

Our first session is now complete. We will return again for Session 2 at 5:40 PM.

Nuestra primera sesión ha concluido. Regresaremos para la segunda sesión a las 5:40 p.m.

第一阶段现已结束。我们将于下午 5:40 返回进行第二阶段。

আমাদের প্রথম পর্বটি এখন শেষ হয়েছে। আমরা বিকেল ৫:৪০-এ দ্বিতীয় পর্বের  
জন্য আবার ফিরে আসব।

Первая сессия завершена. Мы вернемся к началу второй  
сессии в 17:40.

# 3rd Grade Curriculum Night





Before we start please put your child's name and class in the chat.

Antes de comenzar, escriba el nombre y la clase de su hijo en el chat.

在我们开始之前，请在聊天中输入您孩子的姓名和班级。

আমরা শুরু করার আগে অনুগ্রহ করে চ্যাটে আপনার সন্তানের নাম এবং ক্লাস রাখুন।

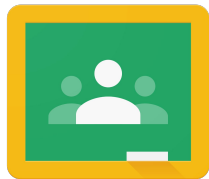
Прежде чем мы начнем, пожалуйста, укажите в чате имя и класс вашего ребенка.

# TRANSLATION

You can access the translated slides on your child's Google Classroom or Class Dojo.

Puede acceder a las diapositivas traducidas en Google Classroom o Class Dojo de su hijo.

您可以在孩子的 Google Classroom 或 Class Dojo 上访问翻译后的幻灯片。



Google Classroom



ClassDojo

# MEET THE TEACHERS

## Class 3-1

Ms. Else & Ms. Lobo



## Class 3-2

Ms. Nicoletti & Ms. Homnick



## Class 3-3

Mrs. White



# GOOGLE CLASSROOM



We will be using **Google Classroom** this year.

Google Classroom is where important messages and assignments will be posted in the event there is a remote day due to bad weather.

# FLOW OF THE DAY

Period 1: MTSS

Period 2: Wit and Wisdom

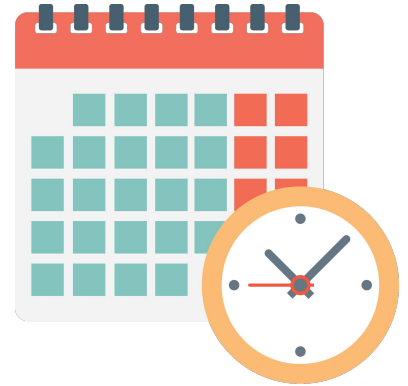
Period 3: Wit and Wisdom

Period 4: LUNCH

Period 5: Math

Period 6: Math Centers

Period 7: Special class (Gym, Art, Science, Computers)



# MTSS



Multi-Tiered System of Supports (MTSS) is a daily period where students receive 40 minutes of the direct reading support they need, whether through intervention to close gaps or enrichment to extend learning.

We track progress and meet every 6–8 with the schools leadership team to discuss patterns we see and strategies to best help our students.

## Module 1: The Sea

Essential Question: Why do people explore the sea?



## Module 2: Outer Space

Essential Question: How do people learn about Space?



## Module 3: A New Home

Essential Question: How do stories help us understand immigrants' experiences?



## Module 4: Artists Make Art

Essential Question: Why do people explore the sea?



# WIT & WISDOM TIPS FOR FAMILIES

GRADE 3 | MODULE 1

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In Module 1, we will study why people explore the sea. Poets and writers explore the sea through words and images. Scientists use technology to discover new species. We will explore literature, informational text, and art as we ask the question: Why do people explore the sea?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Informational)

- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack!*, Cathy East Dubowski

### Picture Book (Literary)

- *Amos & Boris*, William Steig

### Poetry

- "The Sea Wind," Sara Teasdale

### Stories

- "The Lion and the Mouse," The Full Text of Aesop's Fables

## OUR CLASS WILL EXAMINE THESE WORKS OF ART

- *The Great Wave off Kanagawa*, Katsushika Hokusai
- *The Boating Party*, Mary Cassatt
- *The Gulf Stream*, Winslow Homer

## OUR CLASS WILL WATCH THESE FILMS

- "Cousteau's Silent World: Shipwreck Excerpt"
- "Quest for the Giant Squid"

For more resources, visit » [greatminds.org/english](https://greatminds.org/english)

Page 1 of 2  
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GRADE 3 | MODULE 1

- "Sperm Whale Encounter"
- "Why the Ocean Matters"

## OUR CLASS WILL ASK THESE QUESTIONS

- How do artists explore the sea?
- Why and how do scientists explore the sea?
- Why and how do scientists explore sea creatures?
- Why do people explore the sea?

## QUESTIONS TO ASK AT HOME

As you read with your Grade 3 student, ask:

- What do you notice and wonder?

## BOOKS TO READ AT HOME

- *A Life in the Ocean: The Story of Oceanographer Sylvia Earle*, Claire A. Nivola
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist*, Jess Keating
- *Shark Lady: True Adventures of Eugenie Clark*, Ann McGovern
- *Swimming with Sharks: The Daring Discoveries of Eugenie Clark*, Heather Lang
- *Manfish: A Story of Jacques Cousteau*, Jennifer Berne
- *Mary Cassatt: Extraordinary Impressionist Painter*, Barbara Herkert
- *The Great Wave: A Children's Book Inspired by Hokusai*, Veronique Massenet
- *Ocean: A Visual Miscellany*, Ricardo Henriques and Andre Letria
- *Tentacles!: Tales of the Giant Squid*, Shirley Raye Redmond
- *National Geographic Readers: Weird Sea Creatures*, Laura Marsh
- *Surprising Sharks: Read and Wonder*, Nicola Davies
- *National Geographic Kids First Big Book of the Ocean*, Catherine D. Hughes
- *Down, Down, Down: A Journey to the Bottom of the Sea*, Steve Jenkins
- *Sharks*, Seymour Simon
- *Seymour Simon's Extreme Oceans*, Seymour Simon
- *Giant Squid*, Candace Fleming
- *Narwhal: Unicorn of the Sea*, Janet Halfmann

## PLACES YOU CAN VISIT TO TALK ABOUT THE SEA

Visit the local zoo or aquarium. Ask:

- What do you notice about the environment?
- What do you wonder about the animals?

