

**Saddle River  
Wandell School  
Curricular Overview  
GRADE K**

*Created/BOE Adopted August 2024*

# Curriculum Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

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# English Language Arts

## Course Description

Within the K-5 English Language Arts program, The Saddle River School District seeks to provide students with ongoing, authentic reading and writing experiences that are both personally enriching and academically challenging. Wandell students will develop strong foundational skills in reading, writing, speaking and listening, and word study that in turn will allow students to develop as critical thinkers across every discipline. We strive to develop actively engaged students who are able to appreciate, and communicate ideas effectively.

Through reading, writing, speaking, and listening, students will critically examine texts and media to better understand themselves and the world in which they live.

Wandell students will collaborate thoughtfully and solve problems creatively with sensitivity to diverse perspectives.

# English Language Arts

## Course Proficiencies:

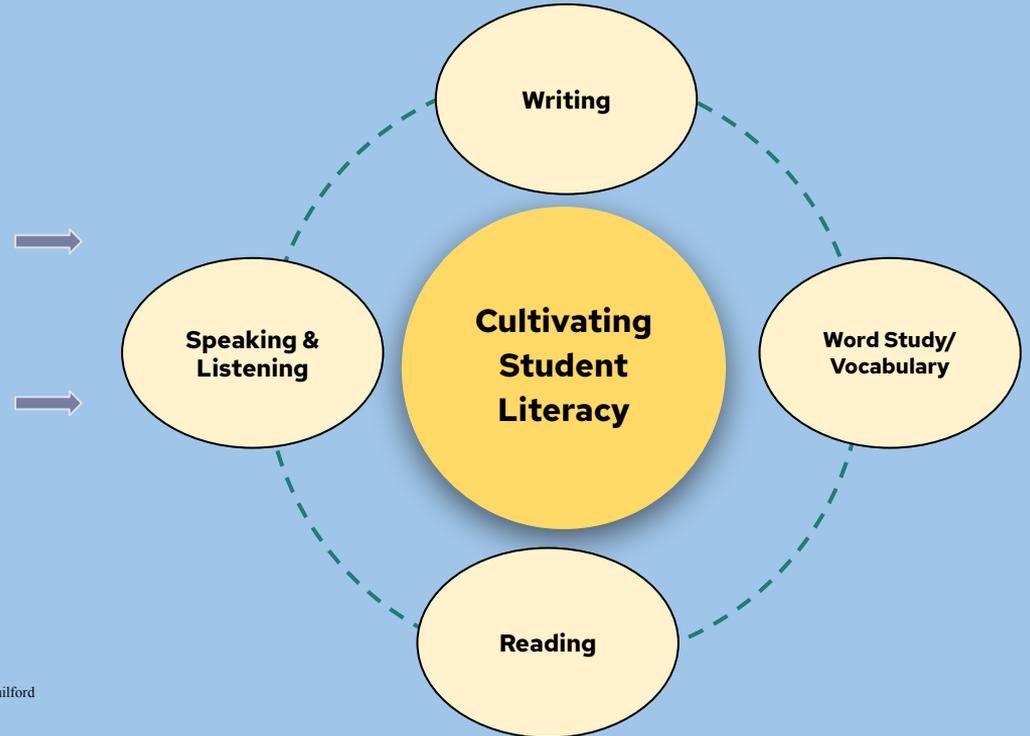
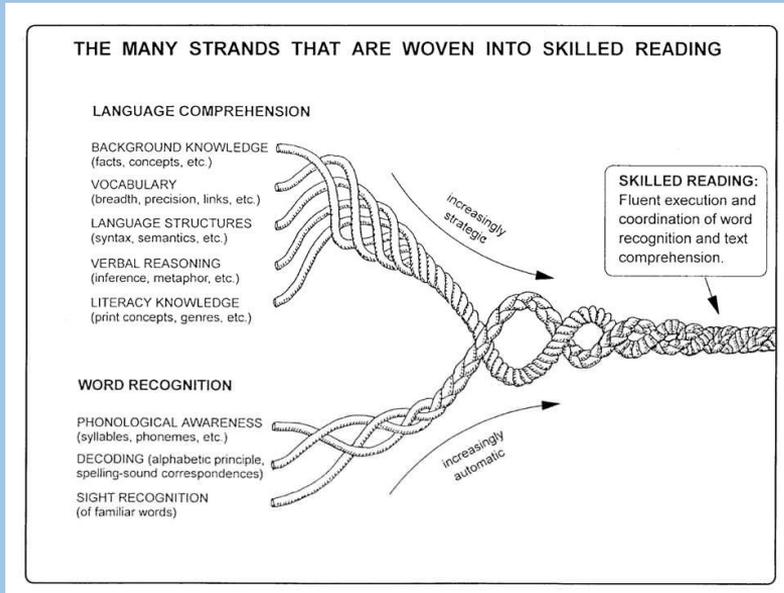
The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course.

