



PISCATAWAY TOWNSHIP SCHOOLS

Dr. William Baskerville

Assistant Superintendent of Curriculum and Instruction

GENERAL INFORMATION

- [K-12 Amistad/Holocaust/LGBTQ/AAPI Crosswalk](#)
- Comprehensive Health and PE (Opt-Out)
- [Honors \(Gifted and Talented\)](#)
- [Behavioral Expectations](#)
- Learning Loss (District Learning Acceleration Plan)
- Summer Programs/Work
- [Academic Performance \(Student Performance Reports\)](#)

NJSLA 2021-2022

Grade 4

NJSLA (ELA)	With Level 3	NJSLA (Math)	With Level 3
State – 49%	71%	State – 39%	64%
District – 60%	88%	District – 49%	71%

Grade 5

NJSLA (ELA)	With Level 3	NJSLA (Math)	With Level 3
State – 50%	73%	State – 36%	62%
District – 58%	80%	District – 43%	65%

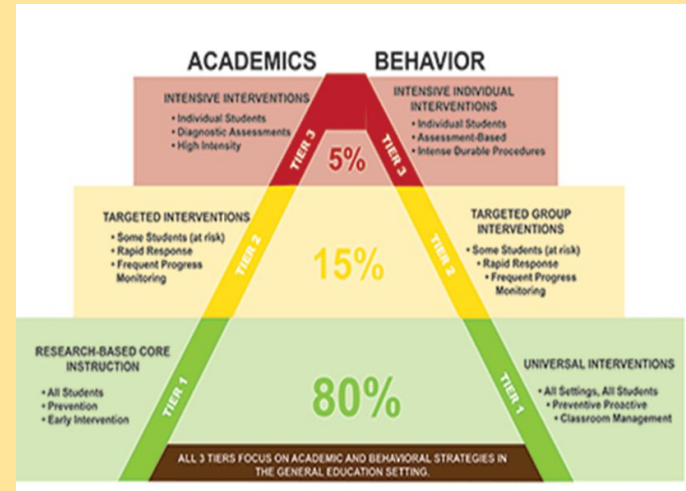
Response to Intervention

- Academic and Other Supports:
 - Response to Intervention (RTI) - Academic/Behavioral
 - Multiple Tiered System of Support (MTSS) - SEL/Behavioral

Teacher/Coordinator of RTI - Courtney Angiuli cangiuli@pway.org

MTSS/RTI

- **A Multi-Tiered System of Support or MTSS** is a framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs.
- **Response to Intervention or RTI** is a tiered framework used in our district primarily for academic support along with some behavior concerns.





General Overview of ELLs Grades 4-5

Glennysha Jurado-Moran

District Supervisor of World Language and ELL/ESL, K-12



NJDOE ELL Legal Requirements

1. Screening process
2. Annual monitoring
3. Exit criteria
4. 2-year monitoring
5. Parent notification

ELL Proficiency Levels

WIDA ELD FRAMEWORK 2020

1. Entering	Knows and uses minimal social language and minimal academic language with multimodal and graphic support
2. Emerging	Knows and uses some social English and general academic language with multimodal and graphic support
3. Developing	Knows and uses social English and some specific academic language with multimodal and graphic support
4. Expanding	Knows and used social English and some technical academic language. (4.5 needed to exit program)
5. Bridging	Knows ad used social and academic language when working with grade level material
6. Reaching	Knows and uses social and academic language at the highest level measured by this assessment.

How to help your student at home

Build literacy skills & learn English together

- ✓ Keep developing literacy skills in your home language
 - Read books in home language
- ✓ Listen to English as much as possible
 - Watch your favorite show but change the language to English using the SAP button on your remote
 - Listen to children's songs
- ✓ Visit the library

Resource for families

<https://www.colorincolorado.org/families>

What is Social Emotional Learning?

