson in the investigation the teacher may skip that lesson and move on to the next part in the sequence. ○ Activation of prior knowledge ○ Focus question ○ Materials distribution
	Active Investigation (30 minutes)
	Guided Active-Investigations • An investigative phenomenon is introduced. • Students follow procedures on the notebook sheet. • Student discussions/Accountable talk • Recording of data/observations in Science notebooks **OR** **Independent Active-Investigations** • Independent, small-groups perform the investigation. • Students record data/observations. • Student discussions/Accountable talk • Performance assessments and Embedded assessment notes • Sensemaking discussions
	Wrap-up/DOL (5 minutes)
	• Exit ticket/DOL add-on

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 2 Investigation 1 Part 1 (80 minute) Period	**Warm-up (10 minutes)**
	• Exit ticket review
	Reading (50 minutes)
	• Reading strategies ○ Students locate the table of contents, index and the glossary ○ Preview and discussing the photographs, pictures, diagrams, images ○ What do they think they will learn from the article? • Read the article(s) independently or with a partner • Discuss and answer questions • Reading comprehension strategy symbols. What's…. ○ * interesting ○ ? question ○ L learn something new ○ W wondering ○ S surprising • Teacher uses cloze reading strategies • Word wall
	Notebooking (10 minutes)
	• Sensemaking circle using Science notebooks
	Wrap-up/DOL (10 minutes)

	• Students answer the focus question/DOL.

***FOSS investigations are broken into 4 parts. Each part can take 50 to 160 minutes to complete.**

High School

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 1 Lesson 1 (40 minute) Period	**(5-10 minutes) Do Now**
	• Do Now
	Lesson Activity (20 minutes)
	• Introduction of the lesson • Activate students' prior knowledge • Students complete a case study/lab activity • Record observations • Group discussions • Introduction of lesson vocabulary • Whole class consensus • Class consensus is posted as a reference point in the series of learning experiences
	Closure (5 minutes)
	• Class claim for case study/lab activity • The teacher provides a preview of the next lesson to show a connection and relevance to the students' learning. • The teacher assigns homework or an extension task.
	Demonstration of Learning (5 minutes)
	• DOL • Exit ticket

High School (OpenSciEd)

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 1 Lesson 1 (40 minute) Period	**Introduction (10 minutes)**
	• The class creates and builds a set co-community agreements together.
	Learning Task/Activity(20 minutes)
	• Introduction of phenomenon • Complete a notice and wonder chart • Read about the phenomenon • Complete a notice and wonder chart • Turn and talk • Conceptual statement is posted • Small groups of 3-4 to generate a list of criteria for learning
	Discussion (5) minutes)
	• Student groups share their list of criteria
	DOL (5 minutes)
	• DOL Add-on
	• Teacher closes lesson with a home connection

Topic	Content Related to the Disciplinary Core Idea

Daily Science Period Breakdown Day 2 Lesson 1 (40 minute) Period	**Discussion (10) minutes)**
	• Students explore related phenomena. ○ personal experiences ○ readings • Turn and talk
	Learning Task/Activity (25 minutes)
	• Inquiry • Research • Record information from ○ videos ○ text ○ images • Developing models
	DOL (5 minutes)
	• DOL Add-on • Home learning assignment

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 3 Lesson 1 (40 minute) Period	**Discussion (15 minutes)**
	• Topic: Developing Models ○ Gallery walk ○ Refining models ○ Class discussion
	Learning Task/Activity (20 minutes)
	• Revising models • Gallery walk • Teacher closes the lesson with a student question, wondering or noticing.
	DOL (5 minutes)
	• DOL Add-on • Home learning assignment

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 4 Lesson 1 (40 minute) Period	**Discussion (5 minutes)**
	• Accountable talk on the student models
	***Learning Task/Activity (35 minutes)**
	• Students complete a check-in for this part of the lesson ○ Share check-in data ○ Summarizes students' patterns that were noticed in their responses ○ Student identify and discuss patterns in responses • Driving Question Board ○ Students post questions to research and study ○ Teacher facilitates discussion to determine primary, secondary and tertiary questions

* A check-in occurrs during the learning activity to determine students' understanding at this point. A DOL add-on isn't assigned due to the check-in.

