

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	One
Trimester	Three

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> • Early Literacy Assessment • F&P Phonics • Guided Reading Observations • F&P Benchmark Assessment
CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> • Guided Reading Observation • F&P Phonics • Writing Samples • Group Writing Observations
CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Reads fluently with rate, accuracy, and/or expression.	<ul style="list-style-type: none"> • Guided Reading Observations • F&P Benchmark Assessments
CCSS.ELA-LITERACY.RL.1.5 explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Comprehends grade level literary text.	<ul style="list-style-type: none"> • F&P Benchmark Assessment • Making Meaning Observations • Guided Reading Observations
CCSS.ELA-LITERACY.RL.1.7 use illustrations and details in a story to describe its characters, setting, or events.	Comprehends grade level literary text.	<ul style="list-style-type: none"> • F&P Benchmark Assessment • Making Meaning Observations • Guided Reading Observations
CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Comprehends grade level informational text.	<ul style="list-style-type: none"> • F&P Benchmark Assessment • Making Meaning Observations • Guided Reading Observations
CCSS.ELA-LITERACY.RI.1.6 distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Comprehends grade level informational text.	<ul style="list-style-type: none"> • F&P Benchmark Assessment • Making Meaning Observations • Guided Reading Observations

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.SL.1.1.A</u> 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"> • Observations • Making Meaning • Morning/Afternoon Meetings • Guided Reading Groups • Group Discussions
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	Makes relevant contributions during collaborative discussions.	<ul style="list-style-type: none"> • Observations • Making Meaning • Morning/Afternoon Meetings • Guided Reading Groups • Group Discussions
CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> • Observations • Making Meaning • Morning/Afternoon Meetings • Guided Reading Groups

		<ul style="list-style-type: none"> • Group Discussions
CCSS.ELA-LITERACY.SL.1.3 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"> • Observations • Making Meaning • Morning/Afternoon Meetings • Guided Reading Groups • Group Discussions

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> • Quick Writes (prompts with short writing piece to follow) • Observations during conferring • Opinion Prompt • Lucy Calkins Activities • Monthly journals
CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • Quick Writes (prompts with short writing piece to follow) • Observations during conferring • Opinion Prompt • Lucy Calkins Activities • Monthly journals
CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> • Guided writing observations • Observations during conferring • Partner/Small group writing activities • Lucy Calkins activities • Monthly Journals
CSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Convey meaning through application of grammar, mechanics and spelling.	<ul style="list-style-type: none"> • Writing samples • White board writing • Spelling Inventory (WTW or similar) • F&P Phonics Activities • Monthly Journals
CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Writes routinely across content areas for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Writing samples • White board writing • Spelling Inventory (WTW or similar) • F&P Phonics Activities • Monthly Journals • Use any content area work that relates to the standard

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.MATH.CONTENT.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Student work samples • Direct assessment

creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		
CCSS.MATH.CONTENT.1.OA.A.1 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"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Student work samples • Direct assessment
CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. understand the following as special cases: <ul style="list-style-type: none"> • ccss.math.content.1.nbt.b.2.a 10 can be thought of as a bundle of ten ones — called a "ten." • ccss.math.content.1.nbt.b.2.b • the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • ccss.math.content.1.nbt.b.2.c • the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Student work samples • Direct assessment
CCSS.MATH.CONTENT.1.NBT.B.3 compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> •
CCSS.MATH.CONTENT.1.NBT.C.4 add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> •
CCSS.MATH.CONTENT.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. for example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Direct assessment
CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Direct assessment • Content area activities • Inquiry activities

Essential Learning Competencies	Reporting Standards Alignment	Summative and Formative Assessments
Plant & Animal Life Cycles	Asks questions and defines problems Plans and conducts investigations	<ul style="list-style-type: none"> Open ended projects (Guided by UDL -i.e. posters, video, a menu of options including “their own” options)
Plant & Animal Life Cycles	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> Open ended projects (Guided by UDL -i.e. posters, video, a menu of options including “their own” options)

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
My role in the community	<ul style="list-style-type: none"> Develop questions and plan 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"> Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" option)

Subject Area: Characteristics of a Successful Learner

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

		<ul style="list-style-type: none"> • Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, videoclips
<ul style="list-style-type: none"> • Develops positive peer relations • Establishes and maintains collaborative relationships • Navigates conflict effectively 	Relationship Building	<ul style="list-style-type: none"> • Observations • Morning Meeting • Drawings • Role Play • Writing Prompts • Making Meaning Routines • Recess, Snack, Lunch • Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, videoclips
<ul style="list-style-type: none"> • Evaluates choices and reflects on decisions • Recognizes and accesses resources and supports • Follows directions and expectations 	Responsible Decision Making	<ul style="list-style-type: none"> • Observations • Morning Meeting • Drawings • Role Play • Writing Prompts • Making Meaning Routines • Recess, Snack, Lunch • Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, videoclips