

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Four
Quarter	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. CCSS.ELA-LITERACY.L.4.4 Reads unfamiliar words that have more than one syllable	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> <li>• Making Meaning Responses</li> <li>• Words Their Way</li> <li>• Small Guided Reading Groups</li> <li>• Running Record</li> <li>• Online Resources</li> </ul>
2. CCSS.ELA-LITERACY.RI.4.2 and RL.4.3 Explains and/or summarizes a story or informational text by referring to details and examples in the text	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
3. CCSS.ELA-LITERACY.RL.4.7 Makes connections between a written text and a visual or oral presentation of the same text	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. CCSS.ELA-LITERACY.SL.4.1.B Follows agreed-upon rules for discussion and carries out assigned rules	Demonstrates positive listening habits	<ul style="list-style-type: none"> <li>• Making Meaning Oral Responses</li> </ul>

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. CCSS.ELA-LITERACY.W.4.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information	Produces clear and coherent writing as appropriate to task	<ul style="list-style-type: none"> <li>• Lucy Calkins</li> <li>• Reading &amp; Writing Notebooks</li> <li>• Making Meaning Responses</li> <li>• Writing Conferences</li> <li>• Small Groups</li> </ul>
2. CCSS.ELA-LITERACY.W.4.5 Develops and strengthens writing by planning, revising, and editing	Evaluates, organizes, and revises to strengthen writing.	
3. CCSS.ELA-LITERACY.L.4.1 Uses proper English grammar, capitalization, punctuation, and spelling when speaking and writing	Conveys meaning through application of grammar, mechanics, and spelling.	

Subject: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. Recalls basic math facts with automaticity	Recalls basic math facts with accuracy and fluency	<ul style="list-style-type: none"> <li>• Benchmarks- Mad Minutes</li> <li>• Observations/Activities/Center Work</li> <li>• Envision Quick Checks</li> <li>• Practice Buddies</li> <li>• Center Work</li> <li>• Unit Assessments</li> <li>• Daily Work Samples</li> <li>• Observations</li> </ul>
2. CCSS.MATH.CONTENT.4.NBT.A.1 & A.2 Applies concepts of place value to identify relationships in whole numbers	Recognizes relationships and uses patterns	
3. CCSS.MATH.CONTENT.4.OA.A.3 Solves word problems using all four mathematical operations.	Computes with accuracy	
4. CCSS.MATH.CONTENT.4.NBT.B.4 Adds and subtracts multi-digit whole numbers using the standard algorithm fluently	Computes with accuracy	

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. <b>LS 2:</b> Research food groups and explain why they are important for good health.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Inquiry &amp; Project Based Activities</li> <li>• Journals</li> <li>• Observations</li> <li>• Possible Rubrics</li> </ul>
2. <b>LS1-LS4:</b> Identify the important structures of the muscular (smooth/striated muscles, skeletal, cardiac, voluntary and involuntary muscles) system and skeletal (hinge, ball and socket joints; long, short, irregular, flat bones) systems and how they work together.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. Government: being a good citizen, branches of government 2. D2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. 3. D2.Civ.1.3-5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. 4. D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms.	Develops questions and plans inquiries Applies tools and concepts for civics, economics, geography, and/or history Evaluates resources and uses evidence Communicates conclusions and takes informed action	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Inquiry &amp; Project Based Activities</li> <li>• Journals</li> <li>• Observations</li> <li>• Possible Rubrics</li> <li>• Establishment and Participation in developing class expectations</li> </ul>

Subject Area: SEL

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
Recognizes one's own emotions and how those emotions influence behavior	Self-Awareness	<ul style="list-style-type: none"> <li>• Observation (morning meeting, Making Meaning, small group etc.)</li> <li>• Second Step Activities Lessons 1-6 (home link, role playing, etc.)</li> <li>• Additional Activities (written response, literary connections, etc.)</li> </ul>
Practices self-control	Self-Management	
Demonstrates respect towards other	Social Awareness	
Interacts effectively with others	Relationship Building	
Follows directions and expectations	Responsible Decision Making	

Subject Area: Physical Education

Essential Learning Competencies	Assessments/Evidence
Understand and practice the skills that will help maintain a healthy lifestyle. 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.	Physical Activity Knowledge: <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> Engages in Physical Activity <ul style="list-style-type: none"> <li>●Actively engages in PE in response to instruction and practice</li> </ul>
Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment. National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Personal Responsibility: <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: Music

Essential Learning Competencies	Assessments/Evidence
In an effort to create tuneful musicians, grades K-4 will focus on <b>active listening</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>●Songtapes</li> <li>●Listening maps and journals</li> <li>●Recorded singing presentations</li> </ul>
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.	<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>
In an effort to create artful musicians, grades K-4 will focus on <b>appropriate musical responses</b> through creating, responding, and connecting activities.	<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	Assessments/Evidence
1. 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.	Creating: Anchor standard 1: Generate and conceptualize artists ideas and work.	<ul style="list-style-type: none"> <li>● Students sketchbooks</li> <li>● Student artwork</li> </ul>
2. Artists and designers experiment with forms, structures, concepts, media, and art making approaches. Students can be safe and follow art rules and using materials.	Creating: Anchor stanard 2: Organize artistic ideas and work	<ul style="list-style-type: none"> <li>● Students sketchbooks</li> <li>● Student artwork</li> </ul>

<p>3. Through art making, people make meaning by investigating and developing a wareness of perceptions, knowledge, and experiences. Students can make art about experiences and stories in their lives.</p>	<p>Connecting: Anchor standard 10: Synthesize and relate knowledge in personal experiences to make art.</p>	<ul style="list-style-type: none"><li>• Students sketchbooks</li><li>• Group discussion</li><li>• Student artwork</li></ul>
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