WIT & WISDOM

For more resources, visit  
» [greatminds.org/english](https://greatminds.org/english)

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# EUREKA MATH<sup>®</sup>

**Module 1:** Multiplication & Division

**Module 2:** Place Value, Problem Solving & Measurement

**Module 3:** Multiplication & Division

**Module 4:** Multiplication & Area

**Module 5:** Fractions as Numbers on the Number Line

**Module 6:** Collecting and Displaying Data

**Module 7:** Shapes & Measurement

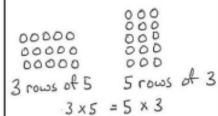
# Eureka Math™ Tips for Parents

## Grade 3 Module 1

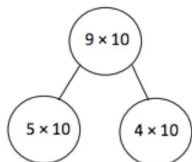
### Properties of Multiplication and Division and Solving Problems with 2-5 and 10

In this first module of Grade 3, we build on second grade knowledge of addition and work toward greater fluency. We will also be building arrays (arrangements of a set of objects organized into equal groups in rows and columns), and setting the stage for multiplication and division.

#### The Commutative Property



An illustration of the Commutative Property



A number bond illustration of the Distributive Property:

$$9 \times 10 = (5 \times 10) + (4 \times 10)$$

### What Comes After this Module:

In Module 2, students will have opportunities to use tools that build both measurement skills as well as conceptual understanding of metric and time units. Through practical application of measurement skills, students will practice both estimating and rounding numbers.

### Terms, Phrases, and Strategies in this Module:

**Array:** a set of numbers or objects that follow a specific pattern, a matrix

**Commutative Property:** e.g., rotate a rectangular array 90 degrees to demonstrate that factors in a multiplication sentence can switch places

**Equal groups:** with reference to multiplication and division; one factor is the number of objects in a group, and the other is a multiplier that indicates the number of groups

**Equation:** a statement that 2 expressions are equal, e.g.,  $3 \times 4 = 12$

**Distributive Property:** e.g.,  $12 \times 3 = (10 \times 3) + (2 \times 3)$ . The 3 is the multiplier and the 12 is decomposed into 10 and 2

**Factors:** i.e., numbers that are multiplied to obtain a product

**Quotient:** the answer when one number is divided by another

## Key Common Core Standards:

### + How you can help at home:

- Have your student set out groups of small objects in arrays (equal groups in rows and columns) and write the accompanying multiplication equation
- Encourage your student to practice multiplication facts for 2s, 3s, 4s, 5s, and 10s until they know them fluently

- Represent and solve problems involving multiplication and division**
  - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
- Understand properties of multiplication and the relationship between multiplication and division**
  - Apply properties of operations as strategies to multiply and divide
  - Understand division as an unknown-factor problem
- Multiply and divide within 100**
  - Fluently multiply and divide within 100
- Solve problems involving the four operations, and identify and explain patterns in arithmetic**
  - Solve two-step word problems using the four operations

Prepared by Erin Schweng, Math Coach

## Eureka Math, A Story of Units

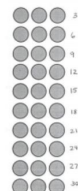
## Grade 3 Module 1

### Welcome to A Story of Units!

Each module's parent tip sheet will highlight a new strategy or math model your student will be working on.

**Arrays:** students worked with arrays toward the end of Grade 2, learning how to use them to show repeated addition. Now, in Grade 3, students put all of their knowledge to work as they learn multiplication and division skills, using arrays to demonstrate the properties of both operations.

(Below) A simple teddy bear array for  $3 \times 4$ , or three rows with four in each row



(Left) An array with multiple rows of 3 in each row, showing foundation for multiplication as repeated addition

Read on to learn a little bit about *Eureka Math*, the creators of *A Story of Units*:

*Eureka Math* is a complete, PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards (CCSS) and carefully sequences the progression of mathematical ideas into expertly crafted instructional modules.

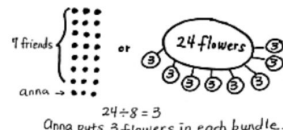
This curriculum is distinguished not only by its adherence to the CCSS; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the "story" of mathematics itself. This is why we call the elementary portion of *Eureka Math* "*A Story of Units*." The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts.

The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics. Your student has an exciting year of discovering the story of mathematics ahead!

### Sample Problem from Module 1: (Example taken from Module 1, Lesson 7)

Anna picks 24 flowers. She makes equal bundles of flowers and gives 1 bundle to each of her 7 friends. She keeps a bundle for herself too.

How many flowers does Anna put in each bundle?



From the non-profit Great Minds  
For more information visit [greatminds.net](http://greatminds.net)

**EUREKA  
MATH**

# MATH ASSESSMENTS & TOOLS



We measure each student's mathematical growth throughout the year using **Acadience** and **MAP Growth** screeners, administered in the fall, winter, and spring.

To support classroom learning, we ask that students use IXL daily at home for skill reinforcement and extra practice.

### 3rd Grade Grading Policy 2026-2027

|                      | Report card grades based on...                                                                                                                                                                                         | Grade Criteria |                   |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------|
| READING              | Based on the average of: <ul style="list-style-type: none"><li>• Lesson Question Sets - 20%</li><li>• New-Read Assessments - 20%</li><li>• Vocabulary Assessments - 20%</li><li>• Data Mate Assessment - 40%</li></ul> | Average Score  | Report Card Grade |
|                      |                                                                                                                                                                                                                        | 1-59%          | 1                 |
|                      |                                                                                                                                                                                                                        | 60-74%         | 2                 |
|                      |                                                                                                                                                                                                                        | 75-88%         | 3                 |
|                      |                                                                                                                                                                                                                        | 90-100%        | 4                 |
| WRITING              | Based on the average of: <ul style="list-style-type: none"><li>• Focusing Question Tasks - 50%</li><li>• End of Module Task - 20%</li><li>• Data Mate Assessment - 30%</li></ul>                                       | Average Score  | Report Card Grade |
|                      |                                                                                                                                                                                                                        | 1-59%          | 1                 |
|                      |                                                                                                                                                                                                                        | 60-74%         | 2                 |
|                      |                                                                                                                                                                                                                        | 75-88%         | 3                 |
|                      |                                                                                                                                                                                                                        | 90-100%        | 4                 |
| LISTENING & SPEAKING | Based on the average of: <ul style="list-style-type: none"><li>• All Socratic Seminars (2+ per module) opportunities during the marking period</li></ul>                                                               | Average Score  | Report Card Grade |
|                      |                                                                                                                                                                                                                        | 1-59%          | 1                 |
|                      |                                                                                                                                                                                                                        | 60-74%         | 2                 |
|                      |                                                                                                                                                                                                                        | 75-88%         | 3                 |
|                      |                                                                                                                                                                                                                        | 90-100%        | 4                 |
| MATH                 | Based on the average of: <ul style="list-style-type: none"><li>• All End of Module assessment(s) given during the marking period.</li></ul>                                                                            | Average Score  | Report Card Grade |
|                      |                                                                                                                                                                                                                        | 1-59%          | 1                 |
|                      |                                                                                                                                                                                                                        | 60-74%         | 2                 |
|                      |                                                                                                                                                                                                                        | 75-88%         | 3                 |
|                      |                                                                                                                                                                                                                        | 90-100%        | 4                 |