The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify front and back cover, title, author, title page, pictures, spacing, directionality of text. (L.RF.K.1; RL.K.6; RI.K.5; RI.K.6)
2. Use 1:1 correspondence of words when reading emergent and grade level text. (L.RF.K.1; RF.K.4)
3. Identify and understand the use of punctuation marks when reading. (L.RF.K.1; L.K.2)
4. Use nouns and verbs when writing, and add “s” to make words plural. (NJSLS L.K.1)
5. Recognize rhyming words, count syllables, and identify opposites. (RF.K.2; L.K.5)
6. Identify consonant sounds, and introduce vowel sounds. (L.RF.K.2; L.RF.K.3)
7. Blend CVC words to read and write. (L.RF.K.2; L.K.2)
8. Read high-frequency words and grade level irregular words with automaticity.(L.RF.K.3)
9. Recognize the parts of high-frequency words that are regular and the parts that are irregular. (L.RF.K.3)
10. Sort words into categories based on common traits. (L.K.5)
11. Use vocabulary during discussions that have been introduced in lessons, and understand that words can have more than one meaning. (L.K.4; L.K.6)
12. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (L.RF.K.2).
13. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. (L.RF.K.3).
14. Use illustrations and reading strategies to decode words to tell a story, (looking at the picture, stretching the word to hear sounds, asking “does this make sense?”) (RL.K.4; RL.K.7; RI.K.4; RI.K.7)
13. Identify characters, settings, problems and solutions in a story, describe details about familiar people, places, and events, and ask and answer questions to gain understanding. (RL.K.3; SL.K.2; SL.K.3; SL.K.4)
14. Introduce predicting, and retell and understand main events/ideas in a story. (RL.K.1; RL.K.2; RI.K.1; RI.K.2)
15. Speak clearly and audibly when expressing themselves in group discussions during read alouds and shared reading. (RL.K.10; RI.K.10; SL.K.1; SL.K.6)
16. With support, compare and contrast the experiences of characters in a story. (RL.K.9; RI.K.3)
17. Differentiate fiction from nonfiction, and understand why an author includes specific information in nonfiction. (RL.K.5; RI.K.8; RI.K.9)
18. Identify and print upper and lowercase letters to write complete sentences, including capitalizing the first letter of a sentence, and the pronoun “I”. (L.K.1; L.K.2; L.RF.K.1)
19. Use a combination of drawing, dictating, and writing to compose personal narratives, opinion pieces, and informational writing. (W.K.1; W.K.2; W.K.3; SL.K.5)
20. Demonstrate command of the conventions of writing. (L.WF.K.1).
21. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (L.WF.K.2).
22. Demonstrate command of the conventions of sentence composition. (L.WF.K.3).

# English Language Arts

Wandell's **literacy model** addresses the essential components of literacy, aligned to the NJSLS for English Language Arts in grades K-5 inclusive of the following components.



