

CRANFORD PUBLIC SCHOOLS

Cranford, New Jersey



INTERMEDIATE GRADES (3-5) HANDBOOK

2019-2020

INTERMEDIATE GRADES (3–5) MISSION STATEMENT

Students in grades 3-5 are unique in their approach to learning, and the intermediate grades provide educational experiences designed to meet these students' particular needs. The Cranford Public Schools will strive to provide these students with a safe and meaningful learning environment characterized by opportunities for understanding, problem solving, and critical thinking. The reinforcement of previously taught skills and abilities, coupled with the introduction of new concepts, processes, and technologies, will help to foster positive growth and development in children who are becoming increasingly independent learners.

In addition, the Cranford Public Schools will provide all of our students with the intellectual, emotional, physical, and social skills they will need to meet the challenges of the 21st century. We will employ positive approaches that encourage cooperation, creative thinking, respect for others, and a life-long love of learning.

THE 3-5 CURRICULUM, THE NEW JERSEY STUDENT LEARNING STANDARDS

The State of New Jersey has developed a set of standards to ensure that all students, regardless of their environment, will be ready for their post-high school life. The standards outline the specific expected results in nine major academic areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages
- Technological Literacy
- Career Education and Consumer, Family, and Life Skills

Complete copies of these standards are available on the Department of Education's website: <https://www.nj.gov/education/cccs/> All districts in New Jersey are expected to address all of these standards through their curricula. Each student's progress toward achieving these standards is measured by statewide assessment tests administered in grades 3-8 and grade 11.

The Cranford Public Schools are committed to ensuring that all district curricula meet and exceed the state standards. A plan is in place to ensure that all district curricula are aligned with the Core Standards and that staff members receive ongoing support and guidance in implementing the standards through an ambitious program of professional development. All district curricula are routinely assessed for effectiveness and relevancy, and are revised to reflect the best educational practices and strategies as prescribed by current educational research.

The students in grades 3-5 are exposed to the different standards throughout their daily activities, both formally and informally. Cranford's commitment to providing a well-rounded, multi-modal approach to learning incorporates all of the standards to help our students become valuable contributors to society in the future.

LANGUAGE ARTS LITERACY

The language arts program encompasses reading literature and informational text, foundational skills, speaking and listening, language (word study) and writing (crafting narrative, informational, and opinion pieces as well as practicing handwriting). The understandings and skills of each strand of the common core state standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum.

Our elementary reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Writing Workshop mirrors the same structure and techniques emphasizing immersion, independence, and choice.

Reading and Writing Workshop provide students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences.

New Jersey Student Learning Standards (NJSLS):

New Jersey Student Learning Standards for each grade level have been adopted for our literacy program and can be found in the curriculum section. These are assessed throughout the school year and are reported to parents on report cards and during parent conferences.

MATHEMATICS

The mathematics program in the intermediate grades focuses on the district's goals of understanding mathematical concepts and the development of critical thinking skills. As the students progress through the grades, the skills they have learned in grades K-2 are reinforced and new concepts are introduced.

Students learn mathematics through a problem solving, inquiry, and discovery based approach. They use communication to organize and clarify their mathematical thinking and recognize that mathematical facts, procedures, and claims must be justified. Students create and use representations to organize, record, and communicate mathematical ideas.

The core areas of the math program in the intermediate grades are multiplication, division, measurement, and a more structured introduction to algebra and geometry. Other areas of instruction include further development of fractions, time, currency, and graphing. These topics are introduced in the primary grades and are reinforced in the intermediate grades.

As in the early elementary grades, students are provided with a variety of learning experiences that vary from individual to group activities. The use of hands-on learning tools is emphasized to enhance the

student's interest. Computers and calculators are used to enhance and reinforce concepts and skills learned.

Students are encouraged to explore math concepts in a learning environment that allows for investigation and problem solving. Understanding is considered critical. Incorporating math as part of everyday activities and enabling students to develop higher-level thinking and reasoning skills allow students to apply their knowledge and gain confidence in their ability to reason mathematically.

SCIENCE

The achievement of scientific literacy for all students is the goal of the Cranford Public Schools' science program. All students engage in science experiences that promote the ability to ask, find, or determine answers to questions derived from natural curiosity about everyday things and occurrences. Through problem solving, decision making, and critical thinking, students gain the knowledge and understanding of scientific concepts and processes necessary for that literacy.

The program focuses on the three major strands of science: physical, life, and earth. These strands are vertically articulated throughout the grade levels to help students build upon concepts and processes previously learned. Further embedded in the program are the belief and practice that students must experience science and scientific processes, such as planning, predicting, observing, classifying, measuring, comparing, interpreting, analyzing, and communicating their ideas. Students explore the scientific process through the scientific method and the experience of conducting experiments and investigations. The premise being that science is experienced as an active process in which inquiry is central to learning and in which students engage in observation, inference, and experimentation on an ongoing basis, rather than as an isolated process. This experience is enhanced by providing a strong contextual background to the experiments, complete with appropriate content delivered in a multimedia fashion through the use of textbooks, FOSS Science kits, science notebooks, videos, DVD's, CD-ROMS, interactive web sites, graphic organizers, transparencies, and timelines.

In keeping with a focus on context, science is presented in connection to other subject disciplines and in an authentic environment. Research shows that it is beneficial to utilize authentic pieces of literature to integrate science and literacy instruction. Students will be led to examine the world around them and to come to understand how science is an active part of that world, including the prevalence of scientific careers that will be open to them in the future.

It is our belief that as students explore, discover, and come to understand science fully, it becomes for them an exciting and engaging subject area relevant to all areas of their lives.

