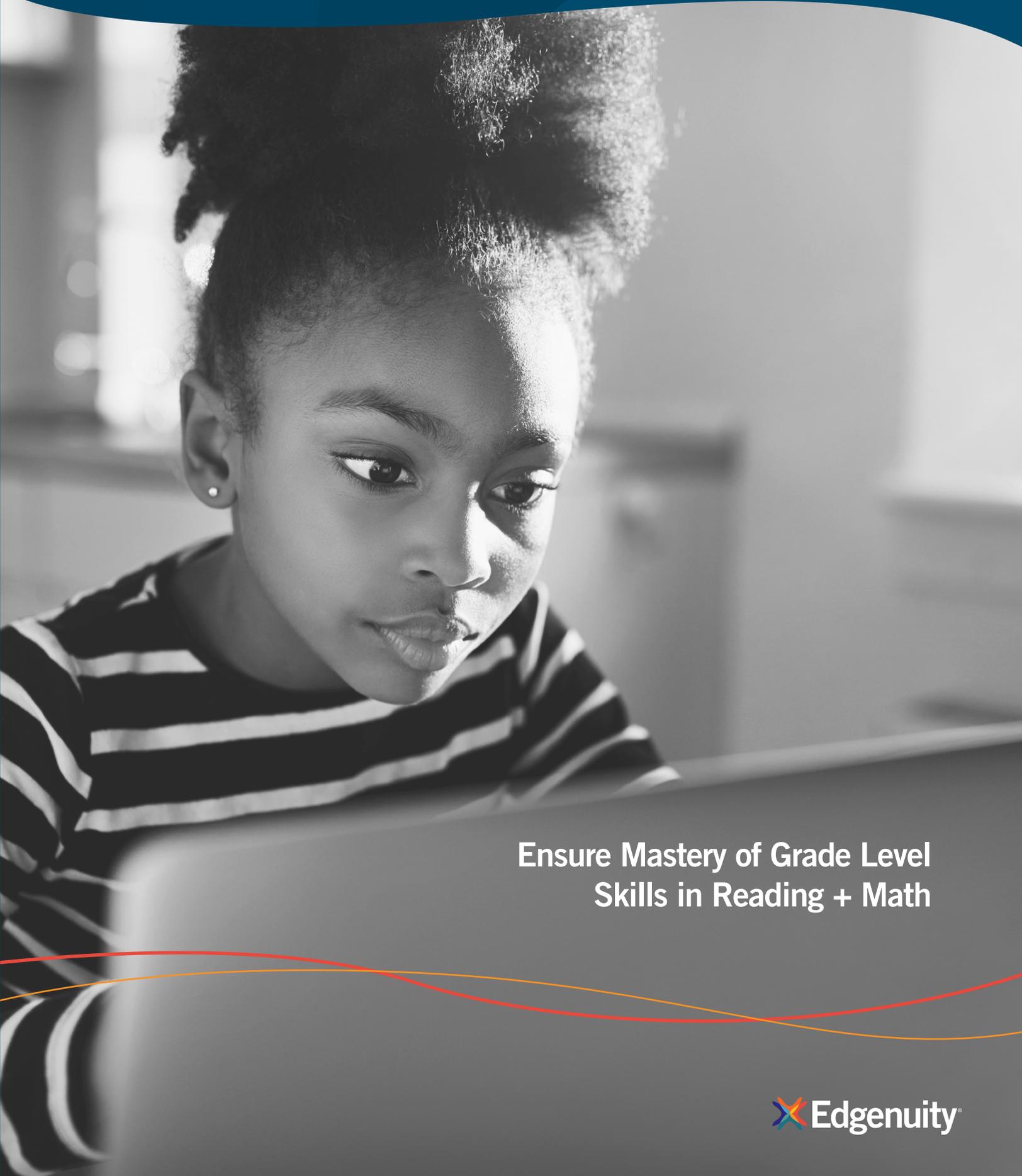


Hybridge®



Ensure Mastery of Grade Level
Skills in Reading + Math

 Edgenuity

Blended Learning for Elementary Schools



Edgenuity
Hybridge[®]

Reinforce essential grade-level skills in reading and math.

Elementary school teachers need engaging, personalized tools they can use throughout the school day to ensure students master grade-level skills in reading and math.