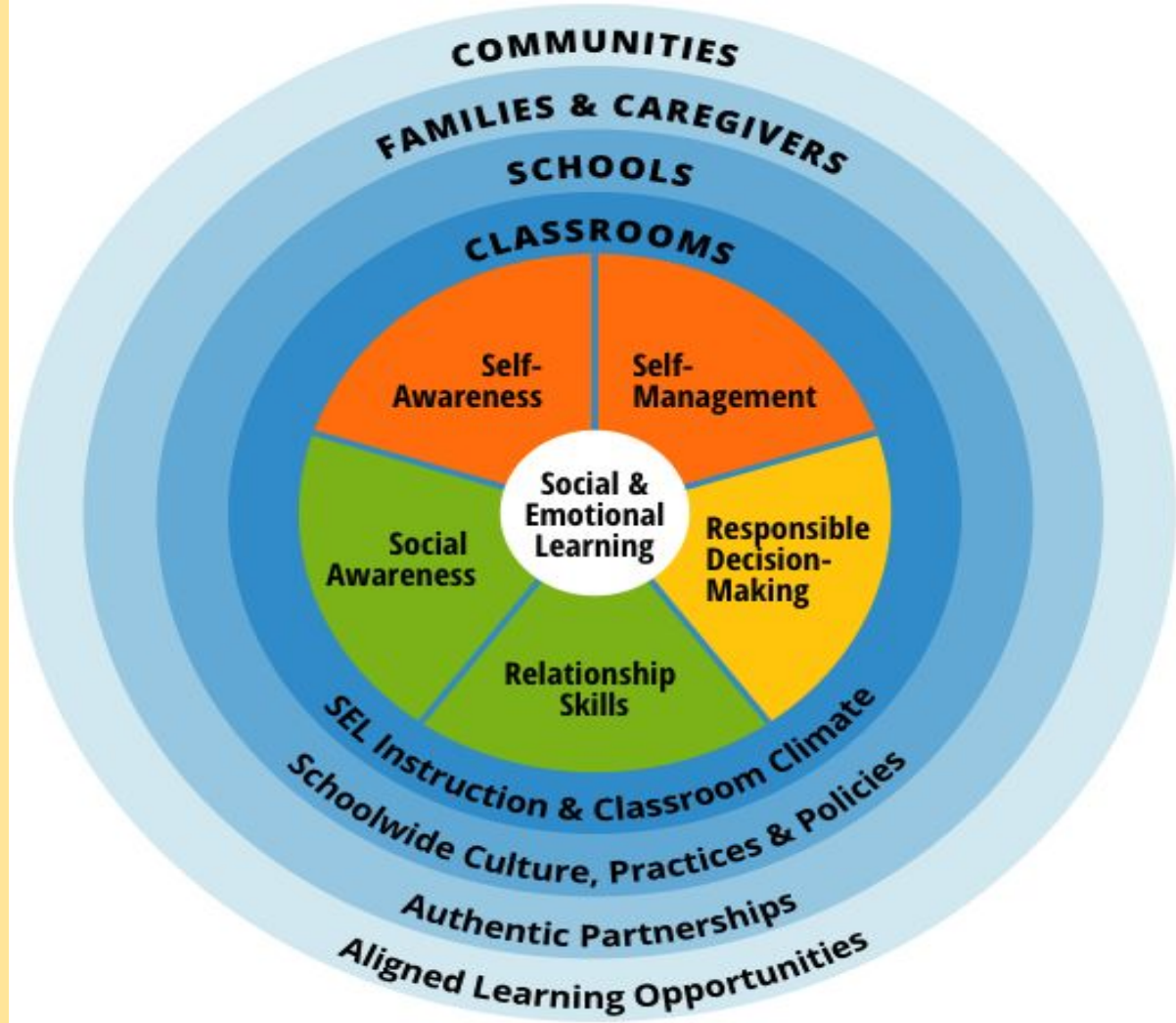
Dr. Laura Heimlich

Principal, Eisenhower Elementary School

CASEL

Collaborative for
Academic, Social &
Emotional Learning

5 CORE
COMPETENCIES
of
SEL



SEL GOALS

- Understand and process emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



Intermediate Social-Emotional *Experience*

Independence - within boundaries	Set clear expectations and <u>boundaries</u> ; follow-up with rewards and consequences
Thinking critically - aware of social influences?	Know your child's friends; <u>Monitor and regulate</u> electronics AND social media; Discuss family standards - often
Group dynamics & self-identity	Awareness of likes & dislikes; involvement in activities/group; social skills/ <u>opportunities</u>
Productive problem-solving skills	Model; discuss; active listening; empathy; kindness; <u>self-regulation</u>

SEL at Home - Resources

****Media-Tech Management - [CommonSenseMedia.org](https://www.commonsensemedia.org)**

Social-Emotional Awareness - [SEL Podcast](#)

Self Regulation - [SEL Video Playlist](#)

Body Safety - [Hot chocolate talk](#)

CASEL Website - [Collaborative for Social, Emotional & Academic Learning](#)

Transition

Yashmine Cooper

Vice Principal, Knollwood Elementary School

Transition

Academic Transition

Students experience the rigor of work, grades, schedules, preparation for middle school, etc.

TRANSITION

2 Types



Social Transition

Students leave one social environment and now faced with developing new relationships.

Transition

CREATE A CULTURE OF TRUST AND RESPONSIBILITY

Cultivating and establishing the right learning environment.

HOME SCHOOL CONNECTION

Parent & School Partnership

ACCOUNTABILITY

- It encourages students to take responsibility for their learning and actions.
- Students learn to value their work and likely increase their levels of confidence.
- Preparation for life beyond high school.

SET HIGH STANDARDS AND CLEAR EXPECTATIONS

Students are aware of what is expected of them

HELP STUDENTS LEARN TO SELF ASSESS THEIR WORK

Students will take more responsibility of their work when they are regularly reflecting and assessing.

GIVE STUDENTS OWNERSHIP OF THE LEARNING PROCESS

Give students voice and choice in their learning.

Diversity, Equity, and Inclusion (DEI)

Dr. C. Alex Gray
Director of Diversity, Equity & Inclusion

District DEI Efforts

Embedded in what we already do in our schools

- District DEI goals
- DEI Committees in each building
- Connecting students/families to information & opportunities
- Supporting students/families during school transitions
- Analyzing data on student achievement, discipline, etc.
- Taking action based on what is revealed in the data
- Removing barriers for students, especially those from marginalized groups
- Helping staff positively connect w/ ALL students/families

Equity in Piscataway Schools

How Equity is Achieved

- Equity vs. Equality
- Respecting their uniqueness
- Looking beyond Genesis
- Learning about their culture, ethnicity, heritage...
- Understanding their individual strengths and needs
- Students telling their story
- Connecting w/ ALL students



Internet Safety



John Bartruff
Manager of Information Systems

What we do:

- Use content filtering using iboss
- Distribute ipad applications using Jamf
- Train staff yearly on internet safety and usage
- Provide ongoing security assessment of filtering tools



What our teachers do:

- Provide our students an understanding of digital citizenship
- Discuss the appropriateness of social media
- Address the “dangers” of the internet and the associated consequences to include cyberbullying
- Explain the use of strong passwords



What you can do:

- Monitor your child's internet usage (ipad, cell phone, etc)
- Understand the pros and cons of allowing social media
- Establish "house rules" between you and your child concerning internet based devices, such as a cell phone contract.
- Keep open communication with your child and your child's teacher(s). We all want your child to have a safe and productive instructional environment.
- Ask questions!



