

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Three
Quarter	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <u>CCSS.ELA-LITERACY.RL.3.1</u> <u>AND RI .3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Comprehends grade level text, both literary and informational.	F&P Benchmark Science and Social Studies Performance Tasks Guided Reading Anecdotal Notes Running Records Making Meaning Reading Responses (Written or Oral)
2. <u>CCSS.ELA-LITERACY.RF.3.3.D</u> Read grade-appropriate irregularly spelled words.	Uses a variety of decoding and/or word analysis strategies.	Grade 3 High Frequency Word List (LFP, F&P?) Guided Reading Groups
3. <u>CCSS.ELA-LITERACY.RF.3.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads fluently with rate, accuracy, and/or expression.	Running Records F&P Benchmark

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Summarizes and synthesizes content to present in a variety of formats.	Discussions – small group Making Meaning, Second Step projects and presentations
2. <u>CCSS.ELA-LITERACY.SL.3.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Makes relevant contributions during collaborative discussions.	Preparation and completion of material during remote learning
3. <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	Demonstrates positive listening habits.	Discussions – small group, large group, Making Meaning, Second Step, projects and presentations

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. <u>CCSS.ELA-LITERACY.W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.3.3.C</u> Use temporal words and phrases to signal event order. <u>CCSS.ELA-LITERACY.W.3.3.D</u> Provide a sense of closure.	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• LFP Guided Writing</li> <li>• Making Meaning Responses</li> <li>• Personal Journals</li> <li>• Quick Writes</li> <li>• Lucy Calkins Daily Journals (Narrative)</li> <li>• Second Step Activities</li> </ul>
2. <u>CCSS.ELA-LITERACY.L.3.1.E</u> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses	Convey meaning through application of grammar, mechanics, and spelling	

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
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<p>1. <u>CCSS.MATH.CONTENT.3.OA.A.1</u> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p><u>CCSS.MATH.CONTENT.3.OA.A.3</u> Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Uses a variety of efficient strategies and tools to solve problems.</p>	<ul style="list-style-type: none"> <li>• Focus on multiplication</li> <li>• enVisions Topic Assessments</li> <li>• Daily classwork</li> <li>• Oral participation</li> <li>• Small group written responses</li> <li>• Exit slips</li> <li>• Drawings, number lines, manipulatives, etc.</li> </ul>
<p>2. <u>CCSS.MATH.CONTENT.3.OA.C.7</u> Fluently multiply within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. <b>*Focus on Basic multiplication facts: 0, 1, 2, 5, 10*</b></p>	<p>Recalls basic math facts with automaticity.</p>	<ul style="list-style-type: none"> <li>• Focus on multiplication</li> <li>• Building fluency in addition and subtraction</li> <li>• Timed tests</li> <li>• Xtra Math online program, etc.</li> </ul>

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>1. Research the characteristics of a specific biome and recognize that ecological issues such as rainforest destruction, climate change, littering, pollution can affect biomes.</p>	<p>Asks questions and defines problems Communicates findings</p>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Research notes</li> <li>• Journaling</li> <li>• Written constructed responses (Epic has differentiated texts on biomes; BrainPOP quizzes; National Geo. videos)</li> <li>• Discussions about process during research</li> </ul>

Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p><b>Geography of Western Hemisphere Merrimack Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Physical features (including Biomes)</li> <li>• Map skills, emphasizing latitude &amp; longitude</li> <li>• Different types of maps</li> </ul> <p><b>C3 Standards:</b> D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>	<ul style="list-style-type: none"> <li>• Develops questions and plans inquiries</li> <li>• Communicates conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Map Champ</li> <li>• Projects: Create land using map features, create physical maps, integrated inquiry project with Biomes</li> <li>• Journals, writing activities, discussions or presentations (way to evaluate what they learned)</li> <li>• Discussions about process during research</li> </ul>

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Communicates thoughts feeling and needs (Second Step Lessons 2 and 3 – Using self-talk and being assertive)</p>	<p>Self-Awareness</p>	<p>Self-Assessment/Reflection/Self-Monitoring (i.e. check in systems—finger rating, levels of understanding, Second Step student forms/Skills Checklist, rubrics, goals sheets ex: behavior, content related, etc)</p>
<p>Demonstrates engagement in learning Works independently with stamina Practices self-control (Second Step Lesson 1: Being Respectful Learners)</p>	<p>Self-Management</p>	

<p>Sets and monitors progress towards goals Organizes time, tasks, and materials (Second Step Lesson 4: Planning to Learn)</p>		<p>Artifacts (eg., drawings, writing prompts)</p> <p>Teacher Observations – Morning Meeting, lunch, recess, specials</p> <p>Role Plays</p> <p>Being prepared with learning materials (hybrid learning)</p> <p>Video Clips</p>
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Unified Arts: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Understand and practice the skills that will help maintain a healthy lifestyle.</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>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>

Unified Arts: Music

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<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>• Songtales</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>

Unified Arts: 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</p>	<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Student sketchbooks, student art</p>

and brainstorm different ways to solve a problem.		
Artists and designers experiment with forms, structures, concepts, media and art-making approaches. Students can be safe and follow art rules in using materials.	Creating Anchor Standard 2: Organize and develop artistic ideas and work.	Student sketchbooks, student artwork
Through art-making, people make meaning by investigating and developing a awareness of perceptions, knowledge and experiences. Student can make are about experiences and stories in their life.	Connecting Anchor Standard 10: Synthesize and related knowledge and personal experiences to make art.	Student art, Group discussion and sketchbooks