SOCIAL STUDIES

The social studies curriculum is an important part of each child's education, as it enables the student to understand, participate in, and make informed decisions about his /her world. Lessons within the social studies curriculum provide the student with the opportunity to acquire and develop the necessary skills and understandings to actively and responsibly participate in local, national, and global communities.

In the primary grades, the study of communities is the beginning of a child's awareness of the relationship between family and school. We hope to create within the child a consideration of their immediate physical environment and that of the larger world. The students utilize basic map and globe skills to locate places both near and far.

To broaden the students' understanding of the customs of their own culture and the cultures of other countries, the students exchange knowledge and learn about a variety of American and multicultural holidays. They identify symbols of American culture and those of other countries. The students also recognize famous men and women who have had an impact on our nation and our world.

Educators utilize a variety of resources to implement the social studies curriculum based upon the New Jersey Student Learning Standards, which focus on civics, economics, geography and history, as well as recommendations from organizations including the National Council for the Social Studies, the New Jersey Commission on Holocaust Education, the New Jersey Amistad Commission, and the New Jersey Historical Society. Teachers also use a social studies text, which incorporates big books, posters, and related literature. Materials from the district's language arts programs are often integrated into social studies lessons, including both fiction and nonfiction reading. Readings from child-friendly newspapers and periodicals also reinforce important social studies topics and current events.

Parents and guest speakers are invited to share their experiences with the children. Technology is used within the classroom to promote learning and encourage students to independently and cooperatively problem-solve and address complex social, economic, ethical, and personal concerns. Computer programs, streaming videos, videos, audiotapes and other manipulatives bring social studies topics to life and help to provide purposeful and meaningful learning experiences for the children.

PHYSICAL EDUCATION, HEALTH, AND SAFETY

The responsibility for your child's physical education and health program is shared by the classroom teacher and physical education specialist who work with students for one period per week in the third grade and two periods per week in the fourth and fifth grades. Through the HIV/AIDS and family life curriculum, students develop interpersonal skills, which impart self-esteem, positive decision making, cooperation, and the development of a healthful lifestyle.

In physical education, students develop large and small muscles, coordination skills, and spatial relationships while exercising their bodies. Age-appropriate activities are carefully selected to help students experience a sense of healthy competition, cooperation, and a sense of fair play. The children's safety is stressed at all times.

FAMILY LIVING (5TH GRADE)

The fifth grade family living program was developed to provide age-appropriate, accurate information about physical growth, emotional maturity, and social development. The program's goals and objectives are designed to be flexible to meet the changing needs of each individual student and are as follows: (1) to develop an understanding of healthy behaviors and how to incorporate those behaviors into their existing lifestyle; (2) to increase awareness about different family types and the roles and

responsibilities within their own family; (3) to promote an understanding of human growth and development during adolescence; (4) to create an understanding of how to prevent illness and disease related to the immune system, including HIV/AIDS prevention; and (5) to enhance understanding about the dangers of drugs and alcohol and their relationship to peer pressure situations.

TECHNOLOGY

The Cranford School District is responsible for ensuring that technology for grades 3-5 reflects relevant content and instructional strategies that are consistent with the state's Core Curriculum Content Standards. In support of these standards, key components have been developed to integrate the use of technology into the work of schools. They are as follows:

1. Development of Lifelong Learners:
 - Assures skillful use of technology to support the development of lifelong learning skills and process skills such as critical thinking, problem solving, and collaboration, which are essential to success in our rapidly changing information age
 - Better serves the diverse learning styles of our students

2. Integration of Technology in the Classroom:
 - Expands classroom tools for teaching and learning and provides for the integration of multiple resources for existing and emerging curriculum
 - Enables members of the learning community to communicate more effectively, access and process information, and work productively
 - Links the classroom to educational resources within the school, community, and wider world
 - Creates a collaborative environment for project-oriented activities
 - Encourages the use of multimedia tools that enable students to become active and experiential
 - Enables learning to involve partnerships within the school, among schools, and with other organizations
 - Enables the teacher to be a facilitator of learning; The use of technology will be curriculum driven and infused into project-based, thematic units.
 - Promotes improved staff development and support; The technology plan will enable teachers and staff members to use technology to more efficiently manage the classroom or office.

Grades 3-5 Technology Initiatives

In grades 3–5, technology is infused throughout the curriculum. Through the use of this technology, various computer peripherals, and other age-appropriate software, we hope to enhance the desire to learn by supporting active, independent, collaborative, and expressive learning. Additionally, supervised Internet access is available in all of our schools, permitting children and teachers to communicate locally, nationally, and globally.

WORLD LANGUAGES

Years of research on the academic and attitudinal benefits of a second language provide an impressive rationale for world language instruction and acquisition. The Cranford Public Schools District provides elementary students from first through fifth grade with a well-articulated and comprehensive Spanish program. Program goals reflect the New Jersey Student Learning Standards for World Languages which indicates that New Jersey students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

As students continue to explore Spanish in grades three, four and five, the World Language specialists purposefully and increasingly establish an immersion experience where students are engaged in authentic communicative tasks that directly relate to their everyday lives. They are taught through a variety of methods that link communication, culture, connections and communities with the Interpretive, Interpersonal and Presentational Modes of communication.. Elementary Spanish teachers work collaboratively with their counterparts in each school to ensure that program goals and objectives consistently support differentiated and proficiency- based instructional practices..

The goal of the Spanish program in grades one through five is to lead the elementary child toward increased second language proficiency and enhanced cultural understanding while preparing each child for continued study at the middle school level.