| <b>SCIENCE</b>        | Based on: <ul style="list-style-type: none"><li>60% assessments</li><li>20% participation</li><li>20% Science Notebooks (writing, completing assignments, etc.)</li></ul>        | <table><tr><th>Average Score</th><th>Report Card Grade</th></tr><tr><td>1-59%</td><td>1</td></tr><tr><td>60-74%</td><td>2</td></tr><tr><td>75-88%</td><td>3</td></tr><tr><td>90-100%</td><td>4</td></tr></table> | Average Score | Report Card Grade | 1-59% | 1 | 60-74% | 2 | 75-88% | 3 | 90-100% | 4 |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|-------|---|--------|---|--------|---|---------|---|
| Average Score         | Report Card Grade                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 1-59%                 | 1                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 60-74%                | 2                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 75-88%                | 3                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 90-100%               | 4                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| <b>SOCIAL STUDIES</b> | Based on: <ul style="list-style-type: none"><li>60% assessments</li><li>20% participation</li><li>20% Social Studies Notebooks (writing, completing assignments, etc.)</li></ul> | <table><tr><th>Average Score</th><th>Report Card Grade</th></tr><tr><td>1-59%</td><td>1</td></tr><tr><td>60-74%</td><td>2</td></tr><tr><td>75-88%</td><td>3</td></tr><tr><td>90-100%</td><td>4</td></tr></table> | Average Score | Report Card Grade | 1-59% | 1 | 60-74% | 2 | 75-88% | 3 | 90-100% | 4 |
| Average Score         | Report Card Grade                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 1-59%                 | 1                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 60-74%                | 2                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 75-88%                | 3                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |
| 90-100%               | 4                                                                                                                                                                                |                                                                                                                                                                                                                  |               |                   |       |   |        |   |        |   |         |   |

# PROMOTIONAL POLICY

|                                   |                                                                                                                       | JANUARY                                                      | JUNE                                                          |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|
| ATTENDANCE                        |                                                                                                                       | Minimum of 90% attendance is expected<br>(81 days)           | Minimum of 90% attendance is expected<br>(162 days)           |
| READING STANDARDS                 |                                                                                                                       | Met 6/8 standards                                            | Met 7/9 standards                                             |
| WRITING STANDARDS                 |                                                                                                                       | Met 3/4 standards                                            | Met 6/7 standards                                             |
| LISTENING & SPEAKING<br>STANDARDS |                                                                                                                       | Met 2/3 standards                                            | Met 5/6 standards                                             |
| MATH STANDARDS                    |                                                                                                                       | Met 9/14 standards<br>___ Average of Modules 1-3 Assessments | Met 17/27 standards<br>___ Average of Modules 1-7 Assessments |
| HOMEWORK                          |                                                                                                                       | A minimum of 80% of homework is<br>expected to be completed  | A minimum of 80% of homework is<br>expected to be completed   |
| BEHAVIOR                          |                                                                                                                       |                                                              |                                                               |
| SERVICES                          | If applicable, each service provider will provide work samples to demonstrate progress based on<br>individual student |                                                              |                                                               |
| OTHER                             |                                                                                                                       |                                                              |                                                               |

# STATE EXAMS



Grades 3-5 take state exams. This year those exams will be **computer based** .

## Important Testing Dates

**NYS ELA:** April 6-16

**NYS Math:** May 4-14

This is the estimated window. We will get the specific dates as it gets closer.

# BOOK OF THE MONTH

We kick off our reading journey with **A Letter from Your Teacher on the First Day of School** to establish a warm, supportive classroom culture. This story sets the tone for 3rd grade by reassuring students that our classroom is a safe space to take risks, learn from mistakes, and grow together.

## A Letter from Your Teacher

*on the first day of school*



Written by  
Shannon Olsen

Illustrated by  
Sandie Sonke

# PS 131 PARTNERSHIPS

Our new afterschool program is run by the Brooklyn Chinese Association (BCA).

Jenny Zheng, *Liaison*  
(646) 714-5160



# 3RD GRADE SIGHT WORDS

This is a list of common words that your child should be able to read and write by the end of the third grade.

about  
better  
bring  
carry  
clean  
cut  
done  
draw  
drink

eight  
fall  
far  
full  
got  
grow  
hold  
hot  
hurt

if  
keep  
kind  
laugh  
light  
long  
much  
myself  
never

only  
own  
pick  
seven  
shall  
show  
six  
small  
start

ten  
today  
together  
try  
warm

# HOMework POLICY

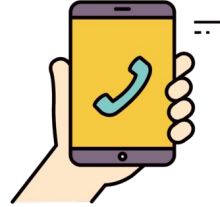


Students are expected to complete their homework **every day** .

They have until the end of each week to make up any missing homework.

Failure to complete all homework over time will result in a phone call home.

# CELL PHONE POLICY



To support a focused learning environment, students are not allowed to use personal internet-connected devices during the school day.

**What's not allowed:** Smartphones, smartwatches, tablets, earbuds, personal laptops — any device that connects to the internet.

**Where this applies :** Everywhere on school grounds, including classrooms, playgrounds, trips, drills, and after-school programs.

In case of emergency or exigent circumstances, parents or guardians can call Ms. Musacchio or Ms. Huang to reach their child. (Their contact information will be at the end of this presentation). In case of emergency or exigent circumstances, students may access phones in the main office to reach their parents or guardians.