Hybridge[®] is a supplemental learning program that offers dynamic online content to build the foundational skills students need to be successful learners today and in the future. This flexible program aligns to Common Core and state standards and can easily be used alongside classroom lessons to offer an easy transition to blended learning.

How It Works



ASSIGN INSTRUCTION

Teachers can choose from a lesson-driven model that aligns to their class or district scope and sequence. Or, teachers can enable individual learning progressions based on diagnostic results so each student receives precisely the right instruction and practice when it is needed.

Schools can also choose to import data from Renaissance Star 360[®], NWEA[®] MAP[®] Growth[™], or Scantron[®] Performance Series[®] assessments to create prescriptive learning paths that require no additional testing.



PROVIDE ENGAGING LESSONS

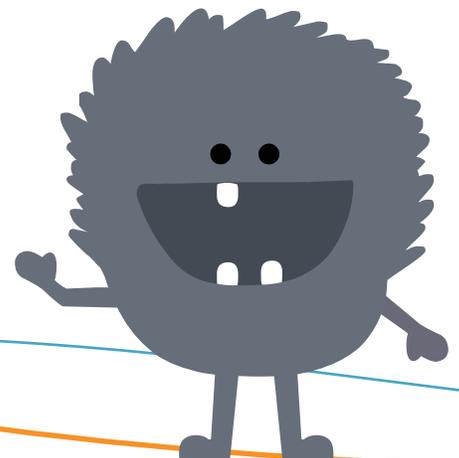
Dynamic, interactive, and age-appropriate videos, animation, and manipulatives deliver explicit instruction, guided practice, independent practice, just-in-time reteaching, and assessments. Students also receive practice with several technology-enhanced tasks that they will encounter on high-stakes exams.

Hybridge offers continuous learning support, including answer-specific feedback and non-repetitive reteaching, so when a student doesn't understand a skill, he or she doesn't just see the same thing over again.



MONITOR PROGRESS

A suite of reports in Hybridge track student progress toward standards mastery, inform small group instruction, and help teachers plan for one-on-one time with students.



Supportive Instructional Model



Every lesson in Hybridge includes a gradual-release instructional model so students receive both the instruction and practice they need to master each skill.

Explaining the Structure of a Poem

What is this stanza telling me about?

How does this stanza connect to the stanza before it?

The second stanza

- tells what the speaker did next
- tells that the speaker breathed a song into the air
- connects the song to the arrow by using the word *flight* and by describing the song in a similar way

The speaker didn't know where the song "fell," which probably means he didn't know who heard it.

DIRECT INSTRUCTION

Engaging onscreen instructional videos teach students about the skill or concept. Students receive examples, modeling, and real-world contexts in a dynamic and fun environment.

Dust of Snow
by Robert Frost

The way a crow
Shook down on me
The dust of snow

Read the first stanza.
What is true about the first stanza?

- A It tells how the speaker changes.
- B It tells what happens to the speaker.
- C It tells how the speaker reacts.
- D It tells what bothers the speaker.

SUPPORTED PRACTICE

Students then have an opportunity to practice the skill they were just taught. Scaffolds, like hints and reteaching, help students become competent at the skill without getting frustrated.

Compass Writer: Explaining the Structure of a Poem

To explain the structure of a poem, follow these steps:

- Read the whole poem.
- Reread each stanza and think about what is happening. Ask yourself questions:
 - What is this stanza telling me about?
 - How does this stanza connect to the stanzas before it?
- Think about how all the stanzas fit together to show the author's meaning.

In this activity, you will read a poem and then answer questions about its structure. You will use the answers to help you write a report about the stanzas in the poem.

Directions:
Read the poem "A Bird Came Down the Walk" by Emily Dickinson. Then answer the questions that follow it.

INDEPENDENT PRACTICE

As students work through an activity, the supports and scaffolds are reduced, so students have more of a chance to work on their own. Students will still receive immediate feedback if they make a mistake, but the feedback becomes more limited in scope.

on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

What is true about the first stanza?

- A) It explains that cats are little.
- B) It introduces the idea that fog is like a cat.
- C) It describes how fog looks like a cat's feet.

ASSESSMENTS

Activity quizzes and unit tests inform continuous feedback for students and teachers. This way, if additional intervention is needed, it is known immediately so the student isn't stuck in a loop of frustration and can accelerate forward.



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where learning clicks

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