THE ARTS

We believe that an education in the arts (visual and performing) is an essential part of the intermediate grades curriculum. Through art and music activities, children develop and practice a wide range of skills significant to many aspects of life and work. Indeed, arts education has the potential to make an important contribution to a child's intellectual, social, and emotional development. In addition to reinforcing skills that enhance learning across all disciplines, the arts provide children with a powerful means to communicate ideas, thoughts, and feelings. Exposure to art and music enriches understanding of human experience across cultures and histories, and speaks positively about the accomplishments of men and women of different ethnic, racial, and cultural backgrounds.

The responsibility for arts education in the intermediate grades is shared by the classroom teachers and a subject-area specialist (i.e., certified music and art teachers). Children in grades 3–5 receive art instruction for one period each week and music instruction for one period each week. In addition, children in grades 3-5 are invited to receive instruction on string instruments, and in grades 4–5 they have the opportunity to receive instruction on band instruments. Although teachers are responsible for addressing specific objectives and skills detailed in the district art and music curricula, they often seek to integrate visual and performing arts activities into other aspects of the curriculum, as well. For example, children may develop art projects as an outgrowth or extension of their science or math lessons. Similarly, music can be used to reinforce concepts developed in social studies or language arts.

Above all, the emphasis in arts education in the intermediate grades is on *active* learning. Children learn by *doing*. Through activities like singing, dancing, drawing, and painting, students practice important critical thinking and problem solving skills and gain self-confidence.

PATHWAYS TO EXCELLENCE

Addressing the Needs of the Gifted and Talented

Gifted students are those who demonstrate exceptional levels of ability, in one or more content areas, when compared to their chronological peers in the Cranford schools and who require modification of their educational program if they are to achieve in accordance with their capabilities. They may display unique creativity, productive thinking and leadership traits or may exhibit exceptional talent in the visual or performing arts.

Suitable educational programs for all children are a right implicit in basic educational philosophy as well as the laws of New Jersey. The Cranford Board of Education is committed to providing sequential, differentiated and appropriate educational programs for all students, including the gifted and talented. Such programs must ensure that these students engage in learning opportunities that meet their identified needs, and that these opportunities include interaction with their gifted peers.

The district's **Pathways to Excellence Program** seeks to identify and support the needs of students who demonstrate exceptional levels of aptitude and ability (roughly 2% - 3% of our student population) in Grades 3–8. Identified students are offered both pull out and push in support from Enrichment Specialists who are responsible for modifying and adapting the regular education program in order to nurture and challenge eligible students.

Identification for the P2E program begins during the second half of second grade and is on going throughout the grades. Eligibility is based on multiple criteria that include teacher input, parent input, writing and math assessments and I.Q. testing. Eligibility criteria are carefully scored and weighed utilizing rubrics and qualifying students are notified annually regarding their status and available services.

Pathways to Excellence Program Eligibility/Transfers/Appeals

Eligibility for the P2E Program is determined through a careful and measured analysis of multiple measures and weighed against established district criteria that are annually reviewed and approved by the Assistant Superintendent for Curriculum and Instruction and the Superintendent of schools.

Parents of students transferring into the district from other school systems or private schools can request to be considered for the program by contacting their child's principal. Student records will be reviewed and compared to the district criteria when possible. State requirements specify that eligibility for gifted education services is based on comparison with a student's *peers in the local school district* and prior participation in another district's gifted education program does not automatically ensure eligibility for the Cranford Pathways to Excellence (P2E)Program.

Parents of Cranford students who have been found ineligible for the P2E Program may appeal for additional consideration. The first step in the appeal process is to write a letter to the school principal that states any extenuating circumstance that merits further consideration. The principal shall forward the letter to the Assistant Superintendent for Curriculum and Instruction, who shall provide the parent/guardian with detailed information regarding the appeal process and convene an appeal committee. Please note that the steps in the district's appeal process must be followed. The appeal committee shall review each appeal on an individual case-by-case basis.

REPORTING STUDENT PROGRESS

Assessing and reporting a child's social, emotional, and educational progress are very important processes. It is essential that all parents not only understand these processes, but also participate in them. Student progress in grades 3-5 is communicated through the following means:

- Report cards
- Parent-teacher communication
- Standardized test scores

ASSESSING STUDENT PROGRESS

A student's progress is assessed in various ways. Assessment includes but is not limited to the following:

- Tests and quizzes
- Participation
- Projects
- Classwork
- Self-evaluation (encouraged through the use of reflective tools; e.g., rubrics, pre-tests, conferences)
- Homework*

Homework

The Board of Education recognizes that homework is a vital part of the learning process in that it allows the student, while working independently, to use the concepts taught in the classroom, thereby reinforcing classroom instruction.

Intermediate School Guidelines:

- A. Grade 3: 30 minutes of homework (average)
- B. Grade 4: 40 minutes of homework (average)
- C. Grade 5: 50 minutes of homework (average)

**If your child consistently needs more time than the average to complete homework, please notify the teacher.*

Report Cards

Report cards are distributed electronically three times during the school year at the end of each trimester (December, March and June).

PARENT-TEACHER COMMUNICATION

Parent-Teacher Conferences

It is our belief that the highest form of communication with parents about the educational progress of their child is achieved through a parent-teacher conference. Parents should share important or influential ideas, situations, or experiences with the teacher that may affect the student's progress. Appointments are generally scheduled through a note or a phone call. Parents are encouraged to bring a list of any questions or concerns they may have about their child's program to the conferences. Teachers also utilize these conferences to communicate their goals and expectations for students during the upcoming school year. Parental conferences are available upon request.