# English Language Arts Assessments

1. Teachers College Running Records
2. Phonics assessments/spelling inventories
3. Classroom discussion
4. Student writing samples
5. Conferencing notes
6. Feedback during reading partnerships
7. Superkids Benchmark and Unit Tests
8. Formal and informal assessments

# English Language Arts Instructional Resources

1. Superkids Workbooks and Readers
2. IXL
3. Iready
4. Orton-Gillingham Literacy
5. Decodable Readers

# English Language Arts NJDOE Resource Links

[Click Here for 2023 ELA Standards](#)

# Mathematics

## Course Description

Throughout Kindergarten, students will be active participants in daily lessons and activities that are engaging and make learning fun. They will be introduced to problem solving, reasoning, mathematical modeling, measuring tools, communication and a variety of other ways of making sense of

mathematics. Through hands-on learning and engaging games, students will explore various topics including, but not limited to, counting and cardinality, operations and algebraic thinking, number and operation in base ten, measurement and data, and geometry. Students will learn the importance of routines and daily practices that are needed to help guide their mathematical thinking and help them to persevere through more challenging problems.

Curriculum aspires to develop deep- and transfer- level understanding and connections between and among concepts and their real world applications. Our emphasis on the importance of clarifying misconceptions and learning from mistakes develops perseverance using the CPA model (concrete, pictorial, and abstract).

# Mathematics

## Course Proficiencies

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Count using 1-1 correspondence showing an understanding of the relationship between numbers and quantities. (NJSLs K.CC.B4).
2. Orally count 0-100 by ones and tens and count forward from any given number (NJSLs K.CC.A1).
3. Compare two numbers and determine greater than, less than, or equal to (NJSLs K.CC.C).
4. Show an understanding of addition and subtraction using manipulatives, drawings, verbal explanations or equations (NJSLs K.OA.A1, MP4).
5. Demonstrate an understanding of addition and subtraction by solving addition and subtraction word problems using manipulatives and drawings and recognizing that there are various ways to solve word problems (NJSLs K.OA.A2, K.OA.A5, MP1, MP3).
6. Decompose and break down numbers into pairs by using manipulatives or drawings (NJSLs K.OA.A3).
7. Understand how numbers have place value and that the position of a specific number determines its value using ten frames, number cards, and bundling (NJSLs K.NBT.A1).
8. Measure the size of an object using varied tools such as a ruler or a scale (NJSLs K.M.A1, MP5).
9. Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill. (K.M.B.3)

10. Compare two like objects that share common attributes and identify their differences (NJSLs K.M.A2)
11. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.DL.A.1)
12. Identify two-dimensional and three-dimensional shapes (squares, circle, triangle, cone, cube, etc). (NJSLs K.G.A).
13. Distinguish between two-dimensional and three-dimensional shapes that are of various sizes and orientations in our environment (NJSLs K.G.A2, K.G.B).
14. Understand how shapes can be combined to form a new shape (NJSLs K.G.B6).
- 15 Analyze different ways to find a solution in order to become successful problem solvers. (NSLS - MP 1-8).
16. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSLs 9.4).
17. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSLs 8.1 and 8.2),

# Mathematics Assessments

1. Classroom participation
2. Teacher observation and anecdotal notes
3. Individual and group activities
4. Performance-based assessments
5. Formal and informal assessments
6. Savvas Benchmark and Unit Tests
7. Independent Work Samples

# Mathematics Instructional Resources

1. enVision Workbook
2. Conquer Math
3. IXL
4. iReady
5. Math Games

# **Mathematics**

## **NJDOE Resource Links**

[Click Here for 2023 Math Standards](#)

# Science

## Course Description

The performance expectations in kindergarten help students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?”