Topic	Content Related to the Disciplinary Core Idea
Daily Science Period Breakdown Day 5 Lesson 1 (40 minute) Period	**Discussion (10 minutes)**
	• DBQ are arranged on the board • Student review DQB questions
	Learning Task/Activity (25 minutes)
	• Assessment ○ (Lesson) Quiz ○ (Lesson) Test ○ Student Presentations
	DOL (5 minutes)
	• Lesson DOL is completed

2026-2027 List of Digital Programs Platform Resources

For a comprehensive list of digital programs visit: Digital Resources

Kindergarten

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction

	Wilson Fundations	Core resource	Use daily as part of the instruction
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction on the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 1

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction

	Wilson Fundations	Core resource	Use daily as part of the instruction
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction of the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 2

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Clever		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction

	Wilson Fundations	Core resource	Use daily as part of the instruction
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction of the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 3

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction

	Amira	Intervention	At least 3 times a week for 15 minutes each
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction of the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 4

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool) *Only for schools that requested this platform
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Successmaker	Intervention	At least 3 times a week for 20 minutes each.

English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction
	Amira	Intervention	At least 3 times a week for 15 minutes each
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental fpr project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction of the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 5

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
English Language Arts	Advance/Adelante (Benchmark)	Core resource	Used daily as part of the instruction
	Amira	Intervention	At least 3 times a week for 15 minutes each

	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction on the content and to engage students in utilizing digital tools for the creation of music
Health	Quaver Health	Supplemental	Weekly to support the instruction on the content and to engage students in health education

Grade 6

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all students	Tutor.com	Supplemental	Used as an instructional support for students when access to a tutor is needed
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction

	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
English Language Arts	StudySync (McGraw Hill)	Core resource	Used daily as part of the instruction
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
English Language Arts/Social Studies	Beable	Intervention	At least 2 articles in ELA and Social Studies
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction on the content and to engage students in utilizing digital tools for the creation of music
World Language	Savvas (Spanish)	Core Resource	Contingent on Teachers' schedules

Grade 7

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all students	Tutor.com	Supplemental	Used as an instructional support for students when access to a tutor is needed
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data

Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
English Language Arts	StudySync (McGraw Hill)	Core resource	Used daily as part of the instruction
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
English Language Arts/Social Studies	Beable	Intervention	At least 2 articles in ELA and Social Studies
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)

	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction on the content and to engage students in utilizing digital tools for the creation of music
World Language	Savvas (Spanish)	Core Resource	Contingent on Teachers' schedules

Grade 8

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all staff and students in grades K-8	Brainpop	Supplemental	Use as an instructional tool at least two times per month pending content availability
Used by all students	Tutor.com	Supplemental	Used as an instructional support for students when access to a tutor is needed
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Envision (Savvas)	Core resource	Used daily as part of the instruction
	Reveal Math (Mc Graw Hill)	Core resource – Algebra I	Used daily as part of the instruction

	Successmaker	Intervention	At least 3 times a week for 20 minutes each.
	ALEKS (Grade 8 Algebra I)	Intervention	2 hours per week assigned as homework or as part of centers/small group work
English Language Arts	StudySync (McGraw Hill)	Core resource	Used daily as part of the instruction
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
English Language Arts/Social Studies	Beable	Intervention	At least 2 articles in ELA and Social Studies
Social Studies	MyWorld (Savvas)	Core resource	Used daily as part of the instruction
Science	Newsela (Science Collections)	Supplemental	Weekly to support instruction of the content and to assist in the instruction with Scientific text.
	ThinkLink	Core resource	Daily (FOSS Digital instructional materials and FOSS assessments)
	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
Music	Quaver Music	Supplemental	Weekly to support the instruction on the content and to engage students in utilizing digital tools for the creation of music
World Language	Savvas (Spanish)	Core Resource	Contingent on Teachers' schedules