Open House/Back-to-School Night

An Open House provides a specific time for dialogue between the teacher and the parent. Teachers communicate their classroom procedures, expectations, goals, assessment tools, curriculum guidelines, and focus for the year. Parent-teacher partnerships are also explored.

SOCIAL AND EMOTIONAL GROWTH

The Intermediate Grades (3-5) Task Force spent a great deal of time investigating the social and emotional issues unique to students at these ages. The following suggestions to foster positive growth and development in our children were written for parents.

In order to maintain and increase student motivation as children move through grades 3–5 and into the middle school:

- Encourage use and development of study groups at home and at school. Ensure there is a mix of gender and ability.
- Continue the use of cooperative learning opportunities, both in and out of school, that emphasize a fair sharing of responsibilities and tasks.
- Emphasize the life achievements of those who have succeeded through hard work and endurance as described and explained in various sources; e.g., magazines, newspapers, books, films, the Internet.
- Encourage motivation to succeed through a variety of rewards that provide recognition and indicate accomplishment.
- Attempt to instill confidence in students, especially around issues of gender and pre-adolescence.

To continually monitor and develop our children's sense of self and their awareness of their role in society:

- Utilize programs to demonstrate and discuss how the consequences of our actions affect others.
- Through family living and service-oriented programs, stress how as members of society we must take care of ourselves and others.
- Continue to encourage and participate in community service projects both in and out of school.

- Educate children as to how a successful school career will lead to a variety of life choices.

In order to continually ensure that students are achieving and enhancing their life skills, such as those of respect, conflict resolution, assertiveness, responsibility, independence, and ownership:

- Continually model respect for our children to be exhibited in their behavior toward each other.
- Encourage conflict resolution by keeping lines of communication open, both in school and at home, on issues that may affect a child's lifestyle and school performance.
- Student Assistance Counselors and School Social Workers should be engaged whenever appropriate and necessary.
- Foster an environment in school and at home in which children can feel comfortable expressing their ideas appropriately.
- Require responsibility, independence, and ownership by helping children to become aware of their accountability for completion of homework, school work, group projects, behavior, etc.
- Help your child to take pride in work that is completed neatly and on time, and reflective of their own best efforts.

HARASSMENT, INTIMIDATION AND BULLYING

The Cranford Board of Education, recognizing that a safe and civil environment in school is necessary for students to learn and achieve high academic standard, prohibits acts of harassment, intimidation or bullying. Harassment, intimidation or bullying (HIB), like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment.

“Harassment, intimidation or bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds in accordance with law, and that:

- A. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students;
- B. A reasonable person should know, under the circumstances, will have the effect of physically or mentally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or mental harm to his/her person or damage to his/her property.
- C. Has the effect of insulting or demeaning any student or group of students: or
- D. Creates a hostile educational environment by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

“Electronic communication” means any communication that is transmitted by means of an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

Parents and students should be aware that there are consequences and appropriate remedial action for a student who commits an act of HIB. There are established procedures for reporting HIB, strict timelines

for investigating HIB, and all schools must provide instruction, educational programs and awareness activities that prevent HIB and promote a positive school climate.

Lisa Burfeindt serves as the District Wide Anti-Bullying Coordinator. Gayle Colucci serves as the District Anti- Bullying Specialist. Each school will also have an Anti-Bullying Specialist for assistance.

For more information please call the school or refer to the Cranford Public School's policy on HIB and the NJ Department of Education's Guidance Document. These publications as well as the name of the Anti-Bullying Specialist in each school is posted on the school district's website at www.cranfordschools.org.

SPECIAL SERVICES

The Cranford Public Schools offer a full range of services to meet the individual needs of students as described below.

Health Services:

Each school has access to a certified school nurse who provides preventative emergency and referral services; organizes dental, visual, and auditory exams and screenings; and acts as a resource to the classroom teachers. Physical exams are required for all students in second and fifth grades. The nurse maintains all records related to immunization, medication, and the health status of students. It is imperative that the nurse know if your child is taking or changing medication or has other health concerns. Parents are given a specific form to notify the school nurse of the need for medication and to inform the nurse of the procedures. The school nurse informs teachers of any pertinent health information.

Student Assistance Counselor

A Student Assistance Counselor/Social Worker provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district, and acts as a liaison among the school, community agencies, parents, and children as the situation demands. Areas addressed might include, but are not limited to, school entry or separation issues, peer or school adjustment, grief, and loss.

Achieve Program

Our district schools provide an Achieve Program for students who demonstrate a need to improve targeted skills in language arts or mathematics. Referral may be based on a recommendation by the classroom teacher or parent in grades K-5. Multiple measures, including teacher input, reading levels, math achievement, report card grades, and iReady assessments, are considered. Programming is developed with parental consent and reviewed at the start of its implementation. Students meet with the Achieve teacher in small groups for reading and math instruction using the push-in and/or pull-out model. Parents will receive formal updates during the school year to detail student progress in the program.

English as a Second Language

An English as a Second Language (ESL) program is provided for those students whose first language is not English and who are identified as limited English proficient. The ESL teacher meets with the student, individually or in small groups, on a daily basis. ESL services are offered at the Hillside Avenue School and Cranford High School.

Intervention and Referral Services

In July 1994, the State Board of Education adopted rules to provide district boards of education with standards for the delivery of intervention and referral services for pupils in the general education program (N.J.A.C. 6:26, Intervention and Referral Services for General Education Pupils). These rules replaced the preceding regulations that required the establishment of Intervention and Referral Services (I&RS) in all public schools. Under the current regulation, the Cranford Public Schools have established and implemented procedures for the delivery of intervention and referral services for pupils who are experiencing difficulties in their classes and who have not been identified for special education programs and services.