In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

## Science & Engineering Practices

- ★ Asking Questions and Defining Problems
- ★ Planning and Carrying Out Investigations
- ★ Analyzing & Interpreting Data
- ★ Developing and Using Models
- ★ Constructing Explanations and Designing Solutions
- ★ Engaging in Argument From Evidence
- ★ Using Mathematics and Computational Thinking
- ★ Obtaining, Evaluating, and Communicating Information

# Science

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Collect and share observations of local weather conditions to describe patterns over time and record them using different representations (NJSLs K-ESS2-1; K-PS3-1).
2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather (NJSLs K-ESS3-2).
3. Make observations to determine the effect of sunlight on Earth's surface and design a structure that will reduce the warming effect of sunlight on an area (NJSLs PS3-1; PS3-2).
4. Plan an investigation on how objects move through a path (NJSLs K-PS2-1; K-PS2-2).
5. Plan, conduct, and analyze data from an investigation to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull (NJSLs K-PS2-1; K-PS2-2).
6. Explore motion and direction with testing of objects, use data from these testings to make conclusions about speed and direction (NJSLs K-PS2-2).
7. Explore animals, plants and the environment outside to investigate the kinds of homes in nature. Build, write and share about different types of animal homes using various materials, measurements, and designs (NJSLs K-LS1-1, K-ESS2-2).

8. Use a model to represent the relationship between the survival needs of different plants or animals (including humans) and the places they live (NJSLs K-LS1-1, K-ESS3-1, K-ESS3-3).
9. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool (NJSLs K-ETS1-1).
10. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (NJSLs K-ETS1-2).
11. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (NJSLs K-ETS1-3).
12. Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment (NJSLs K-ESS3-3).
13. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSLs 9.4).
14. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSLs 8.1 and 8.2).

# Science Assessments

## Assessments

1. Teacher observations and anecdotal notes
2. Classroom discussion and participation
3. Participation in general classroom assignments
4. Journal writing
5. Interpretations of data

# Science Instructional Resources

1. Elevate Science workbook
2. Scholastic Readers
3. Science Spin
4. Science Weekly
5. Hands-on Activities /Explorations
6. Brainpop

# Science

## **NJDOE Resource Links**

[Click Here for Science Standards](#)

# Social Studies

## Course Description

All units will integrate the following 2020 Social Studies Disciplinary Concepts: Civics, Government, and Human Rights; Geography, People and the Environment; Economics, Innovation, and Technology; and History, Culture, and Perspectives. In conjunction with this content knowledge, students will learn to develop the Social Studies Practices of Developing Questions and Planning Inquiry, Gathering and Evaluating Resources, Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions, and Taking Informed Actions.

## Social Studies Practices

- ★ Developing Questions and Planning Inquiry
- ★ Gathering and Evaluating Sources
- ★ Seeking Diverse Perspectives
- ★ Developing Claims and Using Evidence
- ★ Presenting Arguments and Explanations
- ★ Engaging in Civil Discourse and Critiquing Conclusions
- ★ Taking Informed Action

# Social Studies

## Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Describe communities and how people work together within the community (6.1.2.CivicsPI.5).
2. Explain why it is important for people to show respect to one another, regardless of their similarities or differences (6.1.2.CivicsCM.3).
3. Identify examples of American symbols, monuments and holidays (6.1.2.CivicsDP.3).
4. Understand that everyone has beliefs, values, and traditions, and that one person can be a part of more than one culture (6.1.2.HistoryUP.2).
5. Explain the difference between needs and wants (6.1.2.EconET.1).
6. Explain how all people play important roles in a community (6.1.2.CivicsPI.4).
7. Describe the purpose of a community (accomplish tasks, do jobs, and have people oversee that the community is working well) (6.1.2.CivicsPI.5).

8. Discuss social studies topics with others by asking questions, listening to the ideas of  
Born on: September 2022
9. Describe the ways people can work together to make hard decisions (6.1.2.CivicsPD.2).
10. Read maps, identify features, and explain why we use them (6.1.2.GeoSV.2;  
6.1.2.Geo.SV.3).
11. Use landmarks to provide directions (ex. on the school grounds, the spatial location of each student's assigned seat in the classroom) (6.1.2.GeoSV.4).

# Social Studies Assessments

1. Group projects
2. Multimedia presentations
3. Interpretations of data
4. Classroom discussion and participation
5. Teacher observation and anecdotal notes

# **Social Studies Instructional Resources**

1. Scholastic Readers
2. Brainpop

# **Social Studies**

## **NJDOE Resource Links**

[Click Here for Social Studies Standards](#)