



**MyPath** **K-5**  
Help students catch up,  
keep up, and get ahead.

## Overview of Instructional Design

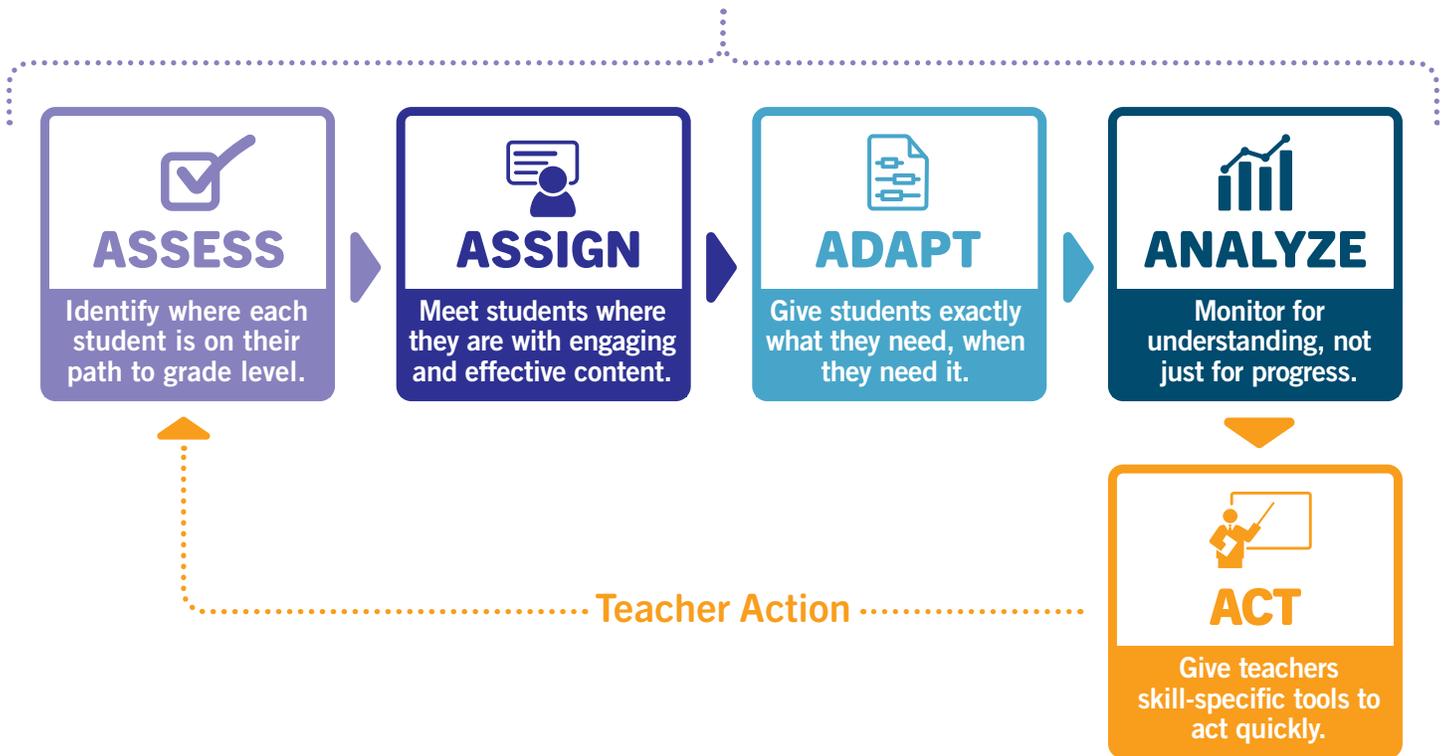
# Addressing Learning Loss

In the year 2021, students face unprecedented levels of learning loss. The variation in proficiency levels within a single classroom demands new attention to differentiation and intervention strategies. Teachers must have access to both technology and off-line tools that empower them to meet an array of needs simultaneously with high-quality curriculum, adaptive instruction, actionable data, and resources targeted to individual students.

