

SEMESTER I STANDARDS CONTINUUM



2019-2020 Student Learning Continuum for Mathematics

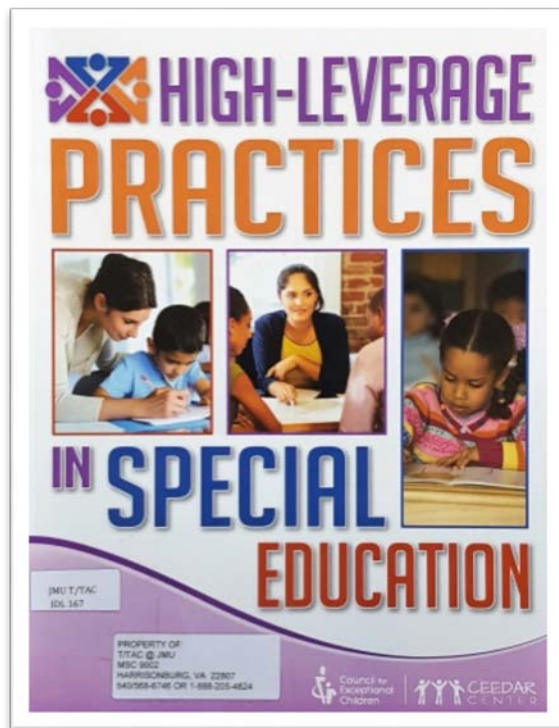
In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening, their instruction must incorporate supports and accommodations, including:



- Supports and related services designed to meet the unique needs of special education students and to enable their access to the general education curriculum (IDEA 34 CFR 300.34, 2004).
- Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services.

Meeting Students Where they are and Accelerating Learning

Promoting a culture of high expectations for all students is a fundamental goal of the NJ Student Learning Standards. Instruction targeting the needs of students must be



- based upon a student's individual strengths and areas of need at the current time
- focused on core areas of need for the individual's projected life
- grounded in repetition and practice
- individualized

High Leverage Practice 11 (High Leverage Practices in Special Education, 2018), recommends that teachers *identify and prioritize long- and short-term learning goals*.

- Teachers must prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula.
- Teachers must use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly.

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- Teachers must, understand essential curriculum components (arrow doc), identify essential prerequisites (progressions) and foundations, and assess student's performance in relation to these components.

Instructional Best Practices

High Leverage Practice 12 (High Leverage Practices in Special Education, 2018), recommends that teachers *systematically design instruction toward a specific learning goal*. Teachers must, help students to develop important concepts and skills that provide the foundation for more complex learning.

- Teachers must, sequence lessons that build on each other and make connections explicit, in both planning and delivery.
- Teachers must, activate students' prior knowledge and show how each lesson "fits" with previous ones.
- Teachers planning must, involve careful consideration of learning goals, what is involved in reaching the goals, and allocation time accordingly.
- Teachers must, allow for ongoing changes (e.g., pacing) that occur throughout the sequence based on student performance.

High Leverage Practice 13 (High Leverage Practices in Special Education, 2018), recommends that teachers *adapt curriculum task and materials for specific learning goals*.

- Teachers must, assess individual students needs and adapt curriculum materials and tasks so that students can meet instructional goals.
- Teachers must, select materials and tasks based on student needs; use relevant technology; and make modifications by highlighting relevant information, changing task directions, and decreasing amounts of materials.



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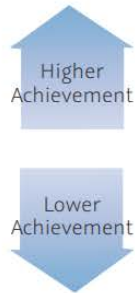
- Teachers must, make strategic decisions on content coverage (i.e. essential curriculum elements), meaningfulness of tasks to meet stated goals, and criteria for student success.

Employing High Leverage Practices in Special Education

The plan uses Marking Periods 1 and 2 to provide students with the opportunity to revisit developmentally appropriate content based upon NWEA results and other indicators.

2015 NWEA MAP Growth Norms

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7



A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry

The primary NWEA Domains we are measuring are Operations in Algebraic Thinking and The Real and Complex Number System

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With regards to the New Jersey Student Learning Standards, the primary **areas of focus** for Semester I are

- MP1: Base Ten w/ Whole Number Concepts and Operations
- MP2: Base Ten w/Rational Number Concepts and Operations (i.e. fractions, decimals, %, -/+ numbers, exponents)

For Semester II,

- **K – 5:** Grade Level Concepts
- **6 – 8:** Grade Level Concepts with a focus on Ratios/Proportions/Equations/Functions
- **K – 8:** Measurement/Data/Statistics

Special Notes (Please Read Carefully):

Note₁: Applications in Geometry/Measurement/Data will be interspersed throughout the year

Note₂: “PARCC” teachers should not extend back more than three grade levels (e.g. A grade 6 student who scores a 168 will begin with Grade 3 content in the continuum.)