Grade 4



Grade 5

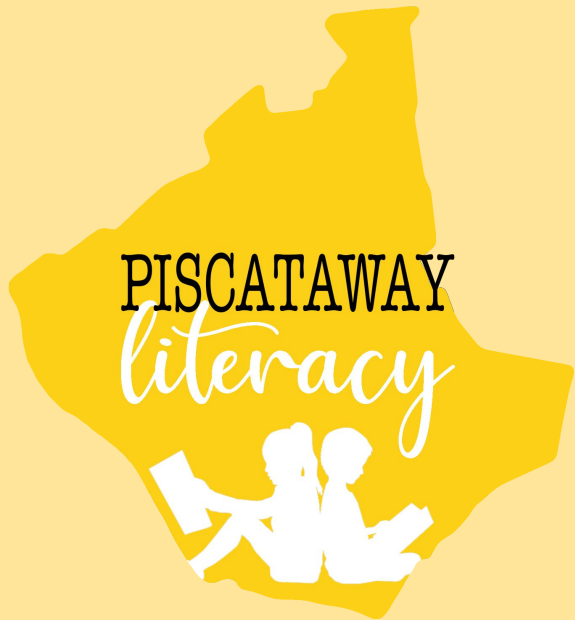


For additional topics found within the district's digital literacy curriculum guides scan the QR code relative to your child's grade level.

Curriculum Guides



[https://www.piscatawayschools.org/
curriculum/curriculum_guides](https://www.piscatawayschools.org/curriculum/curriculum_guides)



Literacy

Janine Albanese

District Supervisor of Literacy, K-12

Lesson Structure of a Workshop

MINILESSON

- This time is dedicated to **explicit teaching**, where the teacher and students come together to a common meeting place (i.e. the meeting area/carpet).

A lesson is taught with a focused teaching point. Students then **actively engage** with practicing this concept (with a partner) before the minilesson is over.

INDEPENDENT READING OR WRITING

- Students find comfortable places in the classroom to **read or write independently**. They may be applying the minilesson to their own reading or writing or working on something different.

SMALL GROUP/CONFERRING WORK

- The teacher meets with strategically-formed **small groups** of students to focus on strategy work, skills work, guided reading, for example.

Resources/Materials

Core Materials

- Teachers College Reading and Writing Units of Study



Supplemental Resources

- Learning Ally (audiobooks)
- Epic! (digital/e-books)
- Scholastic W.O.R.D (vocabulary acquisition)



District Assessments in Literacy

Running Records

- Beginning, middle and end-of-year assessment of a student's reading level.

Timed Reading Learning Tasks

- NJSLA-like tasks in Reading that allow teachers to determine areas for more targeted instruction before state assessments are administered.
- Beginning, middle, and end-of-year

On-Demand Writing

- This genre of writing is end-of-unit writing that is administered in a timed setting after students engage in the entire process of writing this genre after a unit of study.
- Beginning, middle, and end-of-year



4th Grade Literacy

A photograph of five diverse 4th-grade students sitting on a wooden bench outdoors. They are all focused on reading their books. From left to right: a girl with a yellow book, a boy with a green book, a girl with a blue book, a girl with a yellow book, and a girl with an orange book. The background is a soft-focus green and yellow, suggesting a park or schoolyard setting.

Caitlin Fiumara
MLK 4th Grade Teacher

Sample Writing Session

Personal and Persuasive Essays

Teaching Point: Today I want to teach you how to hold on to your thoughts while freewriting. I like to call this writing strategy...

G R O W I N G
I D E A S !

Ways To Push Our Thinking!

- ✓ In other words...
- ✓ The important thing about this is...
- ✓ As I say this I am realizing...
- ✓ Another example is...
- ✓ This shows...
- ✓ This is important because...
- ✓ This is giving me the idea that...
- ✓ This connects to...
- ✓ To add on...
- ✓ I used to think...but now I'm realizing...
- ✓ What surprises me about this...
- ✓ On the other hand...
- ✓ This is different from...

I think homework is very important.

Kids need to practice schoolwork. In other words, if kids don't practice or do any schoolwork other than at school, they will forget some things. That is, kids will also have to have extra school years because they did not get as much school work done as they should have. The important thing about this is that kids need to learn so they need to also practice. Practice makes a most perfect! As I say this, I am realizing that since some kids don't like homework, they need to realize that homework is very important and can be fun. I don't usually enjoy homework, I love to have playdates, read, write, watch TV and do art in my free time.

- Held onto to a thought for a long stretch of time
- Pushed their thinking
- Underlined elaboration prompts

5th Grade Literacy

A photograph of five diverse 5th-grade students sitting on a wooden bench outdoors. They are all focused on reading their books. From left to right, the students are holding books with yellow, green, blue, yellow, and orange covers. The background is a soft-focus green and yellow, suggesting a park or schoolyard setting.