## Instructional Design of MyPath K-5

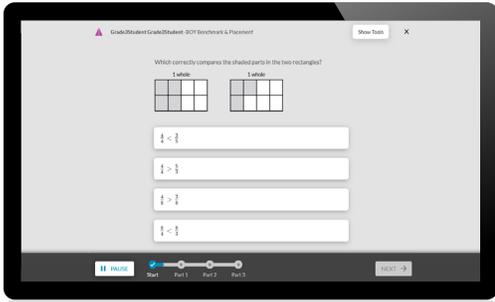
MyPath provides age-appropriate, adaptive learning paths by leveraging a cycle of assessment, assignment, adaptivity, analysis, and action. This cycle provides an unparalleled level of personalization for every student as seen in the graphic below. Each stage of the cycle is explored in more depth in this document.

### MyPath<sup>K-5</sup> Student Experience



## **Assess:** Adaptive Assessment Pinpoints Student Proficiency by Domain

MyPath features built-in adaptive assessments that provide a reliable, valid measure of each student's ability and instructional grade level in reading and math. The MyPath Assessments are multi-stage, fully adaptive assessments that measure skills in multiple content domains spanning grades K-12 in both subjects.



*MyPath Assessments are designed to measure growth and document progress.*

When students first access the assessment, they are presented with a friendly, age-appropriate activity where they practice the interactions needed to take the test successfully. After the activity, students are guided through three adaptive stages that present personalized sets of technology-enhanced items targeting their current skill level. The estimate of the student's ability is continuously updated as the test adapts to select items that are appropriately challenging. After each stage, an encouraging break screen offers students a chance to rest and refocus. MyPath Assessments are designed to be completed in one class period. Across all three stages, students typically respond to approximately 30-45 items, with test length varying across grades and for individual students.

The MyPath Assessments are designed to be administered three times: at the beginning of the year, the middle of the year, and the end of the year. The assessments are designed to accurately measure growth and document progress, whether students are functioning on, below, or above grade level. For districts and schools implementing an RtI or MTSS model, the assessments can also be used to help identify at-risk students and monitor their response to intervention.

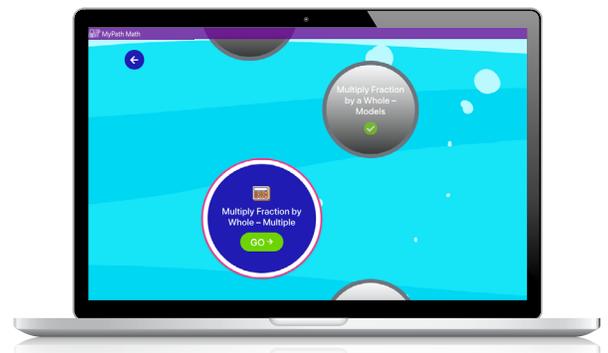
MyPath can also use data from NWEA® MAP® Growth, Renaissance Star® or a teacher's input to design a customized learning path, should schools choose not to administer the MyPath Assessments.

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## **Assign:** Individualized Learning Paths Personalize and Differentiate

Using the data about students' domain-level proficiency, MyPath identifies the priority skills each student needs to catch up, keep up, or move ahead. From there, MyPath selects from an extensive library of research-based, developmentally appropriate lessons to create an Individualized Learning Path (ILP) that meets students exactly where they are.

Each learning path considers the major work of the student's current grade and fills in foundational skill gaps so that students can be successful at grade level. The further a student is behind, the more MyPath will prioritize the most important foundational work, in order to get students back to grade level as efficiently as possible.