# Impact of Poor Attendance



| Number of Days Absent | Attendance Rate | Instructional Time Missed in Months | Instructional Time Loss in Hours |
|-----------------------|-----------------|-------------------------------------|----------------------------------|
| 9                     | 95%             | ½ of a Month                        | 49.5 Hours                       |
| 18                    | 90%             | 1 Month                             | 99 Hours                         |
| 27                    | 85%             | 1 ½ Months                          | 148.5 Hours                      |
| 37                    | 80%             | 2 Months                            | 203.5 Hours                      |
| 46                    | 75%             | 2 ½ Months                          | 253 Hours                        |
| 55                    | 70%             | 3 Months                            | 302 Hours                        |
| 64                    | 65%             | 3 ½ Months                          | 352 Hours                        |
| 73                    | 60%             | 4 Months                            | 401.5 Hours                      |



Warning – below the 90% range places your child at risk of repeating the grade.

# FORMS

- ❏ Blue cards (2)
- ❏ Media Consent
- ❏ Medical Form
- ❏ Dismissal: Walker or Pick-Up
- ❏ PTA Dues (\$10 per child)

## IMPORTANT

Please return these forms  
as soon as possible!

# DISMISSAL POLICY



Walker permissions slips are required for students to walk home. **If you do not want your child to walk home alone, please do not fill out the form.**

Everyone that could possibly pick up the child should be on the blue card

- If this changes ask the teacher for a new blue card
- If something arises and a new person will be picking your child up, please send a signed note in with the name of the person and ensure that the pickup person has identification.

# ALLERGIES



We cannot accept medicine without the DOE form signed by the doctor.

Please let your child's teacher know if they have asthma or any allergies.

**If we go on field trips, please be prepared to be a chaperone if your child has allergies or asthma. A trip nurse is not always guaranteed.**

# SAFETY DRILLS

**Soft Lockdown:** No imminent danger

**Hard Lockdown:** Imminent danger in the building

**Fire Drills:** evacuate the building

**Shelter In:** the threat is outside of the building

## In an Emergency

When You Hear It, Do It!



**Evacuate:** Fire Alarm or directions will be announced.

- ✓ **Students:** Leave your items behind.
- ✓ **Students:** Form a line, remain silent, and listen to directions from your teacher or other staff.
- ✓ **Teacher:** Lead students to evacuation location and take attendance.
- ✓ **Teacher:** Notify BRT/ISSA if there are missing, extra, or injured students in your group.
- ✓ **Teacher:** Remind students that the use of electronic devices is prohibited.

**Lockdown:** Soft or Hard Lockdown: Hard Lockdown = no staff sweep

- ✓ **Students:** Remain silent and quickly move out of sight and away from the door.
- ✓ **Teacher:** Quickly retrieve any students in hallway and lock the classroom door.
- ✓ **Teacher:** Wait for responders to open the door (or) wait the "all clear" announcement.  
"The lockdown has been lifted."

Remember that in a Hard Lockdown you may need to **Run, Hide, or Confront** as necessary.  
If hiding in an office or classroom, remain silent.

TEXT 911 IF YOU CAN SILENTLY SHARE INCIDENT INFORMATION

**Shelter-In:** The threat is outside of the building

- ✓ **Students:** Remain inside the building and follow directions of staff.
- ✓ **Teacher:** Increase situational awareness.
- ✓ **Teacher:** Conduct business as usual.
- ✓ **Teacher:** Follow all announced directions.
- ✓ **Remember:** No one will be permitted to enter or leave the building during a Shelter-In.

**HOLD:** The issue is inside the building and it is safer to wait inside each room or office until the HOLD is lifted.

- ✓ **Students:** Remain where they are when they hear the HOLD announcement, and follow directions of staff.
- ✓ **Teacher:** Lock the door.
- ✓ **Teacher:** Hold in the current location.
- ✓ **Teacher:** Continue work or lessons and follow all announced directions.

# IMPORTANT DATES

## Parent/Teacher Conferences



- November 24th, 2026 – 1st Marking Period (Remote)
- Mar 18th, 2027 – 2nd Marking Period (Remote)
- May 26th, 2027 – Family Engagement Night (In person)

# FAMILY FRIDAYS

- November 20th
  - Focus: *ELA*
- February 12th
  - Focus: *Math*
- April 2nd
  - Focus: *Test Taking Strategies*



# SCHOOL SPIRIT DAYS

- November 23rd: 50th Day of School
- February 22nd: 100th Day of School
- March 2nd: Read Across 131-(BEAR Day)
- April 8th: 131st Day of School



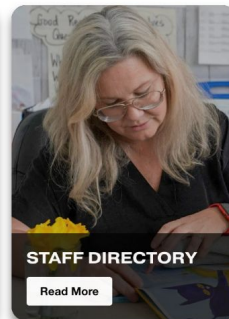
# SCHOOL WEBSITE

[www.ps131k.org](http://www.ps131k.org)



## P.S. 131

### THE HIDDEN GEM OF BROOKLYN

[Home](#)[About](#)[Calendar/Events](#)[Families](#)[Students](#)[Staff](#)[Enroll Now](#)  
Enroll  
Contact

Select Language: ▾



# COMMUNICATION & SUPPORT

## Community Coordinator & Technology

Kenny Leung [CLEUNG10@schools.nyc.gov](mailto:CLEUNG10@schools.nyc.gov)

## Family Workers

April Huang [QHuang@schools.nyc.gov](mailto:QHuang@schools.nyc.gov) Maria Musacchio [MMusacchio@schools.nyc.gov](mailto:MMusacchio@schools.nyc.gov)

## Parent Coordinator

Lisa Rivera [LRivera126@schools.nyc.gov](mailto:LRivera126@schools.nyc.gov)

# COMMUNICATING WITH US

Please feel free to contact us with any questions or ideas! It is important to us that we create strong parent-teacher relationships.