Laura Stoddard
Arbor 5th Grade Teacher

Mentor Text



Book Club Group Book



SAMPLE LESSON

Theme: Life lesson, meaning, moral, or message about life or human nature that is communicated by a literary work.

In other words...

Theme is what the story teaches readers.

Money can't buy happiness.

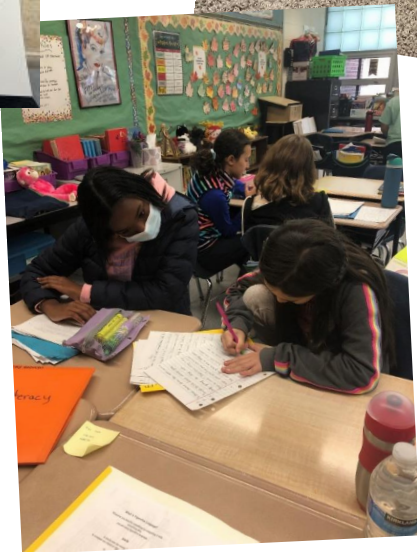
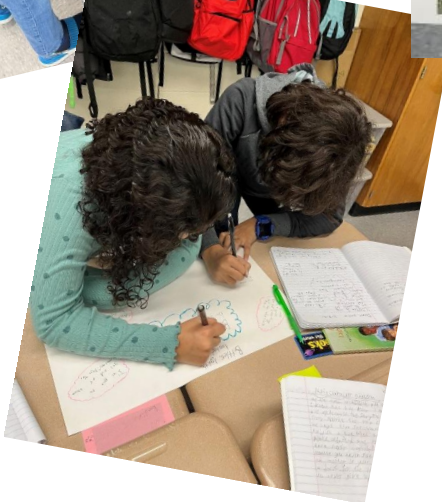
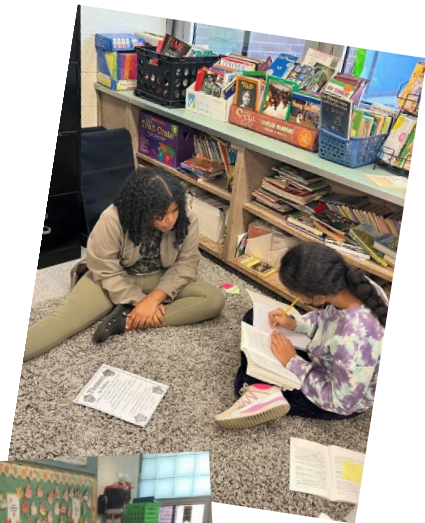
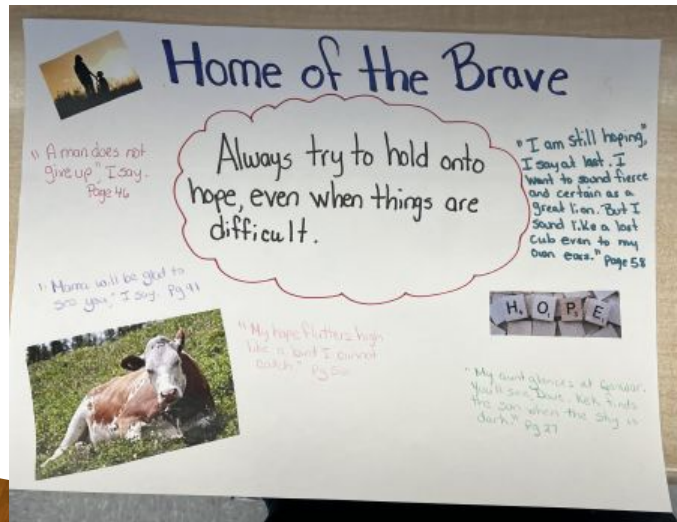
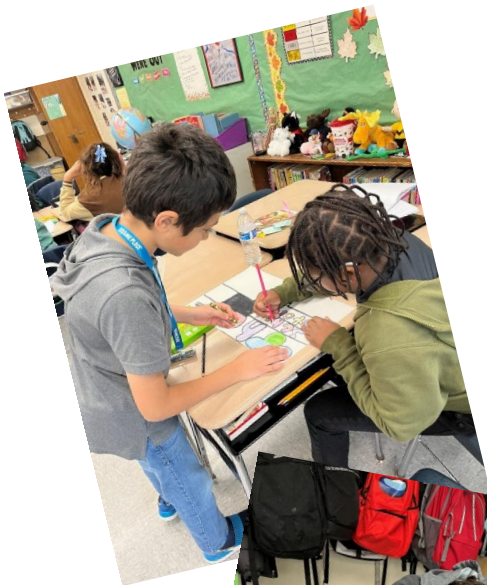
Don't judge people based on the surface.

Help those in need.

Appreciate what you have.

Be true to yourself.

Don't give up.



