

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Three
Trimester	Three

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Comprehends grade level text, both literary and informational.	<ul style="list-style-type: none"> Scholastic News Guided Reading Non-fiction Making Meaning Unit 8 – Determining Important Ideas ReadWorks.org Epic Literacy Footprints
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		<ul style="list-style-type: none"> Making Meaning Unit 8 - Determining Important Ideas ReadWorks.org Epic Literacy Footprints
CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> Words Their Way Instructional Materials Literacy Footprints Making Meaning Vocabulary
CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	Reads fluently with rate, accuracy, and/or expression.	<ul style="list-style-type: none"> Fountas and Pinnell Guided Reading Notes Read Naturally

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion	Demonstrates positive listening habits.	<ul style="list-style-type: none"> Discussions Online/Remote Learning activities
CCSS.ELA-LITERACY.SL.3.4 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 (3-6)	<ul style="list-style-type: none"> Discussions Online/Remote Learning activities
CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Listens for and understands information from various sources	<ul style="list-style-type: none"> Making Meaning Discussions Online/Remote Learning activities Lexia EPIC Scholastic News BrainPop and BrainPop Junior
CCSS.ELA-LITERACY.SL.3.1.A 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 discussions	<ul style="list-style-type: none"> Discussions Online/Remote Learning activities
CCSS.ELA-LITERACY.SL.3.6	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> Discussions Online/Remote Learning activities

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
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Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals • Second Step Activities
<u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.	Produces clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals • Second Step Activities
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (grade-specific expectations for writing types are defined in standards 1-3 above.)	Evaluates, organizes and revises to strengthen writing.	
<u>CCSS.ELA-LITERACY.L.3.2.F</u> Use spelling patterns and generalizations (E.G., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	Conveys meaning through application of grammar, mechanics, and spelling	
<u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writes routinely across content areas for a range of tasks, purpose and audiences.	<ul style="list-style-type: none"> • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals • Second Step Activities

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
<u>CCSS.MATH.CONTENT.3.NBT.A.2</u> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Computes with accuracy.	<ul style="list-style-type: none"> • Focus on multiplication • enVisions Topic Assessments • Daily classwork • Oral participation • Small group written responses • Exit slips • Drawings, number lines, manipulatives, etc. • Small group teaching – can utilize units 8 and 9
<u>CCSS.MATH.CONTENT.3.MD.C.6</u> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). <u>CCSS.MATH.CONTENT.3.MD.C.7</u> Relate area to the operations of multiplication and addition. <u>CCSS.MATH.CONTENT.3.MD.C.5.A</u> A square with side length 1 unit, called "a unit square," is said to have "one square	Uses a variety of efficient strategies and tools to solve problems.	<ul style="list-style-type: none"> • Focus on multiplication • enVisions Topic Assessments • Daily classwork • Oral participation • Small group written responses • Exit slips • Drawings, number lines, manipulatives, etc.

<p>unit" of area, and can be used to measure area.</p> <p><u>CCSS.MATH.CONTENT.3.MD.D.8</u> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>		<ul style="list-style-type: none"> • Goal is to complete unit 6 to address these standards
<p><u>CCSS.MATH.CONTENT.3.OA.C.7</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>Recalls basic math facts with automaticity.</p>	<ul style="list-style-type: none"> • Focus on multiplication • Building fluency in addition and subtraction • Timed tests • Xtra Math online program, etc. •
<p><u>CCSS.MATH.CONTENT.3.NF.A.1</u> Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><u>CCSS.MATH.CONTENT.3.NF.A.2</u> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p><u>CCSS.MATH.CONTENT.3.NF.A.3</u> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p><u>CCSS.MATH.CONTENT.3.MD.B.3</u> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>Recognizes relationships and uses patterns</p>	<ul style="list-style-type: none"> • enVisions Topic Assessments • Daily classwork • Oral participation • Small group written responses • Exit slips • Drawings, number lines, manipulatives, etc. • Goal is to complete units 12 and 13 to address the fraction standards • To address graphing, integrate with lessons in science and literacy. You can utilize unit 7 if time allows
<p>Student can:</p> <ul style="list-style-type: none"> • Construct an argument to show evidence that supports an answer including: <ul style="list-style-type: none"> ○ A visual model (bar diagram, array, drawing) and/or equation ○ The solution to a problem ○ Explanation of thinking • Use evidence to construct an argument that critiques the reasoning of others including: <ul style="list-style-type: none"> ○ A visual model (bar diagram, array, 	<p>Constructs viable arguments and critiques the reasoning of others</p>	<ul style="list-style-type: none"> • enVisions Topic Assessments • Daily classwork • Oral participation • Small group written responses • Exit slips • Drawings, number lines, manipulatives, etc. •

drawing) and/or equation <ul style="list-style-type: none"> ○ The solution to a problem ○ Explanation of thinking 		
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Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
* Research how technology has influenced astronauts, space vehicles, and instruments to develop our understanding of space.	Asks questions and defines problems Plans and conducts investigations Communicates findings	<ul style="list-style-type: none"> • Research • Mystery Science • Generation Genius
Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Analyzes and interprets data	<ul style="list-style-type: none"> • Mystery Science • Shadow by Marsha Brown

Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	<ul style="list-style-type: none"> • Develops questions and plans inquiries • Applies tools and concepts for civics, economics, geography and/or history • Evaluates sources and uses evidence • Communicates conclusions and takes informed action 	<ul style="list-style-type: none"> • Lemonade book and activities • Ox Cart Man • Scholastic News

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<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"> • 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) • Artifacts (eg., drawings, writing prompts) • Teacher Observations – Morning Meeting, lunch, recess, specials • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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"> • 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) • Artifacts (eg., drawings, writing prompts) • Teacher Observations – Morning Meeting, lunch, recess, specials • Role Plays

		<ul style="list-style-type: none"> • Being prepared with learning materials (hybrid learning) • Video Clips
<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 	Social Awareness	<ul style="list-style-type: none"> • 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) • Artifacts (eg., drawings, writing prompts) • Teacher Observations – Morning Meeting, lunch, recess, specials • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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"> • 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) • Artifacts (eg., drawings, writing prompts) • Teacher Observations – Morning Meeting, lunch, recess, specials • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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"> • 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) • Artifacts (eg., drawings, writing prompts) • Teacher Observations – Morning Meeting, lunch, recess, specials • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips

Unified Arts: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments

Unified Arts: Music

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
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Unified Arts: Art

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence