

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	One
Quarter	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <a href="#">CCSS.ELA-Literacy.RF.1.2.c</a> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>• Early Literacy Assessment</li> <li>• F&amp;P Phonics</li> </ul>
2. <a href="#">CCSS.ELA-Literacy.RF.1.2.b</a> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>• Early Literacy Assessment</li> <li>• F&amp;P Phonics</li> </ul>
3. <a href="#">CCSS.ELA-Literacy.RF.1.3.b</a> Decode regularly spelled one-syllable words.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>• Running Records (formal &amp; informal)</li> <li>• Teacher Observation</li> <li>• HFW Assessment</li> <li>• F&amp;P Phonics</li> </ul>
4. <a href="#">CCSS.ELA-Literacy.RF.1.3.g</a> Recognize and read grade-appropriate irregularly spelled words.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>• Early Literacy Assessment</li> <li>• Running Records (formal &amp; informal)</li> <li>• Teacher Observation</li> <li>• F&amp;P Phonics</li> </ul>
5. <a href="#">CCSS.ELA-Literacy.RL.1.1</a> Ask and answer questions about key details in a text.	Comprehends grade level literary text.	<ul style="list-style-type: none"> <li>• Making Meaning Observations</li> <li>• Guided Reading Observations</li> <li>• F&amp;P Benchmark Assessment</li> </ul>

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <a href="#">CCSS.ELA-Literacy.SL.1.1.a</a> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Demonstrates positive listening habits.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Making Meaning</li> <li>• Morning Meeting</li> <li>• Group Discussions</li> <li>• Guided Reading</li> </ul>
2. <a href="#">CCSS.ELA-Literacy.SL.1.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Making Meaning</li> <li>• Morning Meeting</li> <li>• Group Discussions</li> <li>• Guided Reading</li> </ul>
3. <a href="#">CCSS.ELA-Literacy.SL.1.3</a> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Listens for and understands information from various sources.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Making Meaning</li> <li>• Morning Meeting</li> <li>• Group Discussions</li> <li>• Guided Reading</li> </ul>

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <a href="#">CCSS.ELA-Literacy.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• Quick Writes (prompts with short writing piece to follow)</li> <li>• Observations during conferring</li> <li>• Narrative Prompt</li> <li>• Lucy Calkins Activities</li> <li>• Monthly journals</li> </ul>

2. <a href="#">CCSS.ELA-Literacy.L.1.1.a</a> Print all upper- and lowercase letters.	Convey meaning through application of grammar, mechanics and spelling.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• White board writing</li> <li>• Alphabet inventory (direct assessment/RFS will share, or F&amp;P has one)</li> <li>• F&amp;P Phonics Activities</li> <li>• Monthly journals</li> </ul>
3. <a href="#">CCSS.ELA-Literacy.L.1.2.e</a> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Convey meaning through application of grammar, mechanics and spelling.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• White board writing</li> <li>• Spelling Inventory (Words Their Way/or similar)</li> <li>• F&amp;P Phonics Activities</li> <li>• Monthly journals</li> </ul>

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <a href="#">CCSS.Math.Content.1.OA.A.1</a> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Computes with accuracy	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group Observations</li> <li>• Center activity work/observations</li> <li>• Direct assessment</li> </ul>
2. <a href="#">CCSS.Math.Content.1.OA.C.5</a> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Student work samples</li> <li>• Direct assessment</li> </ul>
3. <a href="#">CCSS.Math.Content.1.OA.B.3</a> Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Direct assessment</li> <li>• Use of drawings and manipulatives to solve problems</li> </ul>

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Summative and Formative Assessments
1. Classify weather tools by their uses (thermometer and rain gauge)	Asks questions and defines problems  Plans and conducts investigations	<ul style="list-style-type: none"> <li>• Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" options)</li> </ul>
2. Describe changes in <i>global</i> weather conditions and make observations of patterns over time by recording data with guidance and support.	Asks questions and defines problems  Plans and conducts investigations  Analyzes and interprets data  Communicates findings	<ul style="list-style-type: none"> <li>• Journaling (write, draw, ask questions, record, etc.)</li> <li>• Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" options)</li> </ul>