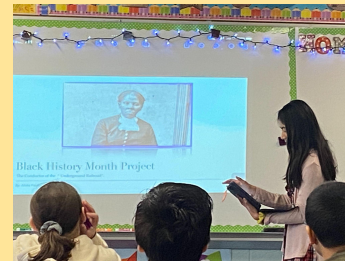
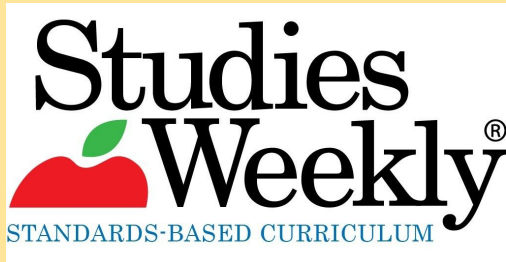
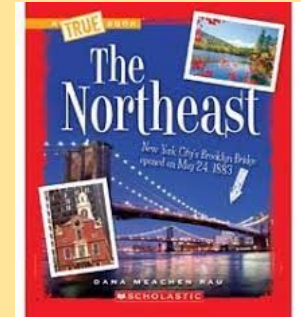
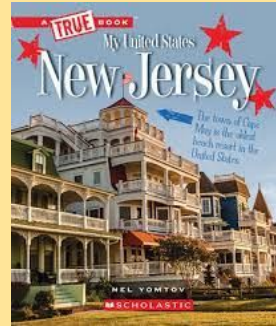
Social Studies



Christopher Irovando
District Supervisor of Social Studies, K-8

Resources/Materials

- Grades Four and Five- Studies Weekly
- Grades 4 and 5 also utilize selected primary sources/story books/websites that align with the given units of study.
- Teacher-created discussions and hands-on projects



Lesson Structure

Two 35-minute periods per week*

- Introduction
The teacher poses question(s) to class to gauge previous knowledge of person/topic discussed for the lesson.
- Whole Class/Group Discussion
Students have opportunity to discuss as a whole-class or in “turn and talk” sessions.
- Presentation of book/article/video clip
Teacher will share written or multimedia resource to continue discussion, introduce new vocabulary, and provide information for student activity.
- Group/Independent Work Session
Students participate in an independent/group task or project. Teacher can assess via observations, questioning, and producible.
- Closure Activity/Discussion
Students are given the opportunity to reflect on the lesson and link the lesson to the next lesson, where applicable. Assessment opportunities exist in observations, questioning, and producible.

District Assessment

- District assessments for Social Studies given at grade 4 and 5
- Three assessments each year (Google Form)
- No more than ten multiple choice questions per assessment
- Results are used to determine future resources/practice
- Studies Weekly assessment questions



Grade 4 Lesson Overview/Sample



Ms. Sonja Moss- Grade 4 ELA/SS:
Arbor Intermediate School

Unit 1

New Jersey's Geography and Regions



In Unit 1, we were **GEOGRAPHERS**, using maps to learn all about NJ's location, landforms, regions, climate, and natural resources.



Let's review our essential questions:

- How do maps help people find and learn about locations?
- How does a geographic location impact a person's lifestyle?
- What makes places unique and different?
- What defines a region?

Turn and Talk: Do you feel confident that you can answer these questions?

Unit 1

New Jersey's Geography and Regions



Your mission:

Today, you will show **ALL** you've learned by completing an **ESCAPE ROOM!**

With your team, answer each question. Then use your answers to crack each lock code.

Only **CORRECT** answers will crack the code, so use your teammates and resources to check your answers!