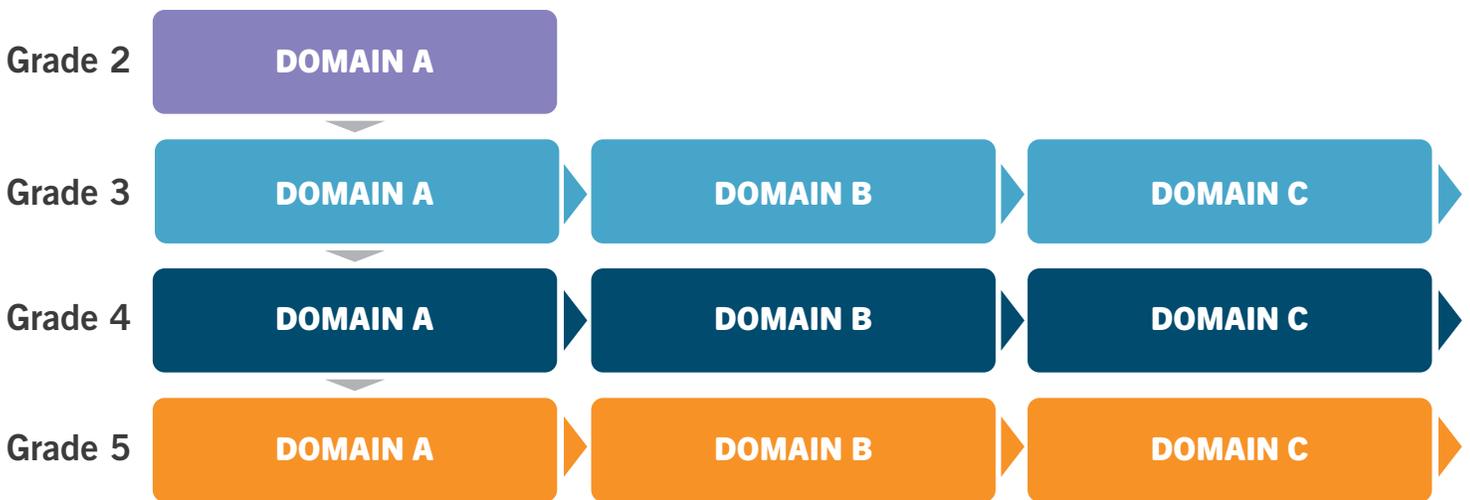


*Students are assigned an Individual Learning Path according to their skill level and grade.*

For example, the math ILP for a third-grade student who is working at a second-grade level in Number Sense builds critical understanding of second-grade geometry skills, which sets students up for success in the grade-level topic of fractions. This student's ILP focuses on the partitioning of shapes into equal shares and using fraction language such as "whole," "half," and "third" correctly. Conceptual work with visual models of fractions builds a foundation for what is to come in grade-level work with fractions on number lines without yet introducing formal fraction notation. To prepare this student for third-grade work, the ILP strengthens their ability to recognize both what is and what is not an equal share and recognize how many equal shares are shown in a given whole. Once the student has mastered this content from the previous grade, they move onto grade-level work in fractions.

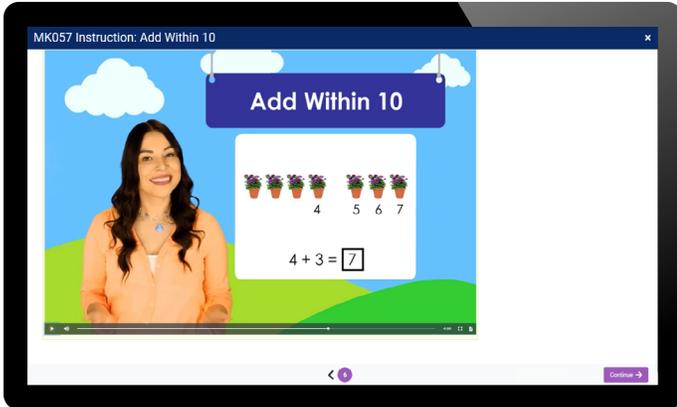
The reading ILP for a fourth-grade student who is working at a second-grade level in Reading Informational Text builds critical understanding of key ideas and details at the second-grade reading level, which sets them up for success when applying these skills to grades three and four level texts. As they move through the ILP, students will not only encounter more complex informational texts, but they will also utilize their understanding of main idea and key details to draw and support inferences, write summaries, and quote text evidence. As students progress across grade levels, they spiral back to previously learned skills and build on those skills to meet the rigors of subsequent grade level skills. For example, the grade 2 level lessons focus on generating targeted questions about explicit key details in an informational text. Students then practice using explicit text evidence to answer their questions, preparing them for third-grade level work that requires students to use key details and examples as evidence to support their understanding of a text. Once the student has mastered content from the previous grade, they move on to grade-level texts and skills such as identifying the main idea of an entire passage or specific paragraph and identifying key details in each paragraph of an informational text. Eventually they progress to using text evidence to support inferences and writing summaries.

Placement for an individual student may vary by content domain (e.g., numbers and operations, geometry) if a student demonstrates relative strengths in one area and weaknesses in another. For example, a fifth-grade student might be operating at a grade 2 skill level in Domain A, a grade 3 skill level in Domain B, and a Grade 4 skill level in Domain C. This student would receive an Individualized Learning Path that includes only Domain A content at grade 2, Domains A and B content at grade 3, and all three domains at the subsequent grade levels. By sequencing and prioritizing lessons by grade, the program builds foundational concepts before moving into more complex skills.