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<ul style="list-style-type: none"> <li>1. Where is my place on the map and why do we live there?</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify maps and globes as representations of actual physical locations (5.1.4.1, 5.1.4.2) S</li> <li>Describe that a globe is a model of the Earth (5.1.4.1) S</li> <li>Locate on a map or globe the North Pole, South Pole, Equator, and United States (5.1.4.3)</li> <li>Locate on a map or globe major physical features such as mountain, lake, ocean, etc. (5.1.4.3)</li> <li>Discuss and compare the characteristics of New Hampshire's four seasons, including the weather associated with each (5.3.4.3) S, M</li> </ul>	Develops questions and plans inquiries (Quarter 1)	<ul style="list-style-type: none"> <li>Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" option)</li> </ul>

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessment
Recognizes one's own emotions and how those emotions influence behavior	Self-Awareness	<ul style="list-style-type: none"> <li>Observations</li> <li>Morning Meeting</li> <li>Drawings</li> <li>Role Play</li> <li>Writing Prompts</li> <li>Making Meaning Routines</li> <li>Recess, Snack, Lunch</li> <li>Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, video clips</li> </ul>
Communicates thoughts, feelings and needs		
Recognizes one's strengths and challenges		
Sets and monitors progress towards goals	Self-Management	
Demonstrates engagement in learning		
Works independently with stamina		
Practices self-control		
Organizes time, tasks, and materials		

Subject Area: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
<p>Understand and practice the skills that will help maintain a healthy lifestyle.</p> <p>"I show that I know how to get fit and stay fit."</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>		<p>Physical Activity Knowledge:</p> <ul style="list-style-type: none"> <li>Discuss the benefits of being active and exercising and/or playing</li> <li>Discuss physical activity that they participate in outside of school</li> </ul> <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> <li>Actively engages in PE in response to instruction and practice</li> </ul>

<p>Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment.</p> <p>“I act fairly and respectfully when I play.”</p> <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>		<p>Personal Responsibility:</p> <ul style="list-style-type: none"> <li>• Follow directions in group settings</li> <li>• Accept personal responsibility by using equipment and space appropriately</li> <li>• Follow the rules and parameters of the learning environment</li> <li>• Be aware of personal social behavior in Physical Education</li> <li>• Accept responsibility for class protocols</li> </ul>
---	--	--

Subject Area: General Music

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
<p>In an effort to create tuneful musicians, grades K-4 will focus on <b>active listening</b> through creating, responding, and connecting activities.</p>		<ul style="list-style-type: none"> <li>• Song tales</li> <li>• Listening maps and journals</li> <li>• Recorded singing presentations</li> </ul>
<p>In an effort to create beatful musicians, grades K-4 will focus on <b>keeping a steady beat</b> through creating, responding, and connecting activities.</p>		<ul style="list-style-type: none"> <li>• Beat keeping games</li> <li>• Body percussion</li> <li>• Instrument performance</li> <li>• Keeping the beat to recorded music</li> </ul>
<p>In an effort to create artful musicians, grades K-4 will focus on <b>appropriate musical responses</b> through creating, responding, and connecting activities.</p>		<ul style="list-style-type: none"> <li>• Movement Activities</li> <li>• Audience Etiquette</li> <li>• Song analysis</li> <li>• Music Appreciation</li> </ul>

Subject Area: Art

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
<p>Creativity and innovative thinking are essential life skills that can be developed. Students can explore imaginative ideas and brainstorm different ways to solve a problem.</p>	<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Student sketchbooks, student art</p>
<p>Artists and designers experiment with forms, structures, concepts, media and art-making approaches. Students can be safe and follow art rules in using materials.</p>	<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Student sketchbooks, student artwork</p>
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. Student can make art about experiences and stories in their life.</p>	<p>Connecting Anchor Standard 10: Synthesize and related knowledge and personal experiences to make art.</p>	<p>Student art, Group discussion and sketchbooks</p>