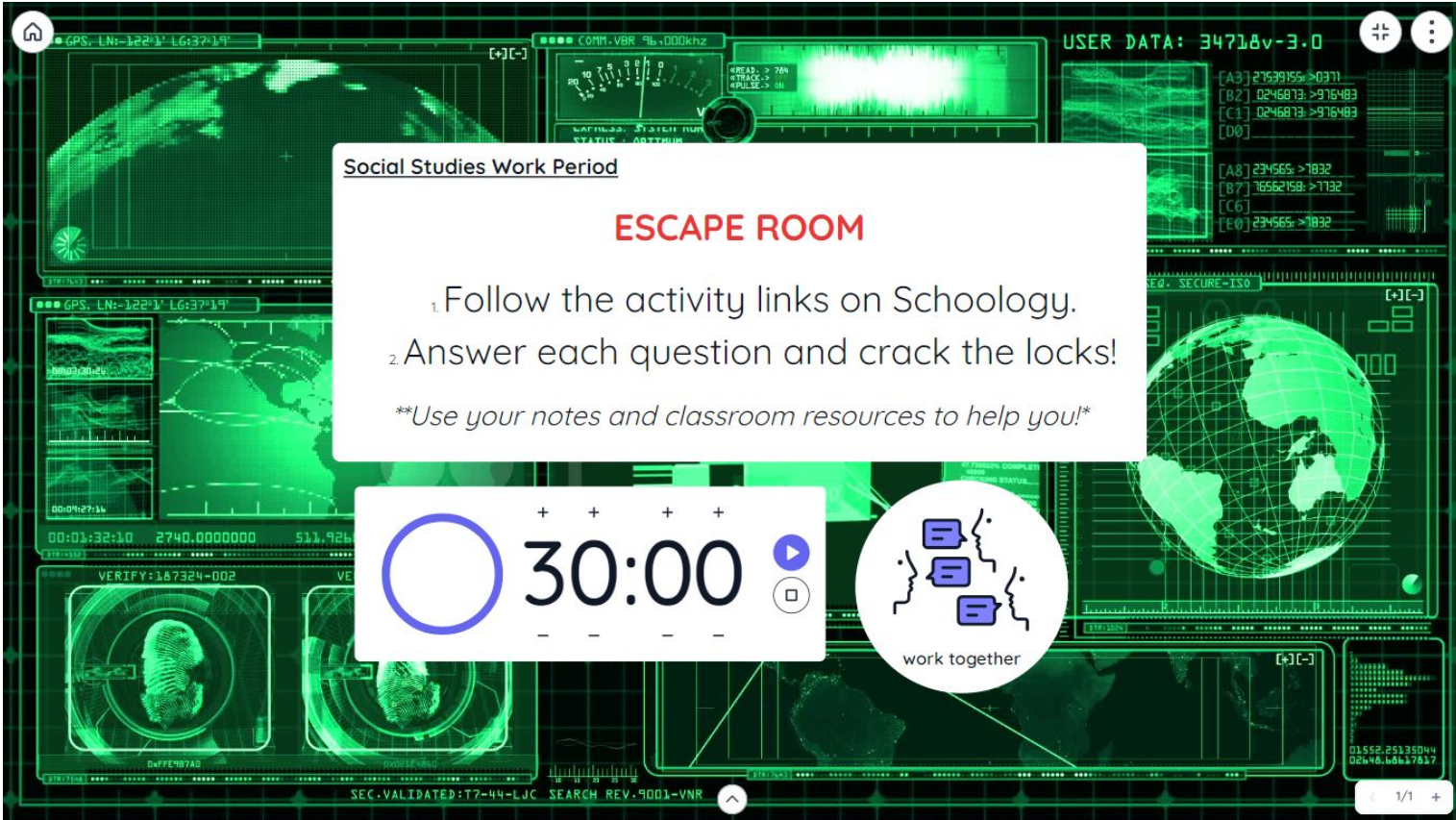


Section 1 of 13

Unit 1: NJ's Geography Escape Room

DIRECTIONS: Answer the 4 questions for each lock and then use the answers to those questions and each puzzle to determine the code. Each code consists of 4 numbers. Type the code into the form to see if you are correct. If you are correct you'll be able to move on to the next lock. You will need to unlock all 5 locks to escape!! Good luck!!

Digital Questions Can Be Found Here: https://docs.google.com/presentation/d/1-hbkPerk0yYeSKVv6HvXLFRAMsiZaArkr_9gfaTpPis/present



Social Studies Work Period

ESCAPE ROOM

1. Follow the activity links on Schoology.
2. Answer each question and crack the locks!

***Use your notes and classroom resources to help you!**



Sample Questions:

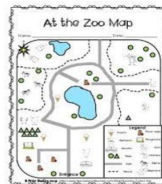
LOCK 5



QUESTION 1

A legend, also called a map ____, tells you what the symbols on the map represent.

- A. Compass rose
- B. Key
- C. Symbol
- D. Scale



QUESTION 2

Which of the following is NOT an example of a RENEWABLE resource?

- A. Trees
- B. Animals
- C. Water
- D. Oil

Types of Natural Resources



QUESTION 3

On a map, a _____ tells you where North, South, East, and West are.

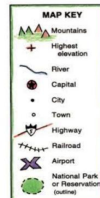
- A. Legend
- B. Symbol
- C. Compass Rose
- D. Map Key



QUESTION 4

On a map, a _____ is a picture that represents something in real life.

- A. Symbol
- B. Key
- C. Compass rose
- D. Title



LOCK 5

3	+	1	=	B
+		+		+
D	+	2	=	A
=		=		=
7	+	C	=	10

NJ State Standards

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4 Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might affect individuals to that space.

6.1.5.GeoSV.1 Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine me zones, and locations using latitude and longitude.

6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations , graphs, diagrams, aerial and other photographs, GPS).

Lesson Resources

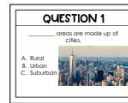
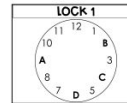
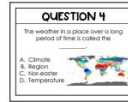
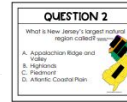
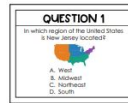
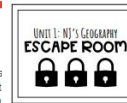
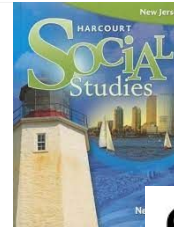


Section 1 of 13

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Digital Questions Can Be Found Here: https://docs.google.com/presentation/d/1-bkiPerkQy1eSKVv6HvXLFAMsZaArkr_9faTePis/present



Teacher created materials

Texts and resources



Grade 5 Lesson Overview/Sample



Mrs. Samantha Hunter- Grade 5 ELA/SS:
MLK Intermediate School

Early People

Build Background Knowledge:

How many of us know where our families are from?

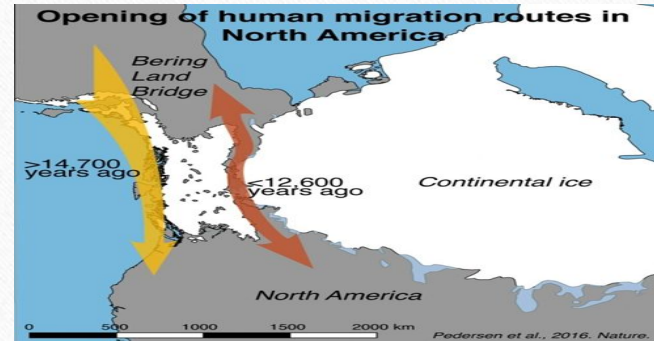
How many of us were born in America?

How did civilization develop in America?