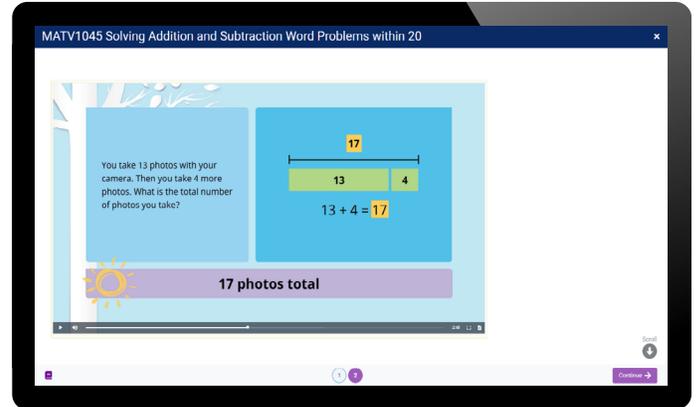


## CURRICULUM DESIGNED FOR THE STUDENT, NOT JUST THE SKILL

MyPath tailors a learning path for each student based not only on what they know, but also on who they are. An on-grade-level second grader and a fifth grader performing at a second-grade level may need the same skills. However, the fifth grader needs instruction designed specifically for older students. MyPath meets striving learners where they are—with age-appropriate examples, graphics, and pacing that build foundational support for on-grade-level work. The learning experience of the second grader and the fifth grader, even if they are both working on the same skills, will be completely different.



Students in the K-2 band learn to add within 10 using drawings of familiar items and audio-based instruction.



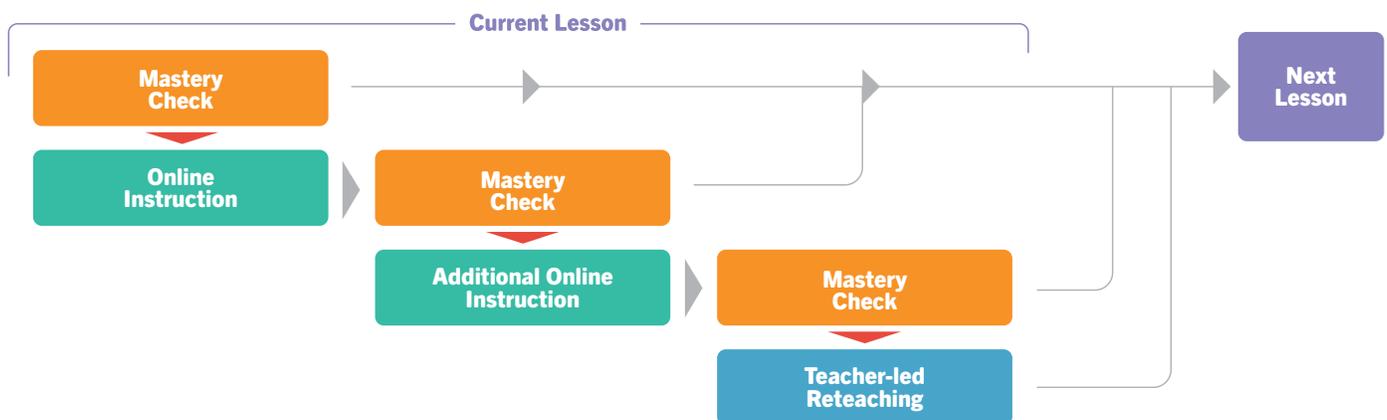
Students in the 3-5 band learn to add within 20 using more sophisticated representations and increased text support.

What's more, students whose home language is Spanish can experience the mathematics program entirely in Spanish if desired; other English Language Learners can use the translation feature to translate words, screens, or entire passages into more than 60 available languages.

## **Adapt:** Adaptive Instruction to Optimize Learning

MyPath sequences instruction based on students' skill levels in each content domain, as well as their actual grade level. However, the program continues to adapt each student's Individualized Learning Path based on how quickly or slowly they demonstrate mastery of new material—adjusting the amount of instruction and practice for each skill to ensure student success.