To this end, the Cranford Public Schools have established the Collaborative Problem Solving Team (CPST). The CPST is required to provide the following school-based functions in support of intervention and referral services for general education pupils:

1. Identify pupils in need and plan and provide for appropriate intervention and/or referral services to school and community resources based on desired outcomes.
2. Identify roles and responsibilities of the school staff who participate in planning and providing intervention and referral services.
3. Provide support, guidance and professional development to school staff who identify and refer pupils and who participate in planning and providing intervention and referral services.
4. Actively involve parents/guardians in the development and implementation of intervention and referral plans.
5. Coordinate access to and delivery of school services for identified pupils.
6. Coordinate the services of community-based social and health provider agencies.
7. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The Cranford Public Schools CPST in each school is comprised of the principal or a designee and teachers, and may also include any or all of the following members: school nurse, child study team members, student assistance counselors, speech/language specialists, parents and others as determined to be necessary by the Committee. Cranford Public Schools personnel participate as is necessary according to the particular need identified or the assistance requested.

In addition, programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6:26 3.1). However, intervention and assistance plans may be developed to help students within the general education program who are experiencing problems in learning, behavior, or health that are not related to the educational process.

If a referral is required to be made to the child study team, the Cranford Public Schools follow the procedures as prescribed in N.J.A.C. 6A:14, subchapter 3, the procedural safeguards described in

N.J.A.C. 6A:14, subchapter 2, and the official policies of the Cranford Public Schools adopted by the Board of Education. Further information may be obtained by contacting the school principal, the child study team, or Mrs. Kristin Szawan, Director of Student Services at 908-709-6219 or szawan@cranfordschools.org.

Child Study Teams

The Child Study Team will review all referrals from the Collaborative Problem Solving Team (CPST), parents, and school personnel to determine the need for an evaluation. Parental consent is required for an evaluation to take place, as well as for the implementation of an Individualized Education Plan (IEP). Parents, under both state and federal law, have certain rights regarding notification, evaluation, participation, consent, and other areas when a child is being considered for or receiving special education services. If you are interested in reviewing a detailed description of these rights, please contact the school principal or child study team to request the “Parental Rights in Special Education” booklet and addendum.

After an evaluation, parents will be invited to a meeting to have the evaluation explained. If the child is determined eligible for special education services, the Individualized Education Plan (IEP) will be developed. A member of the child study team is designated to be the child’s case manager, and is available to the parents, student, and teacher to monitor and assist in the implementation of the child’s program.

Special Education and Related Services

The Cranford Public Schools offers a continuum of placements to meet the needs of students with disabilities, ages three through twenty-one, for special education and related services. Educational program options in district may include placement in the following:

1. A regular class with in-class support, supplementary aids and services, and appropriate curricular and instructional modifications or related services, as required in each student’s IEP
2. A resource program for support instruction in a subject or subjects outside the general education class, as required in each student’s IEP
3. A resource program for replacement subject instruction outside the general education class, as required in each student’s IEP
4. A self-contained class, as required in each student's IEP; Students who attend this special class program may also participate in mainstream classes, as prescribed in their individual IEPs.

504 Plans

Under federal law, there exist reasonable accommodations for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Each school has a 504 Review Committee that can review any material provided by parents of school staff related to any physical and/or mental disabilities that substantially limit a child’s learning. An evaluation is conducted (if a child study team evaluation is unnecessary) and information is gathered from a number of sources, including parents, teachers, and physicians. If determined eligible, a 504 Accommodation Plan is designed with parents to provide services, accommodations, or programming to address the child’s needs. A child does not need to be classified under special education to be eligible for a Section 504 plan. The district’s Section 504 officer is Mrs. Kristin Szawan (908-709-6219).

HOW TO HELP YOUR CHILD SUCCEED: HELPFUL TIPS FOR PARENTS

General Information

- Make sure that your child is well rested and prepared for school.
- Provide your child with a healthful breakfast and nutritious lunch each day.
- Ask your child about his/her day and look at the school folder and homework together.
- Provide a quiet place and adequate time for homework to be completed.
- Allow time in your child's day for relaxation and quiet time.
- Afford your child the opportunity to participate in one or two extracurricular activities.
- Monitor the amount of time your child spends watching TV, playing video games, and playing on the computer.
- Continually nurture and reinforce a positive attitude toward school.
- As soon as you have a question or concern, be sure to seek out the classroom teacher. This can prevent small problems from growing and allow for parents and teachers to work together in the best interests of your child.
- Keep your child's classroom teacher informed. Alert the teacher to any changes in your family that might affect your child emotionally or academically.
- Enjoy spending time together.

Reading and Literacy

- Please see the literacy instructional coach's [website](#) for strategies to help your child.
- Read to or with your child daily. Bedtime is a great time to read to your child.
- Visit the library regularly. Give your child the opportunity to see you select books for a variety of purposes. Make sure your child has his/her own library card.
- There are several strategies from which you can choose including but not limited to the following:
- To foster independent reading skills:
 1. Pause at different parts of a story to encourage your child to predict what could happen next, express feelings, or express opinions about the story.
 2. At the end of the story, ask your child to retell the story in sequence.
 3. Discuss unfamiliar words.

There is no need to employ all of these strategies at one time, but rather frequently include and vary them in the time you spend reading with your child.