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| Ms. Else (3-1)      | <a href="mailto:JElse2@schools.nyc.gov">JElse2@schools.nyc.gov</a>           |
| Ms. Lobo (3-1)      | <a href="mailto:VLobo@schools.nyc.gov">VLobo@schools.nyc.gov</a>             |
| Ms. Nicoletti (3-2) | <a href="mailto:CNicoletti2@schools.nyc.gov">CNicoletti2@schools.nyc.gov</a> |
| Ms. Homnick (3-2)   | <a href="mailto:NHomnick@schools.nyc.gov">NHomnick@schools.nyc.gov</a>       |
| Mrs. White (3-3)    | <a href="mailto:AWWhite33@schools.nyc.gov">AWWhite33@schools.nyc.gov</a>     |

# SPECIALS



# MEET THE TEACHER

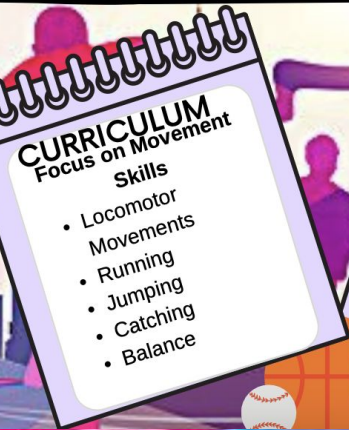


## INTRODUCTION

Welcome to physical education class! My name is Ms. Longo. I am excited to teach your student many athletic skills in my class this year!

## GOALS

My goal is to encourage students to participate in movement activities and games. In physical education class I aim to provide a learning experience that will teach students to be physically active while also having fun! Physical education class promotes self-esteem and builds healthy and physically active lifestyles.



# GRADING POLICY

Excels at Grade Level Standards

Proficient at Grade Level Standards

Approaching Grade Level Standards

Below Grade Level Standards

# Units of Study

RULES AND ROUTINES

RUN, JUMP, AND THROW

TRACK & FIELD

INVASION GAMES

SOCCER

TARGET GAMES

COOPERATIVE GAMES

NET SPORTS

INVASION GAMES

BASKETBALL

STRIKING & FIELDING GAMES

BASEBALL, KICKBALL

TEAM BUILDING GAMES

NET SPORTS

BADMINTON, PICKLEBALL



# PHYSICAL EDUCATION - MS. MARTIN



718-431-1960



**Welcome families to the P.S.131 Physical Education Program. I am thrilled to be working alongside an amazing faculty and a community of Physical Education enthusiasts to bring the many benefits of the program to your child during the 2026-2027 school year.**

## **Physical Education Goal-Highlights**

**Physical Education is an integral part of your child's education program. The students will engage in physical movement and develop personal and social skills necessary for maintaining an active lifestyle and good health.**

**Your child will receive Physical Education at least once a week and will engage in various sports and movement activities. There will be individual and group lessons, that include but not limited to soccer, mini-basketball and rhythm dancing. Also, sessions will include, locomotor, kicking, throwing, and catching activities to develop fine and gross motor skills. Through peer interactions your child will build self-esteem, self-confidence, sportsmanship, recognition of various cultures and respect for all.**

# PHYSICAL EDUCATION - MARTIN - UNITS OF STUDY

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September

Rules & Routines

Locomotor Skills

October

Locomotor Skills

November

Throwing - Catching Skills

December

Mid-Year - Skills Review

January

Striking Skills

February

Kicking Skills

March

Yoga And Mindfulness

April

Jump Rope Skills

May

Rhythm - Fit Skills

June

End-Year - Skills Review

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# PHYSICAL EDUCATION - MARTIN - GRADING POLICY



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**4**

Excels at Grade Level Standards

**3**

Proficient at Grade Level Standards

**2**

Approaching Grade Level Standards

**1**

Below Grade Level Standards

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# Music with Mr. Max

Email: [mtholenaarmaples@schools.nyc.gov](mailto:mtholenaarmaples@schools.nyc.gov)

Phone: (703) 785 - 8812

Hello Families!

I have been teaching and performing music professionally for over 20 years. I received bachelor's and master's degrees in music composition and jazz studies from the Indiana University Jacobs School of Music before moving to New York City, where I taught world percussion at hundreds of NYC Public Schools. I am currently finishing a second master's degree in childhood education from Touro University. When I'm not teaching, I am taking care of my two children.



# Goals in Music

Every day, our students build skills for self-expression and cultural awareness through listening to music, playing instruments, and thinking about our culture.

|               |                                                                                                                                                                                                          |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sep - Oct     | <ul style="list-style-type: none"><li>● Getting to know each other through music and non-verbal communication.</li><li>● Celebrating Hispanic Heritage Month and the music of Latin America.</li></ul>   |
| Nov - Dec     | <ul style="list-style-type: none"><li>● Building foundational music literacy in rhythm and melody.</li><li>● Observing winter holidays around the world.</li></ul>                                       |
| Jan - Feb     | <ul style="list-style-type: none"><li>● Developing our musical skills through movement and play.</li><li>● Recognizing the importance of African American music.</li></ul>                               |
| March - April | <ul style="list-style-type: none"><li>● Learning instrumental technique and centering European musical lineages.</li><li>● Celebrating Women's History Month and influential female musicians.</li></ul> |
| May - June    | <ul style="list-style-type: none"><li>● Reflecting on our collective musical knowledge and goals.</li><li>● Observing Asian American and Pacific Islander Heritage Month.</li></ul>                      |

# Key Music Goals by Grade

|          |                                                                                                                               |
|----------|-------------------------------------------------------------------------------------------------------------------------------|
| PreK & K | <ul style="list-style-type: none"><li>• Steady beat; loud vs. soft, high vs. low, long vs. short</li></ul>                    |
| 1        | <ul style="list-style-type: none"><li>• Developing our singing voices; learning new rhythms; same vs different</li></ul>      |
| 2        | <ul style="list-style-type: none"><li>• Counting and writing rhythms; singing with solfege (do, re, mi...)</li></ul>          |
| 3        | <ul style="list-style-type: none"><li>• Musical form; varying rhythms; memorizing songs and pitches</li></ul>                 |
| 4        | <ul style="list-style-type: none"><li>• Time signatures and meter; dotted rhythms and syncopation; reading melodies</li></ul> |
| 5        | <ul style="list-style-type: none"><li>• Complex rhythms; odd time signatures; chords and harmony</li></ul>                    |

# Grading Policy

Standards: [New York State Blueprints for the Arts](#)

|   |                                     |
|---|-------------------------------------|
| 4 | Excels at Grade Level Standards     |
| 3 | Proficient at Grade Level Standards |
| 2 | Approaching Grade Level Standards   |
| 1 | Below Grade Level Standards         |

# ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

## About Me:



Welcome to an exciting new school year!! I have been teaching at P.S. 131 for over 20 years now, both as a classroom teacher and as the art teacher for the past nine years. I have a B.A. in art and art history from The University of Dallas and a M.S. in Education from Pace University. I love reading, visiting museums, and creating art in my spare time! We are so lucky to live in NYC!