At the start of a new lesson, the student will be assessed with a five-question Mastery Check. These brief, targeted assessments check for understanding; provide age-appropriate, positive feedback; and reward students for doing their best. Instruction then adapts based on the Mastery Check results, allowing students to move more quickly through content they know and receive more instruction and practice to master concepts they find more challenging. Because Mastery Checks are only five questions long and presented frequently, instruction in MyPath is always aligned to the current level of the student, their level as assessed several weeks or months earlier.



If the student demonstrates mastery of a lesson's content, the student will place out of that lesson entirely. If not, the student will receive instruction for that lesson. Then the student will be assessed again, with another five-question Mastery Check. If the student demonstrates mastery, they will move on to the next lesson; if not, the student will receive additional instruction and practice on the lesson content. Finally, students will receive a third Mastery Check. The student will move on to the next lesson with either a Passed or Not Passed status, where Not Passed indicates that the student went through all the content and still did not pass the final Mastery Check.

If students struggle unproductively within a domain, MyPath can also move them down a grade level so they can rebuild foundational skills first. Alternatively, teachers can manually change a student's placement at any time or can assign individual lessons from a previous grade level based on their own observations of the student.

As the student works back up to grade level through their recalibrated path, they may encounter content they have already completed. In this case, they will automatically be placed out of lessons they previously passed, but they will need to repeat lessons that were not passed.

## Analyze: Ongoing Data Displays Student Mastery in Real Time

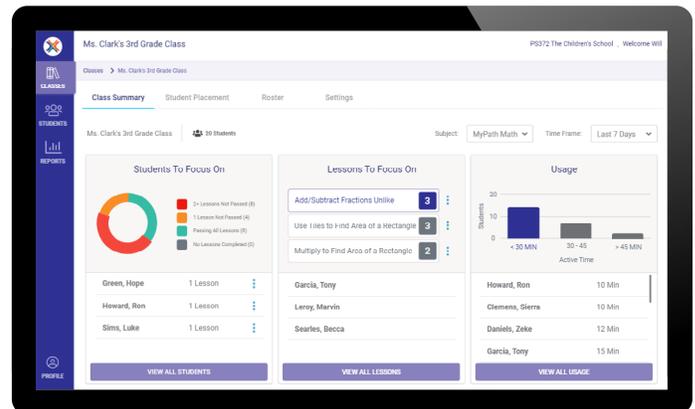
As students work through their Individualized Learning Paths, MyPath tracks a wealth of information about their engagement, progress, and achievement. Easy-to-read reports at the class and student level provide valuable data teachers can use to differentiate their in-class instruction.

### Class Summary Report

Teachers can view the Class Summary report to answer questions such as:

- Who needs my help with content?
- How can I group students effectively?
- Who is not engaging with the intervention?

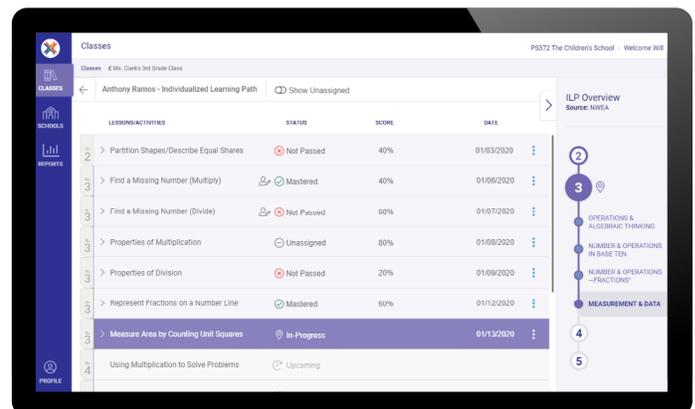
This report should be used on a weekly basis, allowing teachers to identify students who are struggling and group them for re-teaching throughout the week. Starting from the report's easy-to-use, class-based snapshots of who needs help, teachers can then drill down to see individual student performance.



### Individual Student ILP Report

Teachers can also view the full Individualized Learning Path for any student. This allows teachers to determine exactly where a student is struggling so they can provide effective re-teaching support.

Additional reports show student placement/proficiency, as well as growth over time. These reports can be viewed by class, by student, and by school.