- To encourage writing at home:
 1. Always have a lot of paper, both lined and unlined, and various writing utensils on hand for your child to engage in writing.
 2. As your child becomes more adept at script, encourage him/her to write in script as much as possible.
 3. Encourage writing for fun and emphasize that it has many purposes. Use the writing process in the following ways: story writing, poetry, illustrations, posters, notes, songs, lists, labels, invitations, and greeting cards.
 4. Keep a family or personal journal or diary.
 5. Encourage letter writing to family members or friends who live far away.

- To encourage effective listening:
 1. Model and remind your child to look at the speaker (make eye contact).
 2. Listen without interrupting the speaker.
 3. Give your child simple, sequential tasks to practice following multi-step directions.

Mathematics

- Ask your child to help you use math in everyday activities at home.
- Play games that incorporate the use of numbers, counting, shapes, etc.
- Use math words and language (e.g., size, length, width, biggest, smallest, tallest, etc.).
- Promote problem-solving strategies rather than giving the answer to your child. Use language like, “How can we figure this out?” and help your child solve the problem.
- Allow your child to estimate or make guesses regarding amounts. Your child should be distinguishing between large and small groups of objects.

Succeeding with Homework

- Make sure your child has a well-lighted place to work, basic supplies, and a regular time each day for doing homework.
- Ask your child what he/she has for homework. Determine if he/she understands the assignment and if assistance is necessary.
- Look over the assignment, give guidelines if needed, and let your child do his or her own work.
- Ask the classroom teacher early in the year about the homework policy.
- Review teacher comments on the homework with your child regularly.
- Contact your child’s teacher if there is a homework problem you can’t resolve.
- Congratulate your child on a job well done.

OFFICE OF CURRICULUM AND INSTRUCTION
Cranford Public Schools

CURRICULUM OVERVIEW
GRADE THREE

LANGUAGE ARTS STANDARDS

Reading: Literature and Informational Text

- Reads with comprehension: Literal (identifies the main idea, retells a story with key details, summarizes events in a story).
- Reads with comprehension: Inferential (makes inferences and predictions, and draws conclusions).
- Responses include supportive evidence from the text.
- Demonstrates stamina in independent reading.
- Compares and contrasts the most important points and key details in two texts on the same topic.

Foundational Skills

- Knows and applies grade-level phonics and word analysis skills in decoding words.
- Reads with sufficient accuracy and fluency to support comprehension (expression, phrasing, rate, accuracy).

Writing

- Produces and organizes a variety of types of writing (narrative, opinion, informational) to match purpose and audience.
- Engages in prewriting and drafting.
- Elaborates by using details and descriptive language.
- Revises and edits written work for publishing/sharing.
- Demonstrates stamina in independent writing.
- Applies handwriting skills to write legibly.

Language

- Applies the conventions of grammar usage by writing simple, compound, and complex sentences.
- Uses capitalization and punctuation appropriately.
- Learns and applies spelling patterns.
- Uses knowledge of word parts and context to identify unknown words
- Uses new vocabulary words learned through conversations and reading.
- Demonstrates understanding of figurative language.

Speaking and Listening

- Expresses ideas clearly and effectively.
- Engages in collaborative conversations and builds off others ideas.

- Reports orally on topics using relevant details and facts to support ideas and uses multimedia as appropriate.

MATHEMATICS

Mathematical Reasoning

- Efficiently applies strategies to solve a variety of problems.
- Clearly communicates mathematical thinking orally and in writing.

Operations and Algebraic Thinking

- Adds whole number fluently within 1000.
- Subtracts whole number fluently within 1000.
- Fluently multiplies within 100.
- Fluently divides within 100.
- Understands and solves problems involving multiplication.
- Understands and solves problems involving division.
- Uses estimation strategies, including rounding, to assess the reasonableness of answers.

Number Sense and Operations in Base Ten

- Uses place value to round whole number to the nearest 10 or 100.
- Fluently adds and subtracts within 1000.
- Multiplies one-digit whole numbers by multiples of 10.

Number Sense and Operations - Fractions

- Understands numerators and denominators and how they relate to parts and wholes
- Understands a fraction as a number on the number line; represents fractions on number line diagram.
- Recognizes and generates simple equivalent fractions.
- Uses a visual fraction model to compare two fractions with the same numerator or the same denominator.

Measurement and Data

- Tells and writes time to the nearest minute; solves word problems involving time.
- Solves word problems involving volume and mass.
- Draws a picture graph and a bar graph to represent data.
- Generates measurement data and shows the data by making a line plot.
- Finds and measures area of figures.
- Measures area by counting unit squares.
- Relates area to the operations of multiplication and addition.
- Solves problems involving perimeter of polygons.

Geometry

- Classifies shapes by properties and attributes.
- Partitions shapes into equal areas and names each part as a unit fraction.

SCIENCE

- Getting Ready for Science (inquiry skills, scientific method, scientific tools)
- Demonstrate and understanding of:
- Water , Climate , and Seasons
- Motion, Matter, Forces, Engineering and Mixtures
- Structures of Life

SOCIAL STUDIES

- The Cranford Community
- Types of Communities/Movement and Change/Influences on Life Styles
- Using Natural Resources
- Why Explore the New World?
- Early Settlements/Colonies of North America
- Native Americans
- Multicultural Diversity
- Government/Our Nation's Capital
- Map Skills and Geography
- Introducing Research Skills
- Current Events
- Lions-Quest Skills for Growing

COMPUTER EDUCATION - INTEGRATED TECHNOLOGY

- The student will be able to recognize, understand and use computer terms.
- The student will become knowledgeable in the care and handling of the computer and computer-related material.
- The student will be able to use the computer keyboard.
- The student will be able to interact with the computer as a learning tool to meet a variety of needs.
- The student will develop logical thinking and problem-solving strategies using the computer.
- The student will recognize the impact of computer technology and the ethics of using technology as it relates to the individual.
- The student will recognize that computer technology is used by individuals in various careers.