**Goal:** To provide an environment which fosters curiosity, creative thinking, artistic growth, and visual learning in the classroom and beyond.

Your child will receive art at least once a week with Ms. Barry. Art instruction at P.S. 131 provides a diverse and engaging variety of arts opportunities in a variety of media - drawing, painting, collage etc. to foster self-expression and self-confidence in a supportive environment. Instruction is aligned with the [NYC Blueprint for the Arts](#).

## Art Studio Motto:

"Turn your mistakes into something great!"

# ART - KEY CONCEPTS/SKILLS

# GRADING POLICY

|                                 | <u>K</u>                                                                       | <u>1st</u> | <u>2nd</u> | <u>3rd</u>                                                                                              | <u>4th</u> | <u>5th</u> |
|---------------------------------|--------------------------------------------------------------------------------|------------|------------|---------------------------------------------------------------------------------------------------------|------------|------------|
| Envision                        | Imagining new artworks and steps to bring them to life                         |            |            | Generate and conceptualize artistic ideas and work                                                      |            |            |
| Develop Craft                   | Learn to use a variety of art tools and materials                              |            |            | Learn to use tools effectively.                                                                         |            |            |
|                                 | Taking care of tools, materials, works, and space                              |            |            |                                                                                                         |            |            |
| Engage & Persist                | Finding personally meaningful projects and artistic ideas and sticking to them |            |            |                                                                                                         |            |            |
| Reflect                         | Learn to evaluate artistic work and processes                                  |            |            | Synthesize and relate knowledge and personal experiences to make art                                    |            |            |
| Understanding the Art Community | Discover art's effects on people and cultures                                  |            |            | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding |            |            |
| Observe                         | Looking closely and noticing                                                   |            |            |                                                                                                         |            |            |
| Experiment & Learn              | Playing, trying new things, making mistakes, and learning from them            |            |            |                                                                                                         |            |            |
| Express                         | Learn to make art to communicate ideas                                         |            |            | Choose art mediums to express ideas                                                                     |            |            |

|   |                                     |
|---|-------------------------------------|
| 4 | Excels at Grade Level Standards     |
| 3 | Proficient at Grade Level Standards |
| 2 | Approaching Grade Level Standards   |
| 1 | Below Grade Level Standards         |

# NYS VISUAL ARTS LEARNING STANDARDS

| VISUAL ARTS New York State Learning Standards for the Arts                                                     |                                                                                                                                                                            |                           |                         |                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shared by all ARTS disciplines                                                                                 |                                                                                                                                                                            |                           | Discipline-Specific     |                                                                                                                                                                                                                                  |
| Artistic Processes                                                                                             | Anchor Standards                                                                                                                                                           | Process Components        | Enduring Understandings |                                                                                                                                                                                                                                  |
| <b>Cr</b><br><b>Creating</b><br>Conceiving and developing new artistic ideas and work.                         | 1. Generate and conceptualize artistic ideas and work.                                                                                                                     | INVESTIGATE, PLAN, MAKE   | 1.1                     | Creativity and innovative thinking are essential life skills that can be developed.                                                                                                                                              |
|                                                                                                                |                                                                                                                                                                            | INVESTIGATE, PLAN, MAKE   | 1.2                     | Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.                                                                                               |
|                                                                                                                |                                                                                                                                                                            | INVESTIGATE               | 2.1                     | Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.                                                                                                                   |
| <b>Pr</b><br><b>Presenting</b><br>Interpreting and sharing artistic work.                                      | 2. Organize and develop artistic ideas and work.                                                                                                                           | CONSIDER, RESPECT         | 2.2                     | Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.                                                                                                  |
|                                                                                                                |                                                                                                                                                                            | MAKE                      | 2.3                     | People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.                                                                                                    |
|                                                                                                                | 3. Refine and complete artistic work.                                                                                                                                      | REFLECT, REFINE, CONTINUE | 3.1                     | Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.                                                                                   |
| <b>Re</b><br><b>Responding</b><br>Understanding and evaluating how the arts convey meaning.                    | 4. Select, analyze, and interpret artistic work for presentation.                                                                                                          | SELECT, PRESERVE          | 4.1                     | Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.                                       |
|                                                                                                                | 5. Develop and refine artistic techniques and work for presentation.                                                                                                       | CURATE                    | 5.1                     | Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.                                                                               |
|                                                                                                                | 6. Convey meaning through the presentation of artistic work.                                                                                                               | SHARE, RELATE             | 6.1                     | Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding. |
| <b>Cn</b><br><b>Connecting</b><br>Relating artistic ideas and work with personal meaning and external context. | 7. Perceive and analyze artistic work.                                                                                                                                     | PERCEIVE                  | 7.1                     | Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.                                                                   |
|                                                                                                                |                                                                                                                                                                            | ANALYZE                   | 7.2                     | Visual imagery influences understanding of and responses to the world.                                                                                                                                                           |
|                                                                                                                | 8. Interpret meaning in artistic work.                                                                                                                                     | INTERPRET                 | 8.1                     | People gain insight into meanings of artwork by engaging in a process of art criticism.                                                                                                                                          |
|                                                                                                                | 9. Apply criteria to evaluate artistic work.                                                                                                                               | EVALUATE                  | 9.1                     | People evaluate art, based on various criteria                                                                                                                                                                                   |
|                                                                                                                | 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.                                                                          | SYNTHESIZE                | 10.1                    | Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.                                                                                                     |
|                                                                                                                | Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. | RELATE                    | 11.1                    | Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.                                                                                                     |
|                                                                                                                |                                                                                                                                                                            | INTERRELATE, EXTEND       | 11.2                    | Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.                                                                                                      |
| © 2017 New York State Education Department                                                                     |                                                                                                                                                                            |                           |                         |                                                                                                                                                                                                                                  |

# Computers with Ms. Harvey

Welcome to a new 2026 - 2027 school year at PS 131. My name is Ms. Harvey and I have worked at PS 131 for 25 years. I was a 4th grade teacher for 10 years and I'm going into my 15th year as the Technology teacher. The general Technology program is centered around providing students with a well-rounded education anchored by the [New York State K12 Computer Science and Digital Fluency Learning Standards](#) & the [ISTE Standards- International Society for Technology in Education](#).

Throughout the school year students in grades 3rd-5th will get a hands on opportunity to work with technology, learn how to troubleshoot issues and develop important skills as a 21st century learner. All students will be introduced to CS4ALL- Computer Science concepts and their responsibilities as a Digital Citizen.