# Act: Robust Teacher Toolkit Provides Re-Teaching Resources

MyPath will alert the teacher when students are struggling unproductively with a lesson, providing downloadable resources they can use in small groups or with the whole class. Each of these re-teaching lessons includes both a student-facing worksheet and an answer key. They are scaffolded and include initial review, structured practice, independent practice, and opportunities to demonstrate understanding.

Lessons begin with a brief “Review” section, similar to what a teacher might post on a classroom anchor chart. This lesson opener strategically employs icons, graphic organizers, bullets, bolded words, and other text features to help students quickly access needed information.

The lesson then proceeds to the “Try It” section, which guides students through the steps of a strategy or algorithm with support. Students might be asked to complete a partially worked example or trace a number or letter. “Thought bubble” scaffolds model practical self-questioning techniques students can use later to solve problems or answer questions on their own.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

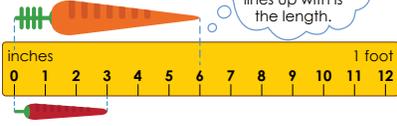
### How can I compare length using inches?

**Review**

How much longer is the carrot than the pepper?

Line up one end of each object with the zero on the ruler.

The number that the other end of the object lines up with is the length.



The carrot is 6 inches long. The pepper is 3 inches long.

Subtract the lengths to compare.

$$6 - 3 = 3$$

**The carrot is 3 inches longer than the pepper.**

**Try It**

Mr. Dau's green lizard is 9 inches long. His red lizard is 17 inches long. How much shorter is the green lizard than the red lizard?

Complete the model. Then use the model to solve.

How long is the green lizard?


$$17 - 9 = \square$$

**The green lizard is \_\_\_\_\_ inches shorter than the red lizard.**

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The “**Practice**” section (in reading lessons, the “Read” and “Practice” sections together) provides independent practice for students to apply what they have learned. Teachers can also use these exercises to assess whether students have mastered the target skill(s).

Each re-teaching worksheet ends with an **open-ended prompt** that allows students to demonstrate their understanding of the skill in a discussion or journal. Like an “exit ticket,” this question often prompts students to summarize the main “takeaway” that could be applied to any other problem or question they may encounter for this skill in the future. Each student’s response allows the teacher to determine if the student is ready to move on or if they need additional support.

Name: \_\_\_\_\_
Date: \_\_\_\_\_

**Practice** Use the models to solve.

<p>Alicia has a toy truck that is 16 inches long. Her toy car is 14 inches long. How much longer is Alicia's toy truck than her toy car?</p> <div style="text-align: center;"> </div> <p><math>16 - \square = \square</math></p> <p>Alicia's toy truck is _____ inches longer than her toy car.</p>	<p>Aaron's dog has a tail that is 3 inches long. His cat has a tail that is 12 inches long. How much shorter is his dog's tail than his cat's tail?</p> <div style="text-align: center;"> </div> <p><math>\square - \square = \square</math></p> <p>His dog's tail is _____ inches shorter than his cat's tail.</p>
<p>Damon makes a birdhouse that is 13 inches tall and a bat house that is 18 inches tall. How much taller is the bat house than the birdhouse?</p> <div style="text-align: center;"> </div> <p><math>\square - \square = \square</math></p> <p>The bat house is _____ inches taller than the bird house.</p>	<p>Gia's lacrosse stick is 26 inches long. Andrew's lacrosse stick is 42 inches long. How much shorter is Gia's lacrosse stick than Andrew's lacrosse stick?</p> <div style="text-align: center;"> </div> <p><math>\square - \square = \square</math></p> <p>Gia's lacrosse stick is _____ inches shorter than Andrew's lacrosse stick.</p>

Explain how to write an equation to compare the lengths of two objects.

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Comparing Lengths (Standard)
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## Implementation

**MyPath K–5 has a number of ideal implementation models.**

### IN A SMALL-GROUP ROTATION MODEL

MyPath can be used in a rotation or “center-based” model in either a math or reading block. As some students work independently on the software, others can meet with the teacher for targeted re-teaching or extension. Teachers can use MyPath’s detailed reports to group students based on common needs each day, in either a traditional or blended learning model.



### IN A COMPUTER LAB, OR 1:1 MODEL

If all students use computers at the same time in a lab setting or other 1:1 environment, teachers can pull flexible groups for re-teaching while the rest of the class works independently. This allows all students to be engaged in personalized learning while freeing the teacher up for much-needed small-group time.