Note₃: When a student’s NWEA MAP results and/or iReady results show “on-level” performance, use the [Go Math Sequencing](#) Charts on pages 9 & 10.

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Note₄: **Chapter Test** (K – 5) is to be given at the start of a new (full) Chapter. Students are placed within a lesson within the Chapter (K – 5) according to their performance. The **Are You Ready?** (6 – 8) is to be given as the start of each new Module.

Note₅: **Chapter Test** (K – 5) is to be given at the end of a full Chapter. The **Ready to Go On?** (6 – 8) is to be given as the end of each Module. The **Assessment Readiness** page(s) should be reviewed in small group prior to the Ready to Go On? Assessment.





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Suggested Groupings based on 2015 NWEA MAP Norms:



- Grade K
- Grs. 1 – 2
- Grs. 3 – 4
- Gr. 5
- Gr. 6 – 7
- Grade 8

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Focus: Numbers in Base Ten (Whole Number Concepts & Operations) K – 5



	GK K.CC.1, 2, 4 - 7 K.OA.1 – 5 K.NBT.1	G1 1.OA.1 – 6 1.NBT.2-6	G2 2.OA.1-2 2.NBT.2 - 5, 7 2.MD.5, 6, 10
	GO Math  Grade K Chapters 5, 6, 7, 8	Grade 1 Chapters 3, 4, 5, 8	Grade 2 Chapters 3, 4 (end at 4.10), 5, 6 (standard algorithm), 8.4, 8.5, 9.3, 9.4
	G3 2.OA.3 – 4 2.MD.1 - 4 3.MD.5 3.OA.1-8 3.NBT.1 – 3 (MP 7)	G4 4.OA.1 – 5 4.MD.1 - 2	G5 3.NBT.1 - 3 4.NBT.1 - 6 5.OA.1 - 3 5.NBT.5 - 7
	GO Math  Grade 2 Chapter 1.1 and 1.2 (2 - 4 days) Chapter 3.10 and 3.11 (2 - 4 days) Grade 3 Chapters 11, 3, 4, 6, 7	Grade 4 Chapters 2, 3, 4	Grade 3 Chapter 1 Grade 4 Chapter 1 Grade 5 Chapters 1, 2

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<p>NJSLS</p> 	<p>G3</p> <p>2.G.2 - 3 2.MD.6 3.MD.4 3.G.2 3.NF.1 - 3</p>	<p>G4</p> <p>3.OA.1 4.NF.1 - 5, 7 4.MD.2</p>	<p>G5</p> <p>5.NF.1 - 7 5.MD.1</p>
<p>GO Math</p> 	<p>Grade 2 Chapter 11.7 - 11.11 (5 days) Chapter 9.4</p> <p>Grade 3 Chapter 2.7 Chapter 12.9</p> <p>Grade 3 Chapters 8, 9</p>	<p>Grade 3 Chapter 3.1, 3.2</p> <p>Grade 4 Chapter 12.9 and 12.10</p> <p>Grade 4 Chapters 6, 7, 8, 9</p>	<p>Grade 5 Chapters 6, 7, 8, 10</p>

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Focus: Numbers in Base Ten w/Rational Number Concepts & Operations 3-8

NJSLs 	G6 5.NF.7 6.NS.1 - 8	G7 7.NS.1 - 2 7.RP. 1 - 3 7.EE.1 - 3	G8 8.NS.1 - 2 8.EE.1 - 8 8.F.1 - 5
GO Math 	<p>Grade 6 Chapters 1, 2, 3, 4, 7, 8, 9, 10 And Unit 4 Chapters 11, 12, 13, 14, 15, 16</p>	<p>Grade 7 Chapters 1, 2, 3 Chapters 4,5 Chapters 6, 7</p>	<p>Grade 8 Chapters 1, 2, 3, 4, 5, 6, 7, 8</p>

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Grade K

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/grk/planning_guide_9780544463219_/pdfs/PG_GK_SequenceOptions.pdf

Grade 1

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr1/planning_guide_9780544467330_/pdfs/PG_G1_SequenceOptions.pdf

Grade 2

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr2/planning_guide_9780544467347_/pdfs/PG_G2_SequenceOptions.pdf

Grade 3

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr3/planning_guide_9780544467354_/pdfs/PG_G3_SequenceOptions.pdf

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Grade 4

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr4/planning_guide_9780544467446_/pdfs/Pg_G4_SequenceOptions.pdf

Grade 5

https://www-k6.thinkcentral.com/content/hsp/math/gomath2015/na/gr5/planning_guide_9780544467453_/pdfs/Pg_G5_SequenceOptions.pdf

Grade 6 – 8

In MyHRW, use the Teacher Edition – Unit Interleaves to find pacing and sequencing suggestions.