OFFICE OF CURRICULUM AND INSTRUCTION
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CURRICULUM OVERVIEW
GRADE FOUR

LANGUAGE ARTS STANDARDS

Reading: Literature and Informational Text

- Demonstrates stamina in independent reading.
- Determines the theme of a story, drama, or poem from details in the text; summarizes the text.
- Describes a character, setting, or an event in a story or drama citing specific details in the text.
- Cites evidence from the text when writing or speaking about the text.
- Describes the differences in structure and purpose of different texts, such as poems, drama, and informational pieces.
- Compares and contrasts themes, settings, plots, characters, important points or events from a variety of texts on similar topics.
- Compares and contrasts the points of view from which different stories are told.
- Applies reading strategies to comprehend text across the curriculum.

Foundational Skills

- Knows and applies grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Writing

- Produces and organizes a variety of types of writing (narrative, opinion, informational) to match purpose and audience.
- Engages in prewriting and drafting.
- Revises and edits written work for publishing/sharing.
- Participates in shared research and writing projects using print and digital resources.
- Demonstrates stamina in independent writing.
- Applies writing skills across the curriculum.

Language

- Applies the conventions of standard English grammar and usage when writing or speaking.
- Applies the conventions of standard English capitalization and punctuation when writing.
- Learns and applies spelling patterns.
- Determines the meaning of unknown and multiple meaning words using context, affixes and roots, and reference materials
- Uses new vocabulary words learned through conversations and reading.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening

- Engages in a range of discussions with adequate preparation and clear communication.
- Demonstrates understanding of information presented by paraphrasing the information and providing the reasons a speaker uses to support particular points.
- Reports orally on topics using relevant details and facts to support ideas; uses multimedia as appropriate.

MATH

Mathematical Reasoning

- Efficiently applies strategies to solve problems.
- Clearly communicates mathematical thinking orally and in writing.

Operations and Algebraic Thinking

- Knows multiplication facts fluently.
- Knows division facts fluently.
- Understands factors and multiples.
- Finds all factor pairs for a whole number in the range 1-100.
- Uses the four operations with whole numbers to represent and solve multi-step word problems.
- Generates a number or shape pattern that follows a given rule.

Number Sense and Operations in Base Ten

- Understands multi-digit place value.
- Uses place value understanding to round multi-digit whole numbers to any place.
- Adds multi-digit numbers.
- Subtracts multi-digit numbers.
- Multiplies multi-digit numbers.
- Divides multi-digit numbers.

Number Sense and Operations - Fractions

- Demonstrates an understanding of fraction equivalents.
- Compares and orders fractions.
- Adds and subtracts fractions with like denominators.
- Demonstrates understanding of the relationship between fractions and decimals.
- Writes decimal equivalents for fractions with denominators of 10 or 100.

Measurement and Data

- Solves problems involving measurement.
- Converts units of measure.
- Applies area and perimeter formulas for rectangles.
- Represents and interprets data.

Geometry

- Draws and identifies lines and angles.
- Classifies shapes based on their lines and angles.

SCIENCE

- Getting Ready for Science (inquiry skills, scientific method, scientific tools)
- Demonstrate an understanding of:
 - Energy, Circuits, Magnetism, and Waves
 - Environments and Ecosystems
 - Soil, Weathering, Landforms, Topography, and Natural Resources

SOCIAL STUDIES

- Lenni-Lenape Indians/Native Americans
- Explorers
- Colonial America
- New Jersey, Past and Present
- Map skills
- Research skills
- Current events
- Lions-Quest Skills for Growing

COMPUTER EDUCATION - INTEGRATED TECHNOLOGY

- The student will be able to recognize, understand and use computer terms.
- The student will become knowledgeable in the care and handling of the computer and computer-related material.
- The student will be able to use the computer keyboard.
- The student will be able to interact with the computer as a learning tool to meet a variety of needs.
- The student will develop logical thinking and problem-solving strategies using the computer.
- The student will recognize the impact of computer technology and the ethics of using technology as it relates to the individual.
- The student will recognize that computer technology is used by individuals in various careers.

OFFICE OF CURRICULUM AND INSTRUCTION
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CURRICULUM OVERVIEW
GRADE FIVE

LANGUAGE ARTS STANDARDS

Reading: Literature and Informational Text

- Reads stories, dramas, poetry, and informational text fluently.
- Determines the theme of a story, drama, or poem from details in the text; summarizes the text.
- Compares and contrasts two or more characters, settings, or events in a story.
- Cites evidence from the text when answering questions or making inferences.
- Compares and contrast the differences in structure and purpose of different texts, such as poems, dramas, and informational pieces.
- Compares and contrasts a variety of texts on similar topics, such as dramas, poetry, and informational sources.
- Explains how a writer’s or speaker’s point of view influences how events are described.

Foundational Skills

- Knows and apply grade-level phonics and word analysis skills in decoding words.
- Reads with sufficient accuracy and fluency to support comprehension.

Writing

- Uses the writing process to produce and organize a variety of types of writing (narrative, opinion, informational) to match purpose and audience.
- Uses tools to develop writing ability such as response journals.
- Conducts short research and writing projects using personal experience, print, and digital resources, citing sources..