Grades 9-12

Content Area	Resource Name	Resource Type	Recommended Usage
Used by all students	Tutor.com	Supplemental	Used as an instructional support for students when access to a tutor is needed
Used by all staff and students	Class Link		Use daily to assist students with ease of login to district platforms
	Kami	Supplemental	Use as needed to support learning and completion of assignments
	Learning Ally	Supplemental	Use as an instructional tool to support understanding of text (homework, centers/stations, support tool)
	LinkIt!	Core for district assessments	learning management system for assessments and data
Math	Reveal Math (Mc Graw Hill)	Core resource – Algebra I, Algebra II, Geometry	Used daily as part of the instruction
	Big Ideas (Cengage)	Core resource – Precalculus, Calculus, Statistics	Used daily as part of the instruction
	Personal Financial Literacy (McGraw Hill)	Core resource – Business Math	Used daily as part of the instruction

	ALEKS	Intervention	2 hours per week assigned as homework or as part of centers/small group work
English Language Arts	StudySync (McGraw Hill)	Core resource	Used daily as part of the instruction
	Novels (grade level title list)	Core resource	Used as part of the novel study in MP4
ESL	Language Launch	Bilingual ESL High School students in Supplemental I and Supplemental II	Core resource
English Language Arts/Social Studies	Beable	Intervention	At least 2 articles in ELA and Social Studies
Social Studies	America Through The Lens/Great Civilizations (National Geographic/Cengage)	Core resource	Used daily as part of the instruction
Science	Defined Learning	Supplemental for project-based learning tasks	End-of Unit project-based learning tasks
World Language	Savvas (Spanish)	Core Resource	Daily usage
	Vista Higher Learning (French)	Core Resource	Daily usage

Enrichment/ Intervention Model

Intervention

An intervention is a targeted approach to instruction based on a student's demonstrated area of need (academic, social/emotional and behavioral). Interventions are systematic and designed so that the teacher, students and the school can track the student's progress.

Remediation

Remediation is the process of providing additional support in the instruction of a concept that students are demonstrating academic challenge. The goal is to address those misunderstandings or learning difficulties to help students attain the necessary proficiency for their course.

Enrichment

Enrichment is meaningful instruction for students who are ready to explore a familiar concept with more depth and complexity allowing students to expand on the current learning to gain a more advanced understanding.

Elements of PPS Intervention/Enrichment Period Model

An intervention is a targeted approach to instruction based on a student's demonstrated area of need (academic, social/emotional and behavioral). Interventions are systematic and designed so that the teacher and school personnel can track the student's progress.			
All students should receive a <u>minimum</u> of 2 intervention periods per 5-day cycle. <u>Each student should have the opportunity to participate in a teacher-led group.</u> Groups run simultaneously during the period.			
Components	**Small Group Instruction (teacher led)**	**Independent / Collaborative Work and Practice**	**Computer-Based Learning**
Data Points (suggestions)	**Select the data source(s) that closely align(s) with your instructional intent**	**Select the data source(s) that closely align(s) with your instructional intent**	**Select the data source(s) that closely align(s) with your instructional intent**
	• LinkIt Benchmarks • Teacher-Made Assessments • NJSLA Evidence Statements • Content Screener	• LinkIt Benchmarks • Teacher-Made Assessments • NJSLA Evidence Statements • Content Screener	• Teacher-Made Assessments • NJSLA Evidence Statements • Intervention platform benchmark
Type of Instruction (suggestions)			

	• Small group teacher led instruction aligned to data/evidence • Task based applications of mastered skills as enrichment • Reading at instructional level (novel, texts) coupled with a focused task reflective of student need	• Activities centered on need(s) demonstrated by current data • Activities that challenge and enrich higher level learners • Math Fact Fluency • Hands-on practice to review concepts and skills (manipulatives, flash cards, reading rods, etc.)	• Students participate in activities on computer-based programs • Students should be actively engaged with the program • Teacher should review usage report and proficiency • Students should record data within their folders to allow for progress monitoring • When students are utilizing the computer to support learning in math, they should be provided with scrap paper and make regular use of this resource
Size of Instructional Group	Varies based on enrollment • Suggestion: 3-5 students per group	• Students work independently or in groups of 3-5 students	• Individualized
Frequency of Intervention Provided	20 minutes per session (2 groups in a 40-minute period)	20 minutes per session	20 minutes per session
Frequency of Progress Monitoring	Daily (recorded by teachers for those in the groups seen)	Daily (reviewed by teachers)	Daily (recorded by students and reviewed by teachers)
Duration of Intervention Cycle	Students should be regrouped every 6-8 weeks (minimum)	Students should be regrouped every 6-8 weeks (minimum)	Student learning path is individualized and updated as the student works in the platform