****Have students share out****

Land bridge theory

- Migration
- Theory
- Ancestor

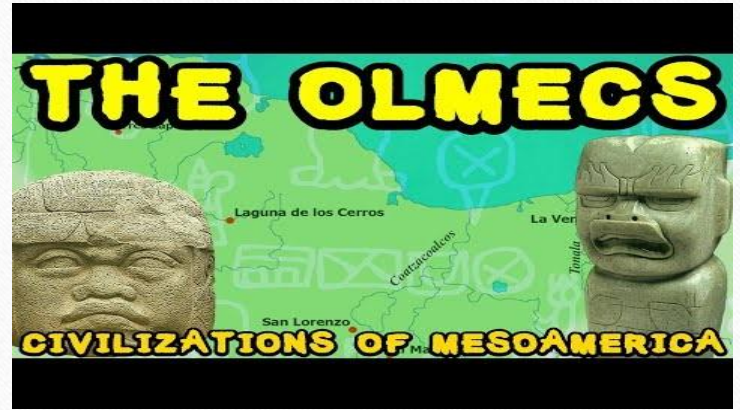




Maya Civilization

Civilization: group of people with ways of life, religion, and learning





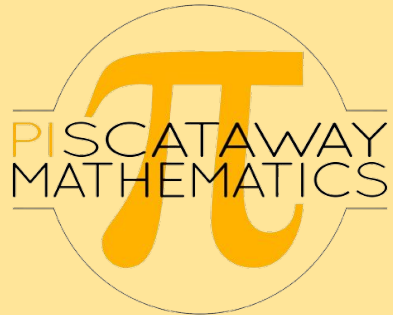
Analyze the two civilizations

- After looking at the videos of the Olmec and the Maya Civilizations take a few minutes to analyze their differences and similarities
- Work in groups of 4 to discuss these differences and similarities
- You will work with this group throughout this unit, so create a tribe name for yourselves
- Create one slide that demonstrates understanding of both the civilizations

NJ State Standards

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others'

Mathematics



Rebecca Dayton
District Supervisor of Mathematics, K-6

Lesson Structure

Grades 4-5: 90 minutes daily

Opener

- Prompt to begin class that promotes student analysis, reasoning, and peer discourse

Teacher-Led Mini-Lesson

- Teacher facilitates learning of content using a variety of instructional strategies

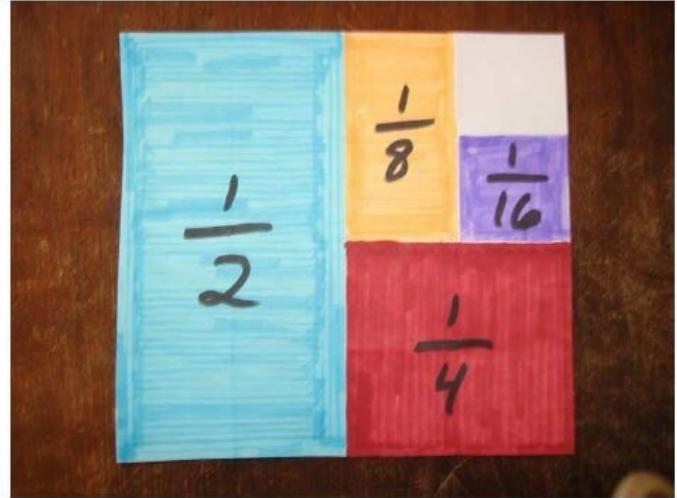
Work Period

- Includes independent and group work for formative assessment of content instructed
- Centers with varied mathematics tasks, games, etc. to meet the differentiated needs of students

Closure

- Summary, reflection, and assessment of learning

What Do You Wonder?



Resources/Materials

Core Resources

- Go Math
- Online Components - Thinkcentral (next school year will move to **Ed** platform)



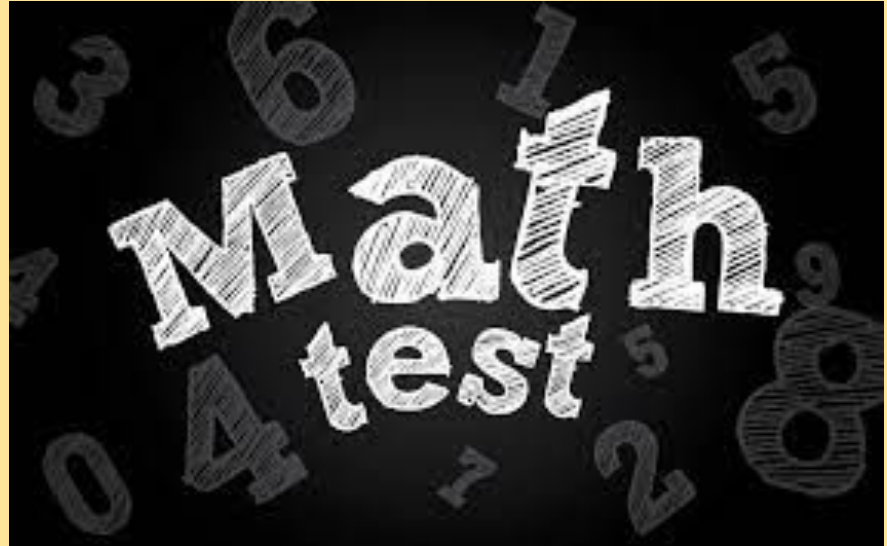
Supplemental Resources

- IXL
- XtraMath



District Assessment

- 3 Learning Targets Per Year
- Star Renaissance: Beginning, Middle, and End of Year
- Middle School Placement Assessment



Any ~~2~~ for \$5

Walmart 

CORRECTION NOTICE
Flyer ending January 27th.