IMPORTANT TESTING WINDOWS

Diagnostic Assessments

- 1st Assessment: Sept 9- Sept 20, 2019
- 2nd Assessment: Jan 6- Jan 17, 2020
- 3rd Assessment: (TBD – mid April)

Interim Assessment Testing Windows

- Interim 1: October 28 – November 12, 2019
- Interim 2: January 13 – January 24th 2020
- Interim 3: March 23- April 3, 2020
- Interim 4: June 1- Jun12, 2020

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Go Math Look Fors:

Lesson Planning

Lessons must prioritize long- and short-term learning goals:

- Lessons must prioritize what is most important for students to learn by providing meaningful access to relevant curricula.
- Lessons must reflect grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to develop long- and short-term goals.
- Lessons must reflect essential curriculum components (arrow doc) and identified essential prerequisites (progressions).
- Plans should reflect district approved programs (Go Math) as the primary teaching resource
- Intervention and Enrichment activities should be planned such to meet individual student needs

Note: Lessons may reflect alignment to IEP goals in a span of 3 to 4 grade levels up to current grade based on the NWEA and iReady Performance

Instruction (See pages 19 – 21 for a more detailed plan)

Introduction/Warm Up : To focus students and engage them in learning

Purpose: To Recall pre-requisite skills

Resources:

Problem of the Day (used as the Anchor Task)

Small Group Instruction/Rotations: On level instruction using 5E lesson plan/Promotes discussion

Purpose: To provide direct instructional support and intervention where needed (Engage, Explore, Explain and Elaborate of the 5E's)

Resources: Online Student Edition (e-book) or the Interactive Student Edition
Vocabulary Builder
Fluency Builder
Manipulatives
iTools (digital manipulatives)

Note: Make an instructional determination for Interventions beyond the student edition...

RTI activities
Reteach pdf
Strategic Intervention resources
Intensive Intervention resources

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Independent/ Collaborative Stations: Lesson Reinforcement

Purpose: Practice and reinforcement of new and pre-requisite skills; Independent reteach (Evaluate of the 5E's)

Resources: Personal Math Trainer
Interactive Student Edition

Resources to Promote Collaboration:
Grab and Go Kit (games & activities)

Resources to Promote Independent Thinking:
Animated Math Models
Mega Math
Concept Readers
Homework

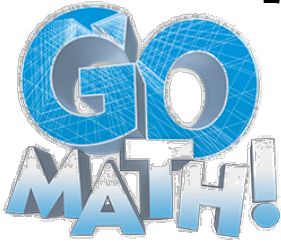
- and iReady

Closure : To summarize and solidify learning (Exit Ticket, Essential Question Check-in)

Resources: Math Journal (teacher's edition)
Essential Question check in
Lesson Summary

Classroom Environment

- Students are modeling, drawing, listening in groups and on their own
- Students articulate their understandings through Math Talk
- Participation strategies are used: Turn and talk; pair share, wait time, guided practice
- Relevant anchor charts are displayed in the classroom to enhance student learning
- An ongoing and meaningful Word Wall is displayed to maintain student mathematic vocabulary knowledge and retention
- Student learning goals are posted
- Charts are posted that dynamically display daily student grouping and rotations
- All students have access to Chromebooks to engage in lessons
- Teacher uses the Document Camera to share student approaches to problem solving



PART I: Set Up Your Classes

1. Sign into Think Central and go to **MANAGE CLASSES**
2. Click **CLASSES – ADD – CLASS**
3. Enter information for the following:
 - a. **Class Name**
 - b. **Grade** (Student’s actual grade)
 - c. **Add Adaptive Learning Products**
 - d. **Grade for Student Library:** (Select all of the grades that apply based upon the NWEA results)
 - e. **Program:** Select Go Math
 - f. **Apply Filter**
 - g. Make sure that all of the programs you need are checked
 - h. **SAVE**

PART II: Add Students to the Class

1. Click **CLASSES – ADD – STUDENT**
2. Enter information for the following:
 - a. **Grade** (Student’s actual grade)
 - b. **First Name**
 - c. **Last Name**
 - d. **Student ID**
 - e. **Username** (Use a username that students will remember from other programs)
 - f. **Password:** (Use a password that students will remember from other programs)
 - g. Re-enter password
 - h. **ADD**
 - i. Repeat steps 1 and 2 for all of your students