Data Collection	**Teacher:** ● Progress Monitoring ● Assessment **Student:** ● Student Folder ● Data Profile Sheet ● Intervention Log ● Work samples	**Teacher:** ● Progress Monitoring ● Assessment **Student:** ● Student Folder ● Data Profile sheet ● Intervention Log ● Work samples	**Teacher:** ● Progress Monitoring ● Assessment **Student:** ● Student Folder ● Data Profile Sheet ● Intervention Log ● Work samples

Intervention Protocol

3 Components Run Simultaneously:

1. Small Group Instruction (teacher led)
2. Independent/Collaborative Work and Practice
3. Computer-Based Learning

Small Group instruction

- **Suggested data points--select the data source(s) that closely align(s) with your instructional intent:**

    - LinkIt Benchmark
    - Teacher-Made Assessments
    - Content Screener
    - NJSLA Evidence Statements

    Instruction Should Include
    - Activities centered on need(s) demonstrated by current data
    - Activities that challenge and enrich higher level learners
    - Small group lessons that do not exceed past 20 minutes
    - Progress monitoring data that is recorded by the teacher

Independent/Collaborative Work and Practice

- Small group instruction should be aligned to data/evidence
- Task based applications of mastered skills as enrichment
- Reading at independent level (novel, texts) coupled with a focused task reflective of student need, such as double entry journal or writing in response to lit. The independent reading level is one level below the instructional level. Students are able to read independent level texts without support. (if applicable to your content)
- Math fluency (if applicable to your content)

- **Computer-Based Learning (if available)**

- Students participate in activities on computer-based programs
- Students should be actively engaged with the program
- Teacher should review usage report and proficiency
- This station should not be longer than 20 minutes
- Students should record data within their folders to allow for progress monitoring

- **Groups should be determined by the most current data available**
- **Since data is ever changing, groups will be flexible**
- **Recommendation: Revisit data and regroup students every 6-8 weeks (minimum)**

Tracking sheets for students will capture not only the groupings but also the data evidence that informs/justifies the instruction

- Students will create their own intervention folder
    - Ability to track growth

Suggested Intervention Resources – All Content Areas



Content Area(s)	Resource/Link	Description
ELA	ReadWorks https://www.readworks.org/	ReadWorks provides free research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online
All Contents	Learning Ally https://learningally.org/	Learning Ally is an elibrary, offering unlimited access to more than 80,000 audiobook. Learning Ally contains a wide variety of well-known books and series and book types including picture, chapter, and audio enabled books as well as Spanish and bilingual books.
ELA	Amira	Supplemental learning system that provides 1:1 reading tutoring, oral reading fluency assessment, and dyslexia risk screening in English and Spanish—from anywhere. Dozens of micro-interventions rooted in the science of reading help students build critical foundational skills. For Grades 3-5.
ELA	RazKids https://www.raz-kids.com	RazKids provides over 400 eBooks interactive, leveled eBooks with corresponding eQuizzes. Students can listen to books for modeled fluency, read books for practice, and then record themselves reading so teachers can monitor progress.
ELA, Science	Newsela https://newsela.com/	Newsela is a free resource that presents articles on a range of topics including Kids, Money, Science, Law, Arts, Sports and Health. You can filter your search by grade level, reading standard and whether a quiz has been designed for the article. The system enables you to convert the articles into higher or lower lexiles so they can be used with any grade 3-12.
ELA	GetEpic https://www.getepic.com/	Epic is a children's e-book library, offering unlimited access to over 15,000 high-quality fiction and non-fiction books. The Epic library contains a wide variety of well-known books and series and book types including picture, chapter, and audio enabled books as well as Spanish and bilingual books. EPIC! for educators is free and includes unlimited access to children's literature, the ability to create personalized student profiles and