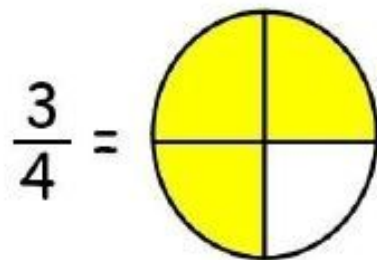
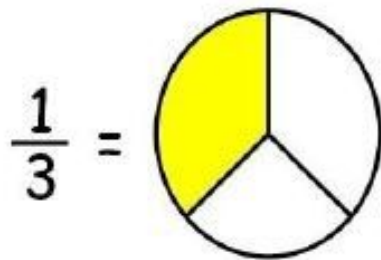
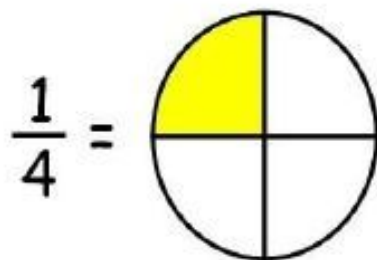
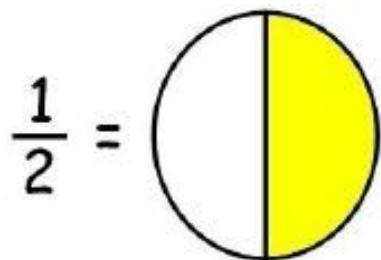
Grocery – page 2
(page 4 Supercentre)

The 4 for \$10 price shown in
our flyer for Old Dutch Chips
(#30440019) is incorrect.

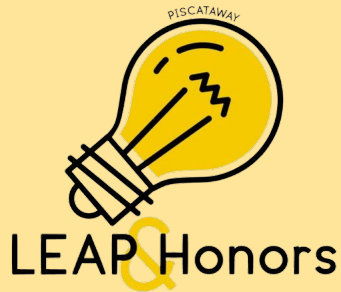
The correct price is 2 for \$5.

**We apologize for
any inconvenience.**

Write a true statement using 3 of the fractions below and $<$ or $>$.



Honors Literacy & Honors Mathematics



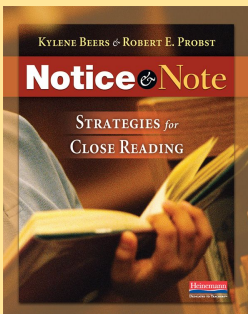
Honors Literacy

Grade 4

- Notice and Note Non-Fiction
- Notice and Note Fiction

Grade 5

- Passion Project
- Creative Writing



Portion of the year during the **WIN** period

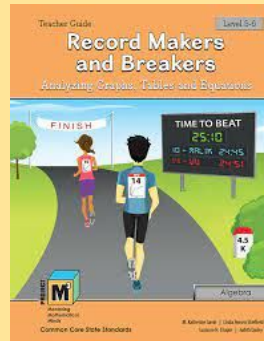
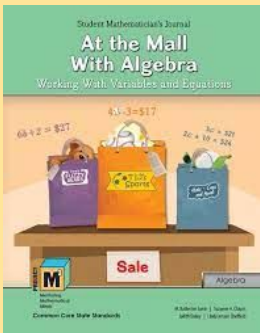
Honors Mathematics

Grade 4

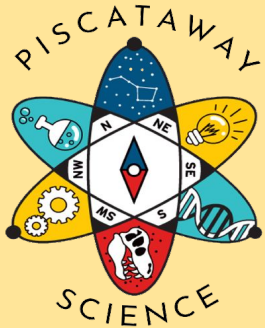
- At the Mall with Algebra
Working with Variables and Equations
- Getting Into Shapes
Exploring Relationships Among 2D and 3D Shapes

Grade 5

- Fun at the Carnival
Exploring Proportional Reasoning
- Record Makers and Breakers
Analyzing Graphs, Tables, and Equations



Science



Dr. Jeffrey Celebre
District Supervisor of Science, K-8

Unit Structure

- Phenomenon-Based Learning
 - Unique phenomenon to open each unit
 - Students develop investigatable questions that will be answered throughout unit
- Discovery-Focused Investigations
 - Each subsequent lesson engages students in hands on discovery
 - Modeling or Writing is primarily used to consolidate learning
- Independent Demonstrations of Understanding
 - Phenomenon is revisited at the end of each unit where students provide an explanation
- 2 40-minute sessions per week



Resources/Materials

- District-created lessons
- Mystery Science

The logo for Mystery Science is displayed within a white rectangular box. The word "MYSTERY" is written in a bold, dark blue, sans-serif font. Below it, the word "SCIENCE" is written in a dark blue, lowercase, serif font with wide letter spacing.

MYSTERY
SCIENCE

District Assessment

- Phenomenon-based assessment
- Data collected from the “end of unit” phenomenon activity for the first three units
- Students demonstrate understanding of science ideas through application via modeling or scientific writing
- Results are used to determine future resources/practices



Grade 5 Phenomenon Sample



Grade 4 Phenomenon Sample