Dr. William Baskerville
Assistant Superintendent of Curriculum and Instruction
GENERAL INFORMATION

➢ K-12 Amistad/Holocaust/LGBTQ/AAPI Crosswalk
➢ Comprehensive Health and PE (Opt-Out)
➢ L.E.A.P. (Gifted and Talented)
➢ S.T.E.A.M
➢ Learning Loss (District Learning Acceleration Plan)
➢ Summer Programs/Work
➢ Academic Performance (Student Performance Reports)

2021-2022 Grade 3 NJSLA

<table>
<thead>
<tr>
<th>NJSLA (ELA)</th>
<th>With Level 3</th>
<th>NJSLA (Math)</th>
<th>With Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>State – 42%</td>
<td>64%</td>
<td>State – 46%</td>
<td>69%</td>
</tr>
<tr>
<td>District – 45%</td>
<td>69%</td>
<td>District – 47%</td>
<td>73%</td>
</tr>
</tbody>
</table>
General Overview of ELLs
K-3 Family Night-2023
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**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entering</td>
<td>Knows and uses minimal social language and minimal academic language with multimodal and graphic support</td>
</tr>
<tr>
<td>2. Emerging</td>
<td>Knows and uses some social English and general academic language with multimodal and graphic support</td>
</tr>
<tr>
<td>3. Developing</td>
<td>Knows and uses social English and some specific academic language with multimodal and graphic support</td>
</tr>
<tr>
<td>4. Expanding</td>
<td>Knows and used social English and some technical academic language. (4.5 needed to exit program)</td>
</tr>
<tr>
<td>5. Bridging</td>
<td>Knows ad used social and academic language when working with grade level material</td>
</tr>
<tr>
<td>6. Reaching</td>
<td>Knows and uses social and academic language at the highest level measured by this assessment.</td>
</tr>
</tbody>
</table>
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’s 5 Core Competencies of SEL

● Self Awareness
● Self Management
● Social Awareness
● Relationship Skills
● Responsible Decision Making
CASEL WEBSITE CLICK HERE
Some examples of SEL in schools

- Classroom based discussions
- Counseling Curriculum
- Integration of SEL in curriculum
- Whole school PBSIS programs
- Modeling of skills from teachers
- Cooperative and project based learning
- Creation of a positive school climate
<table>
<thead>
<tr>
<th>Color</th>
<th>Zone</th>
<th>Emotions/Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Sick</td>
<td>Sad, Tired, Bored, Moving Slowly</td>
</tr>
<tr>
<td></td>
<td>Happy</td>
<td>Calm, Feeling Okay, Focused</td>
</tr>
<tr>
<td></td>
<td>Frustrated</td>
<td>Worried, Silly/Wiggly, Excited</td>
</tr>
<tr>
<td></td>
<td>Mad/Angry</td>
<td>Mean, Yelling/Hitting, Disgusted</td>
</tr>
<tr>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self Regulation Tools

**Blue Zone**
**Tools:** Rest Stop
- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

**Green Zone**
**Tools:** Go Time
- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

**Yellow Zone**
**Tools:** Slow Down
- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

**Red Zone**
**Tools:** Stop
- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.
SEL at home

- Model the skill at home
- Provide opportunities to practice the skill at home
- Reinforce common language and programs learned from school
- Provide visuals as support for the learned skill
Social Emotional Learning: Get Zoned In!
What are the Zones?

- It is ok to be in any of the color zones
- Recognize in your body what the emotion feels like
- Identify the “size” of the problem
- Categorize your feeling into color zone
- Identify a potential “trigger” for each of the zones
- Identify the “tool” you may need - PRACTICE
Self Regulation Tools

**Blue Zone Tools:** Rest Stop
- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

**Green Zone Tools:** Go Time
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- Take three deep breaths.

**Red Zone Tools:** Stop
- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.
The Road to Regulation

I CAN...
- Do my job
- Focus
- Be in control
- Join in
- Solve the problem

Welcome to Destination Regulation

STEP 1
How do I feel?

STEP 2
What Zone am I in?

STEP 3
Do I need a tool to regulate? Which one?

STEP 4
Use the tool.