# COMPUTERS GRADING POLICY

## Grading Policy

|   |                                     |
|---|-------------------------------------|
| 4 | Excels at Grade Level Standards     |
| 3 | Proficient at Grade Level Standards |
| 2 | Approaching Grade Level Standards   |
| 1 | Below Grade Level Standards         |

\*\*If you have any  
questions contact  
Ms. Harvey at 718-431-1960

# COMPUTER UNITS OF STUDY: 3RD-5TH GRADE

## Unit 1

- Introduction to Login-logout of new computers
- Review Mouse control
- Introduction to Online Typing websites
  - Dance Mat Typing (3rd-4th)
  - Learn To Type (5th)

Focus:

-Why is learning how to typing important?

-Home row & building muscle memory for correct hand position on keyboard

- Introduction to Microsoft Powerpoint program

**\*\*All students in grades 3-5 will be using their DOE email usernames to log in to various accounts.**

## Unit 2

- Introduction to CS4All- Computer Science Concepts
  - What is Computer Science?
  - What is Computational Thinking?

## Unit 3

- Introduction MakerSpace/Engineering Design

## Unit 4

- Introduction to Digital Citizenship using Common Sense Media & Everfi (5th Only)

**All 3rd grade students will have a chance to participate in the Makerspace/Engineering Design Afterschool program.(Optional)**

**All 4th and 5th grade students will have a chance to participate in building a MakerSpace Project.(Mandatory)**



# Library with Ms. Keiser

I'm Ms. Keiser, and I'm so excited to welcome you to library for the 2026-2027 school year!



[dkeiser@schools.nyc.gov](mailto:dkeiser@schools.nyc.gov)

## Grading Policy:

---

- 4 Excels at Grade Level Standards
  - 3 Proficient at Grade Level Standards
  - 2 Approaching Grade Level Standards
  - 1 Below Grade Level Standards
- 



**Expectations:** Students are expected to participate and try their best in all library activities, show respect to their peers, and take good care of library books. Through group storytime activities and opportunities for independent reading, students will become confident readers and researchers and discover how reading and learning can be fun!

# Library Scope and Sequence

**Curriculum:** The P.S. 131 library curriculum is aligned to the Empire State Information Fluency Continuum. Hands-on activities encourage critical thinking skills and collaboration with peers.

## Pre-K and K

- Library Rules and Routines
  - Taking Care of Books
  - Holidays and Celebrations
- Exploring Our World: Animals and their Environments

## 1st Grade

- Respect and Kindness: Self-to-Text Connections and Building Relationships in the Library
- Making Predictions: Creepy Tales
- Problem and Solution: Penelope Rex

## 3rd Grade

- Exploring Character: Inside and Outside Character Traits, Comparing and Contrasting Characters
- Exploring Setting: Identify/Describe Setting, Settings Around the World, Country Brochure Research Project

## 5th Grade

- Genre Study: Fairytales, Fractured Fairytales, Writing Our Own Stories
- Online Safety and Digital Citizenship: Personal and Private Information
- Point of View: Perspective, Animal Diary Research Project

# Library: **Book Borrowing!**

All students will be able to **borrow library books for free** throughout the year.

- Students may borrow up to 2 books each week.
- ***Your student will not be allowed to borrow new books if they repeatedly forget to return the books they have finished. Please remind your student to remember their books!***
- Students or parents can always reach out to me with questions about student library accounts.



## Introduction:

Hi everyone! I'm Ms. Woo and I am so excited to welcome your child into the Science Lab this academic year. I have been a classroom teacher for over 30 years in P.S. 131.

My earnest desire is to foster the love of science through hands-on experiments and collaborative activities aligned with the [New York State P-12 Science Learning Standards](#).

## Expectations:

In this classroom all students are expected to share their voice, demonstrate respect for one another, ask questions and synthesis information to gain deeper understanding.

Your child is also expected to participate in class discussions and engage in writing activities using their investigative notebooks. This practice will help your child become familiar with scientific terminology and develop new understandings as we investigate each unit of study.

**Motivational Science Quote:** Millions saw the apple fall, Newton was the only one who asked "Why?"...Bernard M. Baruch

# SCIENCE- GRADING POLICY & UNITS OF STUDY



**P.S. 131**  
THE HIDDEN GEM OF BROOKLYN

| Kindergarten                                                                                                                                                                                                                                                              | First Grade                                                                                                                                                                                                                                                      | Second Grade                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>September - December</b><br>Unit 1: Needs of Plants and Animals<br>(58 instructional days)<br><br><b>December - March</b><br>Unit 2: Pushes and Pulls<br>(47 instructional days)<br><br><b>March - June</b><br>Unit 3: Sunlight and Weather<br>(62 instructional days) | <b>September - December</b><br>Unit 1: Animal and Plant Defenses<br>(58 instructional days)<br><br><b>December - March</b><br>Unit 2: Light and Sound<br>(57 instructional days)<br><br><b>March - June</b><br>Unit 3: Spinning Earth<br>(57 instructional days) | <b>September - December</b><br>Unit 1: Plant and Animal Relationships<br>(56 instructional days)<br><br><b>December - February</b><br>Unit 2: Properties and Materials<br>(57 instructional days)<br><br><b>February - June</b><br>Unit 3: Changing Landforms<br>(59 instructional days) |

**P.S. 131**  
Science Units of Study

| Third Grade                                                                                                                                                                                                                                                                                                                                                 | Fourth Grade                                                                                                                                                                                                                                                                                                                                              | Fifth Grade                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>September-November</b><br>Unit 1: Balancing Forces<br>(22 Instructional Days)<br><br><b>November-January</b><br>Unit 2: Inheritance and Traits<br>(22 Instructional Days)<br><br><b>January-March</b><br>Unit 3: Environments and Survival<br>(22 Instructional Days)<br><br><b>April-June</b><br>Unit 4: Weather and Climate<br>(22 Instructional Days) | <b>September-November</b><br>Unit 1: Energy Conversions<br>(22 Instructional Days)<br><br><b>November-January</b><br>Unit 2: Vision and Light<br>(22 Instructional Days)<br><br><b>January-March</b><br>Unit 3: Earth's Features<br>(22 Instructional Days)<br><br><b>April-June</b><br>Unit 4: Waves, Energy, and Information<br>(22 Instructional Days) | <b>September-November</b><br>Unit 1: Patterns of Earth and Sky<br>(22 Instructional Days)<br><br><b>November-January</b><br>Unit 2: Modeling Matter<br>(22 Instructional Days)<br><br><b>January-March</b><br>Unit 3: The Earth System<br>(22 Instructional Days)<br><br><b>April-June</b><br>Unit 4: Ecosystem Restoration<br>(22 Instructional Days) |