PART III: Add Students to the Class

1. Click **CLASSES – FIND & MANAGE - CLASSES**
2. Select the **CLASS – EDIT CLASS – ASSIGN STUDENTS**
3. Select all of your students and **ADD** them to the class
4. **DONE**

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PART IV: Add Students to a Group

1. Click **CLASSES – ADD - GROUPS**
2. Enter all fields
3. **SAVE**



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THINK CENTRAL CHEAT SHEET

Chapter Test

The Test can be found the same way we create an assignment. For example, here is how to find the test for a student at the 1st grade level starting on Chapter 3.

Click BROWSE

Click GO MATH GRADE 1

Click PROGRAM STRUCTURE

Click UNIT 1

Click CHAPTER 3

Click GO MATH: CHAPTER 3: CHAPTER TEST

Click CORE INSTRUCTION

Click on the title CHAPTER RESOURCE BOOK

Print out those pages and give it to the students at that level

Grading and Determining Section

Click BROWSE

Click GO MATH GRADE 1

Click PROGRAM STRUCTURE

Click UNIT 1

Click CHAPTER 3

Click GO MATH: CHAPTER 3: TEST

Click CORE INSTRUCTION

Click on the title TEACHER EDITION: CHAPTER 3 TEST

Use the chart titled "Data-Driven Decision Making" on the bottom of the page to help determine where to start. The first question he/she gets wrong is where to start. So for example, if the student gets #2 wrong, you would start on 3.2 (Chapter 3, Section 2)

Please keep all of the completed student tests.

PMT Assignments: Show What You Know, Homework, Performance Task, etc.

Click on the PERSONAL MATH TRAINER icon for the grade you want

Click COURSE-BASED ASSIGNMENTS to assign things per chapter

Click STANDARDS-BASED ASSIGNMENTS to assign things by standard

ISE Lessons

Type ISE and the chapter into the Search Bar (ex: ISE 1.1)

On the left, click on the grade you are working on in order to filter results

Assign the ISE STUDENT VIEW

OR

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Click BROWSE

Click GO MATH GRADE _____

Click on the UNIT

Click on the CHAPTER

Click on the LESSON

Click LESSON LEVEL RESOURCES

ISE is under CORE INSTRUCTION

Assign STUDENT VIEW



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October 10, 2018 Agenda

Making Instructional Decisions

- 45 minutes: Triangulating the Data (NWEA, iReady)
- Reviewing the Standards, strategies, representations, structures)
- Helping them to understand that the ACCELERATION
- Establish groupings (3 grouping per class)

Rostering and Assigning

- Setting Up classes (See handout)

Planning (PARCC)

- Review the Continuum
- Assign the **Chapter Test** (follow the steps to print the Chapter Test)
- The teacher score entire test, the look at the Correlation Chart to determine the starting point for the lessons (beginning with the earliest lesson). All students in one group have the same starting point.
- Print a full packet for each student of the **Problem of the Day** assigned to a particular Chapter.
- Students for the Problem of the Day each day

Planning (DLM)

- What are your goals for the year (overall and individual students)?
- Why did you choose these goals?
- How will you help students meet these goals?
- What is your instructional structure?
 - Begin planning and looking at the resources (Go Math; IEP, data)

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Small Group Instruction w/Teacher

Resources

- Chromebook
- Math Journals/Notebooks
- Manipulatives
- Document Camera

Directions

- Browse
- Select the Go Math **Grade Level**
- **Program Structure**
- Select **Unit**
 - Select a **Chapter**
 - Select a **Lesson**
 - Click **Core Instruction**
- The Student lesson can be “assigned”; the teacher can project
- Options 1: Assigning the lesson allows the students to use their Chromebooks to engage with the text (e.g. entering their answers); Option 2: The teacher can print the lesson to allow students to have a place to write/record their answers and their work.