		reading recommendations based on students' reading levels and interests.
ELA, Math, Science, SS	Khan Academy https://www.khanacademy.org	Khan Academy is a helpful resource for videos and practice that illustrate concepts, skills, in a clear and concise manner. This can help students as a means of reinforcement and self-guided review.
ELA	Edcite https://www.edcite.com/	Edcite is a web-based tool designed to help K-12 teachers create, organize, and share digital assessments. Various multi-media resources are available for teachers to create an assignment, assign tasks to students, and assess student performance. Users can also search through a large database of digital resources created by other teachers. Edcite is available as a free or licensed product.
ELA	TextProject http://www.textproject.org/	This website has student texts and teacher guides that are available for free download. There are texts for students, vocabulary lessons and lists, professional development modules and videos.
ELA	ReadWriteThink www.readwritethink.org	Provides educators and students access to high quality practices, lessons, videos and resources in reading and language arts instruction by engaging your students in online literacy learning with interactive tools that help them accomplish a variety of goals-from organizing their thoughts to learning about language-all the while having fun.
ELA, Math, Science	BetterLesson https://betterlesson.com/	BetterLesson is a website that offers teachers Common Core-aligned math, science, ELA, and blended learning lessons. Teachers can like lessons, provide feedback, download resources, and read Master Teachers' commentary to aid implementation. BetterLesson is free; teachers must create an account for unlimited browsing.
ELA, SS	Library of Congress http://www.loc.gov/teachers/	The Library of Congress offers classroom materials and guides to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.
ELA, SS	Beable	Supplemental learning system that uses a multi-dimensional approach, Beable extends teacher-led instruction from in the classroom to outside the classroom to ensure that kids get the individualized 'dosage' of reading sessions and supporting Companion Courses they need to progress continually and meet their academic and post-graduation goals. Integrating literacy

		acceleration, career exposure, test-prep, credit recovery, summer programs and more. For grades 6-12.
ELA	Florida Center for Reading Research Florida Center for Reading Research (fcrr.org)	Here, educators can find resources to support their knowledge and practice. FCRR invites you to use the resources below to make evidence-based and evidence-informed decisions to improve reading outcomes for all learners.
Math	SuccessMaker https://sso.rumba.pk12ls.com/sso/login?profile=eb&service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=pat-nj	SuccessMaker is the district wide platform for math intervention in Grades 2-8.
Math	ALEKS https://www.aleks.com/	ALEKS is the district wide platform for math intervention in Grades 9-12.
Math	enVision Math https://sso.rumba.pk12ls.com/sso/login?profile=eb&service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=pat-nj	EnVision Math is the program used for math instruction in Grades K-8. There are many intervention resources within the platform that can be utilized to personalize instruction.
Math	Achieve the Core Coherence Map http://achievethecore.org/page/1118/coherence-map	Achieve the Core Coherence Map provides teachers with resources to address pre-requisite skills to ensure that students are simultaneously supported and enriched as they learn new math concepts.
ELA, Math, Science	NJDOE Digital Item Library https://nj.digitalitemlibrary.com/home	The NJDOE Digital Item Library gives students and teachers the opportunity to review and practice concepts and skills from NJSLA and PARCC released items using the same digital tools that will be used during testing.
Math	PARCC/NJSLA Released Items http://bit.ly/njslaes	This resource is a Google Sheet with links to NJSLA and PARCC released items sorted by grade level and standard.
Math	Learn Zillion Math Videos https://www.youtube.com/c/learnzillion	Learn Zillion Math Videos provide helpful videos that model and illustrate math concepts in student friendly language.
Math	Youcubed	This website has resources that facilitate concept development and encourage math discourse. These can be used in an

	https://www.youcubed.org/ week-inspirational-math/	intervention setting with small groups or individual students to deepen understanding.
ELA, Math	Engage NY https://www.engageny.org/	Engage NY provides teachers with a large array of resources that can help to address concepts during an intervention lesson. Resources include videos, problem sets, and tasks.
Math	National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/vlibrary.html	The National Library of Virtual Manipulatives is a helpful site where teachers and students can access virtual manipulatives that can be used to model concepts and facilitate reasoning.
Math	Desmos https://www.desmos.com/	The Desmos platform provides teachers and students with digital calculator access.
Math	Geogebra http://www.geogebra.org/	The Geogebra platform provides free digital tools for class activities such as graphing, geometry and collaborative whiteboard. Classrooms can be established within the platform to house and launch resources.
Math	NCTM Illuminations https://illuminations.nctm.org/Search.aspx?view=search&type=ls	NCTM Illuminations provides lessons that are geared toward specific standards and grade levels. These lessons could be used for small groups activities during intervention lessons.
Math	K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/	K-5 Math Teaching Resources provides samples of centers and resources for fluency and each domain.
Science	FOSS https://thinklink.schoolspecialty.com/	FOSS platform provides multimedia resources for K-8 investigations to support student understanding of concepts.
Science	Legends of Learning https://www.legendsoflearning.com/learning-universe/	Legends of Learning offers educational games, aligning with curriculum standards to make learning fun for students.
SS & Science	PBS Learning https://ny.pbslearningmedia.org/	PBS Learning Media offers K-12 interactive tools, videos, and customizable lesson plans by standard, content and grade.
All Contents	EdPuzzle https://edpuzzle.com/	Interactive video lessons that support K-12 content.