## Science Grading Policy

|         | Report card grades based on...                                                              | Grade Criteria |         |
|---------|---------------------------------------------------------------------------------------------|----------------|---------|
| Science | Based on the average of all assessment(s) and/or project(s) given during the marking period |                |         |
|         |                                                                                             | Level 1        | 1-59%   |
|         |                                                                                             | Level 2        | 60-74%  |
|         |                                                                                             | Level 3        | 75-89%  |
|         |                                                                                             | Level 4        | 90-100% |

# What is ENL?

## English as a New Language Program Information

### English

English as a New language ( ENL) is a specialized program that supports students learning English as a second language. It focused on developing their skills in speaking, reading, listening and writing, while supporting their academic success across content area such as math, science, and social studies.

### Español

El programa de Inglés como Nuevo Idioma (ENL) es un programa especializado que apoya a los estudiantes que aprenden inglés como segunda lengua. Se centra en desarrollar sus habilidades de expresión oral, lectura, comprensión auditiva y escritura, al tiempo que fomenta su éxito académico en áreas curriculares como matemáticas, ciencias y estudios sociales

### বাংলা

ইংলিশ অ্যাজ আ নিউ ল্যাঙ্গুয়েজ (ENL) হলো একটি বিশেষায়িত কর্মসূচি যা শিক্ষার্থীদের দ্বিতীয় ভাষা হিসেবে ইংরেজি শেখার ক্ষেত্রে সহায়তা প্রদান করে। এই কর্মসূচিটি শিক্ষার্থীদের কথা বলা, পড়া, শোনা ও লেখার দক্ষতা উন্নয়নের ওপর গুরুত্ব দেয় এবং একই সাথে গণিত, বিজ্ঞান ও সামাজিক বিজ্ঞানের মতো বিভিন্ন বিষয়ে তাদের শিক্ষাগত সাফল্যে সহায়তা করে।

### Русский

Программа «Английский как новый язык» (ENL) — это специализированная программа поддержки учащихся, изучающих английский язык как второй. Она направлена на развитие навыков устной речи, чтения, аудирования и письма, а также способствует успеваемости по таким предметам, как математика, естественные науки и общественные дисциплины

### 中文

ENL (英语作为新语言) 是一项专门为学习英语作为第二语言的学生提供支持的项目。该项目侧重于培养学生的听说读写能力，同时支持他们在数学、科学和社会研究等学科领域的学业发展。

### العربية

يدعم الطلاب الذين يتعلمون اللغة الإنجليزية كلغة ثانية؛ إذ يركز على تنمية مهاراتهم في التحدث والقراءة والاستماع والكتابة، مع دعم نجاحهم الأكاديمي في مختلف المواد الدراسية، مثل الرياضيات والعلوم

# Who receives ENL Service?

## English

Students whose home language is not English and who are identified through the New York State identification process as needing support to learn English are classified as English Language Learners when they enroll in a New York City Public School for the first time.

## Español

Estudiantes cuyo idioma materno no es el inglés y que, mediante el proceso de identificación del Estado de Nueva York, han sido identificados como personas que necesitan apoyo para aprender inglés.

## Bangla

যেসব শিক্ষার্থীর মাতৃভাষা ইংরেজি নয় এবং যাদের নিউ ইয়র্ক স্টেটের শনাক্তকরণ প্রক্রিয়ার মাধ্যমে ইংরেজি শেখার ক্ষেত্রে সহায়তার প্রয়োজন রয়েছে বলে চিহ্নিত করা হয়েছে।

## Chinese (中文)

母语非英语，且经纽约州认定程序确定需要英语学习支持的学生。

## Russian (Русский)

Учащиеся, для которых английский язык не является родным и которые в ходе процедуры выявления, принятой в штате Нью-Йорк, были определены как нуждающиеся в поддержке при изучении английского языка.

## Arabic (العربية)

الطلاب الذين لا تُعد الإنجليزية لغتهم الأم، والذين تم تحديدهم - من خلال عملية التحديد المتبعة في ولاية نيويورك - على أنهم بحاجة إلى دعم لتعلم اللغة الإنجليزية.

# New York's Transition to WIDA ACCESS

## What is WIDA? (World-Class Instructional Design and Assessment)

A modern, 42-state English language assessment framework providing an engaging, developmentally appropriate experience across 4 key modalities.

### The 4 Modalities Measured

#### Listening

Understanding teacher explanations, instructions, stories, academic discussions and class group work.

#### Reading

Comprehending textbooks, math word problems, science texts, and informational articles.

#### Speaking

Explaining ideas aloud, answering complex questions, and participating in academic conversations.

#### Writing

Formatting written sentences, paragraphs, and short essays based on class subjects.

### How WIDA Differs from NYSESLAT

#### Real-World Academic & Classroom Focus

Focuses heavily on how your child uses English during regular classroom activities like explaining science concepts or math problems.

#### More Accurate Tracking (6 Proficiency Levels)

Uses 6 learning levels instead of 5, giving teachers a clearer picture of yearly growth.

#### Strength-Based Assessment ("Can Do" Approach)

Measures what your child *can do* at their current level rather than focusing on limitations.

#### National Portability & Recognition (42 States)

Recognized across 42 states, making progress easily transferable if moving outside NY.

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## Testing Window & Routine

### Spring 2026

The last NYSESLAT was administered.

### Spring 2027

Very first time students take the WIDA ACCESS test.

### Daily Routine

Testing occurs during the regular school day in small, comfortable groups.



## Score Reports & Results

### Late Summer / Early Fall 2027

Official Individual Student Reports (ISRs) will arrive during this period.

### Home Delivery

The school will mail these directly to your home, showcasing growth across all 6 proficiency levels.

### Next Steps

We will share more details and resources as the testing period approaches.



## Practice Resources

Click on the link to view the test sample.

### WIDA SAMPLE TEST GRADE 1-12

<https://share.google/0oQEZSj4jo8uG08L5>

Questions?

Preguntas?

问题？

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