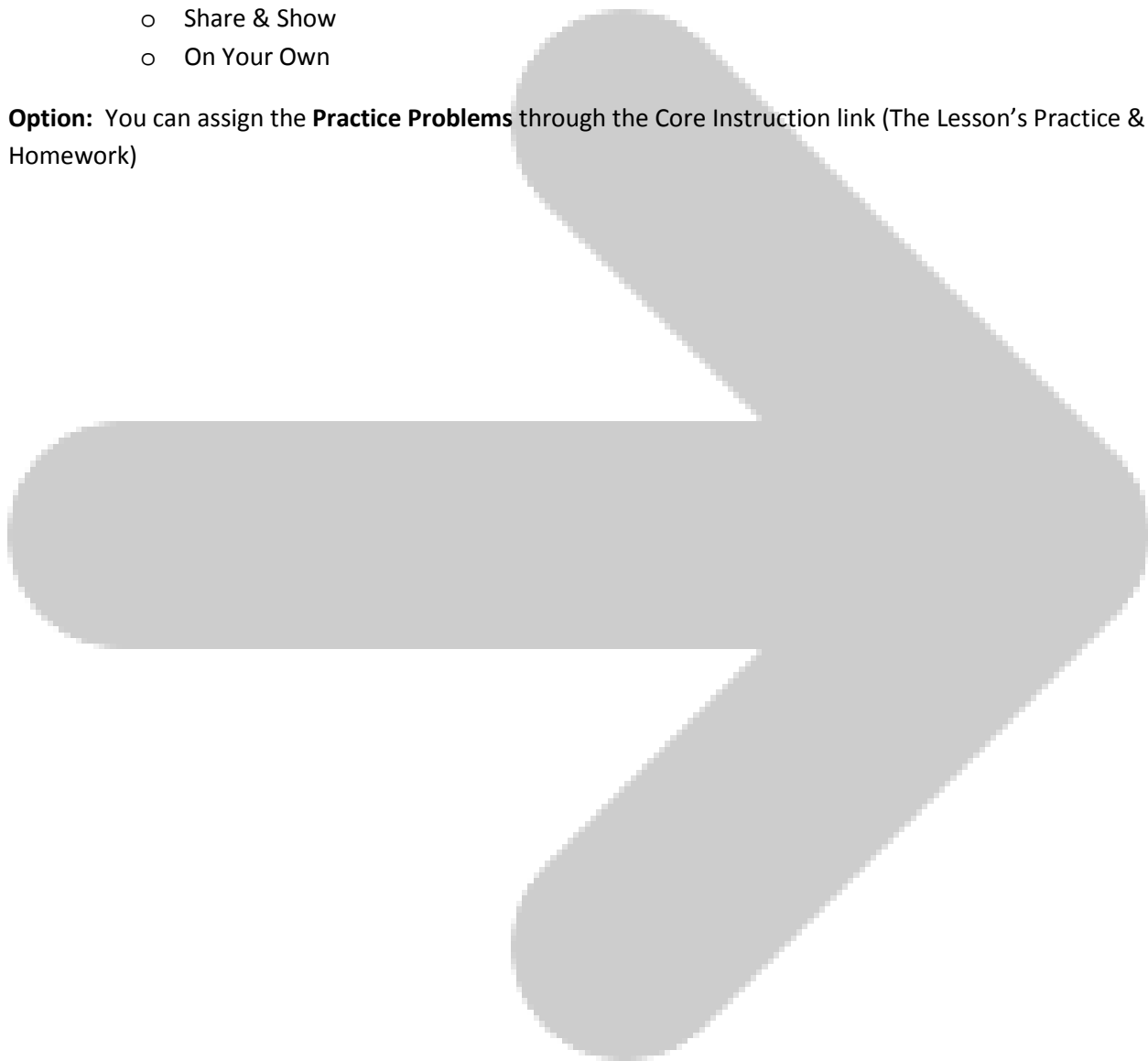


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Small Group Instruction (Interacting with the Student Edition (SE))

- Review the **Problem of the Day**
- **Go through the following parts of the Lesson:**
 - Unlock the Problem
 - Share & Show
 - On Your Own

Option: You can assign the **Practice Problems** through the Core Instruction link (The Lesson's Practice & Homework)



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Go Math Independent Work Center

Personal Math Trainer

Green Icon called “Personal Math Trainer” on home page under Resources Sections

- Share and Show
- Homework
- Performance Tasks

Interactive Student Edition

Browse> Click GO MATH GRADE> Click on the UNIT> Click on the CHAPTER> Click on the LESSON> Click LESSON LEVEL RESOURCES> ISE is under CORE INSTRUCTION> Assign STUDENT VIEW

- Additional Practice
- Prior Exposure (if have not met with teacher yet)

Digital Path

Browse> Click GO MATH GRADE> Click on the UNIT> Click on the CHAPTER> Click on the LESSON> Click CHAPTER LEVEL RESOURCES > Click Digital PATH

Will Vary based on lesson, some examples are:

- Mega Math
- Animated Math Models
- I-Tools

*Assure that digital tools are added in student libraries when classes are created