Language

- Applies the conventions of standard English grammar and usage when writing or speaking.
- Applies the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determines the meaning of unknown and multiple meaning words using context, affixes and roots, and reference materials.
- Uses new vocabulary words learned through conversations and reading.
- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening

- Engages in a range of collaborative discussions with adequate preparation and clear communication.
- Demonstrates understanding of information presented in texts, orally, or through other media by

summarizing the information and explaining the points a speaker uses to support thinking.

- Reports orally on topics or presents an opinion using relevant details and facts to support ideas; uses multimedia as appropriate.

MATHEMATICS

Mathematical Reasoning

- Efficiently applies strategies to solve problems.
- Clearly communicates mathematical thinking orally and in writing.

Operations and Algebraic Thinking

- Writes and interprets numerical expressions.
- Knows multiplication and division facts fluently.
- Solves multi-step word problems.
- Generates a number or shape pattern that follows a given rule.

Number Sense and Operations in Base Ten

- Understands the place value system and uses place value understanding to round decimals to any place.
- Adds and subtracts multi-digit whole numbers.
- Multiplies and divides multi-digit whole numbers.
- Adds and subtracts decimals.
- Multiplies and divides decimal.
- Solves word problems with decimals.

Number Sense and Operations in Fractions

- Adds fractions with unlike denominators.
- Subtracts fractions with unlike denominators.
- Multiplies fractions.
- Divides fractions.
- Solves word problems with fractions.

Measurement and Data

- Converts like units within a given measurement system.
- Represents and interprets data.
- Understands concepts of volume.
- Relates volume to multiplication and addition.

Geometry

- Graphs points on a coordinate plane to solve problems.
- Classifies two dimensional figures based on their properties.

SCIENCE/FAMILY LIVING

- Family Living (growth/development, endocrine system, reproductive system)
- Getting Ready for Science (inquiry skills, scientific method, scientific tools)
- Cells to Body Systems
- Classifying Living Things
- Plant Growth and Reproduction
- Properties of Matter
- Energy
- Electricity
- Forces
- Motion

SOCIAL STUDIES

- French and Indian War
- Road to Self-Government and Rebellion
- Causes of the American Revolution
- War for Independence
- Development of a New Country
- The Constitution
- Reflections of our freedoms in society through past and current issues/laws
- Geography Skills (through Battle over Territories)
- Lions-Quest Skills for Growing (Compromise)

COMPUTER EDUCATION - INTEGRATED TECHNOLOGY

- The student will be able to recognize, understand and use computer terms.
- The student will become knowledgeable in the care and handling of the computer and computer-related material.
- The student will be able to use the computer keyboard with correct finger placement.
- The student will be able to interact with the computer as a learning tool to meet a variety of needs.
- The student will develop logical thinking and problem-solving strategies using the computer.
- The student will recognize the impact of computer technology and the ethics of using technology as it relates to the individual.
- The student will recognize that computer technology is used by individuals in various careers.

GLOSSARY FOR PARENTS

Cooperative learning: Students of all abilities working together toward a common learning goal; teamwork that leads to independence

Creative thinking: The ability to come up with new ideas or combinations of ideas; the genius to be fostered in every student

Critical thinking: The act of analyzing, synthesizing, and evaluating information and ideas; the kind of thinking that helps students form ideas of their own

Differentiated instruction: This term is used to describe an approach to teaching that provides a variety of learning options to accommodate differences in how students learn

Emergent literacy: The reading and writing behaviors of young children that precede and develop into conventional literacy

Guided reading: An instructional technique designed to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning. The teacher accomplishes these goals by using questions and comments to help children become aware of resources in the text and within themselves to create meaning from the text

Home/school connection: A positive partnership between home and school that can enhance the growth of each and every child in the classroom

Integrated Language Arts: Making connections among literature, language arts processes, and the content areas; showing students that reading and writing are not just for the language arts period

Language experience: A dynamic approach that makes use of students' own experiences, interests and natural language

Learning styles: The variety of ways in which students acquire knowledge; the different, distinct forms of intelligence that characterize learners

Lifelong learners: Individuals responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve problems alone or collaboratively, capable of being creative and innovative, and able to communicate

Modeling: Showing or demonstrating a concept through concrete real life examples.

Multiculturalism: In the school setting, the practice of creating a learning environment that not only addresses the diverse needs of an increasingly diverse population, but also allows the unique abilities of students from different backgrounds to blossom

Phonics: Letter-sound relationships; a set of instructional strategies that brings a child's attention to parts of words, including syllables, phonograms (e.g. – at, -ick, etc.) and single letters

Problem based learning: This is a teaching approach that places students in the role of problem solver confronted with a “real-world” problem. The aim is to have students learn critical thinking and problem solving skills as well as the essential concepts of the subject matter

Problem solving: The act of identifying and defining a problem, exploring options, and selecting possible solutions; the skills students need to become proficient as they read, write and interact

Reading approaches: The many roads to meaning; ways to help students of all reading abilities and learning styles gain a meaningful understanding of what they're reading

Rubric: A rubric is a set of scoring guidelines for evaluating student work that provide meaningful feedback

Teaching for Understanding: This is the term we use to describe the preferred instructional model in Cranford. Essentially, students are asked to use information, facts and skills as a means to acquire understanding of the “big ideas” (i.e. principles, concepts) of a topic

Technology: The use of technical equipment to allow a person to complete a task or job with less effort; commonly refers to computers and computer-related equipment

Theme teaching: Providing a context for learning so that reading, writing and content-area learning are connected

Trade books: Authentic, whole works of literature – the kind that children take off the shelves, take home and take to heart!