### IN AN AFTER-SCHOOL PROGRAM

MyPath is an ideal tool for after-school or Saturday programs, providing an engaging complement to students’ core instruction during the school day. Teachers can use the Teacher Toolkit to target individual students and small groups for face-to-face instruction on specific skills.



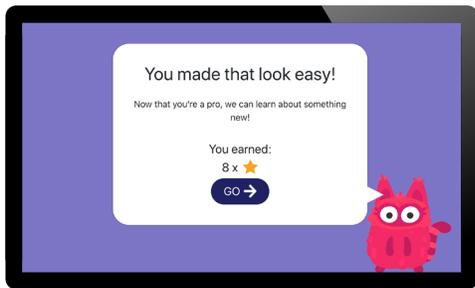
### AT HOME/VIRTUAL

Students can access MyPath anywhere, any time—making it an ideal solution to support virtual and remote instruction, homework and reinforcement, and differentiation for students working at home.

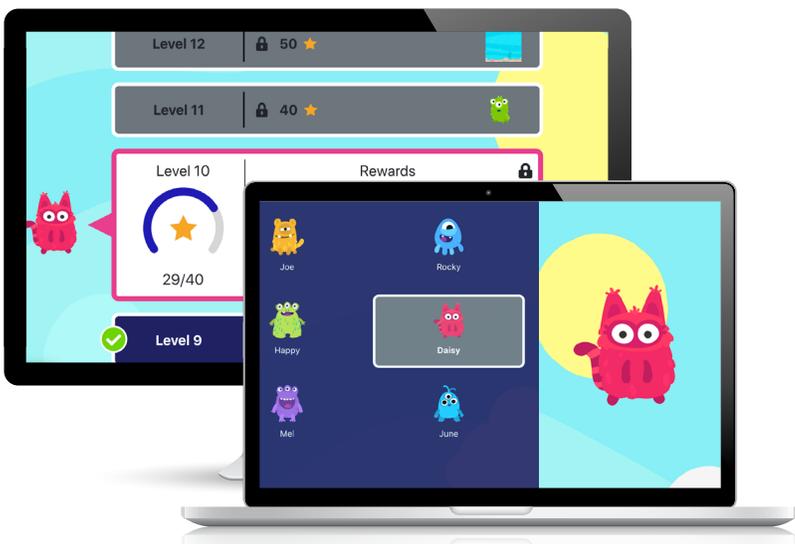


## Incentives and Motivation in MyPath

Positive and encouraging feedback throughout the program reinforce both effort and achievement as students earn stars to “level up” and increase their motivation and stamina for learning.



As students master skills in MyPath, they also unlock new backgrounds and “sidekicks”. This game-like element helps students own their personal growth and development. It can also help drive classroom celebrations and keep students motivated throughout the program.



## Spotlight on Early Literacy

Students who are two or more grade levels behind in reading require specific, targeted instruction in reading strategies and literacy skills. This instruction must be age-appropriate and efficient, allowing students to rebuild foundational skills and move on to reading supportive text.

MyPath features lessons specifically designed for these students. Students will receive age-appropriate instruction in strategies supported by the science of reading, including phonics, previewing, self-correcting, reading with expression, attention to punctuation, and vocabulary development. These high-impact, early-literacy lessons will emphasize research-based strategies through carefully crafted examples and practice items.

### Academic Advisor for Early Literacy: Elizabeth Swanson



*Dr. Elizabeth Swanson, Research Associate Professor, The University of Texas at Austin*

Since 1999, Dr. Swanson has served as a special education teacher, researcher, public speaker, and writer. Swanson’s focus is on improving educational opportunities for struggling readers and students with learning disabilities in grades K-12.

With more than \$30,000,000 in federal funding over the past 12 years, she has developed multiple sets of instructional practices for elementary and middle school teachers. She has also conducted numerous randomized controlled trials to test the efficacy of literacy-focused instructional practices and strategies at elementary, middle, and high school levels.

In addition to co-authoring more than 60 articles in peer-reviewed journals, Dr. Swanson has co-authored two books: *Now We Get it! Boosting Comprehension with Collaborative Strategic Reading* (2012) and *Literacy Coaching in Secondary Settings: Improving Intensive Instruction for All Students* (2021).

Learn more and explore  
MyPath K–5 at  
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