Science	PhET https://phet.colorado.edu/en/simulations/atomic-interactions	PhET Interactive Simulations provide engaging, free virtual experiments across STEM subjects, enhancing understanding through hands-on exploration and inquiry-based learning.
Social Studies	EDSITEment! https://edsitement.neh.gov/media-resources	EDSITEment provides access to NEH-funded media resources including videos, podcasts, lectures, interactives for the classroom, and film projects. Each resource includes questions to prompt analysis, connections to other NEH-related resources, and links to related EDSITEment lessons and materials.
World Language	Savvas (Spanish)	Savvas materials will allow for print and digital access to engage in deeper learning of the content with access to interactive assignments, learning support and assessments featuring adaptable, interactive, and equitable learning opportunities to support reading, writing and critical thinking skills in Spanish available 24/7. For grades 6-12.
World Language	Vista Higher Learning (French)	Vista materials will allow for print and digital access to engage in deeper learning of the content with access to interactive assignments, learning support and assessments featuring adaptable, interactive, and equitable learning opportunities to support reading, writing and critical thinking skills in French. For grades 9-12.

Data Analysis Protocol

- This protocol assumes that assessments are administered AND scored **prior to** the final week of the instructional cycle
- This protocol is intended to guide the remediation and/or extension of standards not mastered during the **current** unit
- The protocol should take less than an hour to complete
- Ideally, this protocol would be filled out with grade-level colleagues

Teacher:	Subject/Grade/Section:	Assessment:

Part I: Assess Progress Against Goals

Documents Needed: Assessment report showing mastery of standards, relevant prior lesson plans, classroom academic goals
<Time Allocation: 10 minutes>

(1) What parts of this data catch your attention?
(2) What does the data tell us? What does the data NOT tell us?

(3) What good news is there to celebrate?
(4) What instructional strategies proved especially helpful for student learning? What instructional strategies did not?
(5) Is the class progressing toward its collective goals as anticipated? Why or why not? How do I know? What recommendations can be made?

Part 2: Plan for Whole Class Re-Teach

Documents Needed: Assessment report showing mastery of standards, assessment report showing mastery of items, relevant prior and future lesson plans
<Time Allocation: 20 minutes>

What	Why	Action
What items warrant more time for **whole-class** instruction and review (*look at items with scores below 80%*)?	What patterns emerge among students' incorrect responses?	How will instruction be adjusted to address student mistakes and misunderstandings? How will success be determined?

Part 3: Plan Small-Group Re-Teach

Documents Needed: Assessment report showing mastery of standards, assessment report showing mastery of items, curriculum/unit map, relevant future lesson plans
<Time Allocation: 10 minutes>

Which items warrant more time for **small-group** instruction and review (*look at items with scores higher than 80% and lower than 100%*)?	When will small-group instruction occur?	How will small-group instruction be structured? How will success be determined?

Part 4: Plan For Individual Student Intervention

Documents Needed: Assessment report showing mastery of standards, assessment report showing mastery of items
<Time Allocation: 10 minutes>

Name of student	Current Assessment Score	Target Score for Next Cycle	What **standards** or **skills** are the most important to address with this student? What are their key problem areas?	**How** will these standards or skills be taught? What instructional techniques and what materials will be used?	**When** and **how** often will this intervention occur? **Who** will lead it?

Intervention Log

Teacher:	
Date:	
Skill:	

Student's Name	**Comments and Outcomes**			
	Needs support	Approaching Standard	Meets Standard	**Notes**