

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Four
Trimester	Three

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> • Making Meaning Responses • Words Their Way • Small Guided Reading Groups • Running Record • Online Resources • Center Work Evidence • Anecdotal Notes • Conferring Notes • Resources (A-Z, Readworks, etc.)
<p>CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Understands story elements and literary devices across a variety of genres	
<p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	Reads fluently with rate, accuracy, and/or expression.	
<p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
<p>CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
<p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	Understands story elements and literary devices across a variety of genres	
<p>CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	Understands story elements and literary devices across a variety of genres.	
<p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	Understands story elements and literary devices across a variety of genres	

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	Demonstrates positive listening habits	<ul style="list-style-type: none"> • Making Meaning Oral Responses • Anecdotal Notes • Conferring Notes • Small Guided Reading Groups • Literacy Footprints
<p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Listens for and understands information from various sources	
<p>CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	Communicates ideas clearly and effectively	
<p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	Makes relevant contributions during collaborative discussions	
<p>CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	Summarizes and synthesizes content to present in a variety of formats	

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • Lucy Calkins • Reading & Writing Notebooks • Making Meaning Responses • Writing Conferences • Small Groups
<p>CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	Produces clear and coherent writing as appropriate to task	
<p>CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language</p>	<p>Evaluates, organizes, and revises to strengthen writing.</p> <p>Develops and strengthens writing by planning, revising, and editing</p>	

standards 1-3 up to and including grade 4 here .)		
CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Evaluates, organizes, and revises to strengthen writing.	
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.	
CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writes routinely across content areas for a range of tasks, purposes and audiences.	

Subject: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
	Recalls basic math facts with accuracy and fluency	<ul style="list-style-type: none"> • Benchmarks- Mad Minutes • Observations • Center Work
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	<ul style="list-style-type: none"> • Envision Quick Checks • Practice Buddies • Center Work • Unit Assessments • Daily Work Samples • Observations • Exit Slips / Quick Writes • Self-Assessments/ Reflections
CCSS.MATH.CONTENT.4.G.A.1-3 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Recognizes relationships and uses patterns	<p>Units to Cover in this order:</p> <p>7: Factors & Multiples</p> <p>8: Fraction Equivalence & Ordering</p> <p>Units 15 & 16 combined, along with lesson 13.6 (Geometry)</p> <p>12: Decimals</p> <p>9: Add & Subtract Decimals</p>
CCSS.MATH.CONTENT.4.NF.A.1-2 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two	Recognizes relationships and uses patterns	

<p>fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>		
<p><u>CCSS.MATH.CONTENT.4.NF.C.5-7</u> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.² <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p> <p>Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>	<p>Recognizes relationships and uses patterns</p>	
<p><u>CCSS.MATH.CONTENT.4.NF.B.3.A</u> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>Computes with accuracy</p>	
<p>Uses evidence to construct an argument that critiques the reasoning of others including a visual model (e.g., bar diagram, array, drawing) and/or equation, the solution to a problem, and an explanation of thinking</p>	<p>Constructs viable arguments and critiques the reasoning of others</p>	

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
Physical: Forms of Energy	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	Photos (Student Selected Final Product) Journal Observations Possible Rubrics

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
US Regions	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"> • Readings • Inquiry & Project Based Activities • Journals • Observations • Possible Rubrics • Establishment and Participation in developing class expectations

Subject Area: SEL

Essential Learning Competencies	Reporting Standards Alignment	Formative 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"> • Observation (morning meeting, Making Meaning, small group etc.) • Second Step Activities Unit 2 (home link, role playing, etc.) • Additional Activities (written response, literary connections, etc.)
<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"> • Recognizes feelings of others and shows empathy • Demonstrates respect towards others • Is accepting of others 	Social Awareness	
<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"> • Evaluates choices and reflects on decisions • Recognizes and accesses resources and supports • Follows directions and expectations 	Responsible Decision Making	

Subject Area: Physical Education

Essential Learning Competencies	Assessments/Evidence

Subject Area: Music

Essential Learning Competencies	Assessments/Evidence

Subject Area: Art

Essential Learning Competencies	Assessments/Evidence