Red
STOP
Zone Tools

Yellow
SLOW DOWN
Zone Tools

Green
GOOD TO GO
Zone Tools

Blue
REST/ENERGIZE
Zone Tools
Using the Zones at Home

- Think of your child
- What are some “triggers” that we can recognize in our kids?
- How can we tell which “zone” they are in?
- What tool can you give them to help them regulate?
- Create a Zones “Check In” at home
Creating a Zones Check In at Home Video *CLICK HERE*
Using the Zones at Home

- Establish clear and consistent behavior expectations
- Recognize the triggers before the change in emotion and prepare
- Provide opportunities to identify feelings/color zone
- Provide opportunities to proactively practice coping skills
- Provide a safe space for when your child experience a large emotion/unexpected behavior
- Have visuals available for emotional identification
ZONES OF REGULATION WEBSITE

**CLICK HERE**
The Green Zone

Ready to Learn

Calm
Happy
Focused
Feeling Okay

AUGUSTUS AND HIS SMILE

by Catherine Rayner

What Makes Us Happy?

Kitty Cones

by Ralph Cosentino

I Am Peace: A Book of Mindfulness

by Susan Verde; Illustrated by Peter H. Reynolds

Have You Filled a Bucket Today?

A Guide to Daily Happiness for Kids

by Carol McCloud; Illustrated by David Messing
The Yellow Zone

Yellow Zone

- Loss of Some Control
- Ants
- Excited
- Worried
- Frustrated

Books:

- Ravi's Roar
- The Color Monster
- Ruby Finds a Worry
- Wilma Jean and the Worry Machine
- Breathe Like a Bear
The Blue Zone

Blue Zone
bored sad
sick tired
moving slowly

Everybody Gets the Blues
Leslie Staub
Illustrated by R. G. Roth

My Friend Is Sad
By Mo Willems

I'm Bored

Bear Feels Sick
The Red Zone

- Red Zone
  - Yelling
  - Out of Control
  - Hands On
  - MAD/ANGRY
  - Refusing to Work
- What Are You So Grumpy About?
- Even Superheroes Have Bad Days
- Soda Pop Head
- Grumpy Monkey
- Today I’m A Monster

Important Message Inside
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.
Fundations: An Additional Literacy Lesson!

Fundations is a program implemented in K-3rd grade during time that is in addition to that of Reading and Writing Workshop.

As a supplemental word study program that complements a core literacy program, students in grades K-3 receive a systematic program in critical foundational skills.
Resources/Materials

Core Materials
- Teachers College Reading and Writing Units of Study
- Fundations

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 (Grade 3)**
- 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
Grades K and 1 Literacy

Mrs. Soleimani
Mrs. Bryant-Morrow
Learning About the World

Readers Learn More by Chatting about What’s Happening
Session 3
Today I want to teach you that to get really smart about your topic, you don’t just read a book – you also have little chats about that book. You read the words on the page, and then you use your own words and your own ideas to talk about the book (or the page) with yourself or a friend.
What is the monkey using to hold onto the branch?

How did the baby get on the mom’s back?

Where are they going?

This monkey hangs on a tree.
Let’s practice some more! You can even use shape, size or color words!
How to Get Super Smart about Nonfiction Topics

Take a sneak peek to start learning.

Stop and study each page.

Guess what might come next.

Chat about a page or the book.
Closing

Readers we can teach others about the books we have read and facts we have learned!

Let's look together at a new page of Hang On, Monkey! Let's SQUEEZE our minds and tell all of our thoughts from this page!
Grades 2-3 Literacy

Mrs. Kroeckel and Ms. Van Allen
Structure of a Lesson

- Mini lesson
- Independent work period and small groups
- Sharing Session
# Reading

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non Fiction</th>
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<tbody>
<tr>
<td>Summarizing</td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td>Predicting</td>
<td>Identifying Text Features</td>
</tr>
<tr>
<td>Inferring about characters and character change</td>
<td>Questioning Text</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Comparing and Contrasting</td>
</tr>
<tr>
<td>Answering Questions and Providing Text Evidence</td>
<td>Cross Text Synthesis</td>
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</tbody>
</table>
## Writing

### Genres of Writing

<table>
<thead>
<tr>
<th>Personal Narrative</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive and Literary Essays</td>
<td>Research Writing</td>
</tr>
</tbody>
</table>
### Independent Work Time with Small Groups

<table>
<thead>
<tr>
<th>Small Groups</th>
<th>Independent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferencing with teachers</td>
<td>Independent Reading (building stamina)</td>
</tr>
<tr>
<td>Skill Groups (as needed)</td>
<td>Stop and Jot (skill practice)</td>
</tr>
<tr>
<td>Guided Reading Groups (as needed)</td>
<td></td>
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</tbody>
</table>
Resources/Materials

- Grades Two and Three - Studies Weekly

- Grades K-3 also utilize selected story books/websites that align with the given units of study.

- Teacher-created discussions and hands-on projects
Lesson Structure

- **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.

Two 35-minute periods per week*
District Assessment

- District assessments for Social Studies begin at Grade 3
- 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 K-1 Lesson Overview/Sample

Mrs. Dana DeLair- Grade K
Ms. Brittany Rooney- Grade 1
U.S. History: America in the World - History, Culture, Perspectives
I Have a Dream!

Martin Luther King Jr. dreamed of a world where everyone was treated equally, with kindness and fairness. I have a dream...
We are HISTORIANS and are studying the past. Immigration is a part of our American Culture!

Let's Review:
What is immigration?
What does it mean to immigrate?
What is Ellis Island?

SHARE OUT!
We have learned that people immigrated to the United States for many different reasons. 

**LET'S SHARE SOME.** Today we will read another immigration story.
Your task:

1. Use **epic!** to research **2 NEW** Facts about Ellis Island and write them.

2. Imagine you and your partners are siblings immigrating to America through Ellis Island. **You can only fit 5 things in your suitcase!** Tell what they would be and why.

20:00
**History, Culture and Perspective**

*Immigration*

**NJ State Standards:**

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

**Lesson Resources:**

- Teacher created worksheet
Mathematics

Rebecca Dayton
District Supervisor of Mathematics, K-6
Lesson Structure

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

Grades K-2: 45 - 60 minutes daily
Grade 3: 60 - 90 minutes daily
Resources/Materials

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

Supplemental Resources
- Freckle
- ABCya
District Assessment

Kindergarten
- 4 question “Here Is What I Learned” assessments after each chapter and unit
- Star Renaissance: End of Year

Grades 1 - 3
- Three learning targets
- Star Renaissance: Beginning, Middle, and End of Year
Which One Doesn’t Belong?
Fill in the boxes so that you would need to regroup when you add.
Lesson Structure

- **Exploration**
  - Teacher-facilitated video and discussion
  - Presents an investigable question

- **Hands-On Activity**
  - Small group investigation designed to allow students to make discoveries collaboratively

- **Wrap-Up**
  - Allows students opportunity to communicate their discoveries in relation to the essential question

- **2 35-minute sessions per week**

- **Grades K and 1**
  - Some lessons utilize a read-along digital book as the “Exploration” segment
Resources/Materials

- Mystery Science
- Mystery Science material packs
District Assessment

- District assessments for Science begin at Grade 3
- Three assessments each year (Google Form)
- No more than ten multiple choice questions per assessment
- Results are used to determine future resources/practices
- Questions originate from Mystery Science resources
How can you keep a house from blowing away in a windstorm?

Stormy Skies Unit | Lesson 5 of 5
DISCUSS (1 of 2):

Do you have strong winds where you live?

Have you ever experienced a natural hazard like a tornado, hurricane, or dust storm?

DISCUSS (2 of 2):

What kind of problems do you think strong winds cause?
DISCUSS:

How could you protect your house during a windstorm?
Step 1 of 19  Get these supplies. You'll get more supplies later.

- 1 “Paper House Model” handout
- 1 “Wind Maker” handout
- 2 stickers
- 1 paper clip
- scissors
4. WHICH DESIGN WORKED BETTER AND WHY?
Which one was easiest to build? Which one used the fewest materials? Which one do you think would last the longest?

Design 1 / Design 2 (circle one) worked best because ____________________________________________
________________________________________
________________________________________
________________________________________
Why are polar bears white?
Click anywhere to PAUSE Countdown
DISCUSS (4 of 4): All of these animals are different, but what do they have in common?
DISCUSS: Why do you think so many animals are camouflaged? What would happen if they weren’t?
Step 1 of 12
Get a handout and write your name on it. The picture shows you the moths to look for.

Name: Amy

You're a bird looking for moths like these, hiding in the trees:

Circle the number of moths you find:

1 2 3 4 5

6 7 8 9

Step 7 of 12
Get your supplies. Get all the colors that match your moth's hiding place.

Color a moth
- color test square 1
- color test square 2
- color test square 3

- 1 Color-A-Moth sheet
- Scissors
- Markers, crayons, or colored pencils

You'll also need someone to look for your moth later (after you hide it).
DISCUSS:

Why are polar bears white if they don’t have any predators (other animals that might want to eat them)?

Can you think of how this is helpful to them?