

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade 5
Trimester	Three

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL 5.4) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L 5.5) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L 5.4a)	Uses a variety of decoding and/or word analysis strategies.	• Making Meaning • Literacy Footprints • LF Running Record • Reading Responses • Formative Assessment • Literature Study • STAR
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)	Comprehends grade level text, both literary and informational.	• Making Meaning • Literacy Footprints • LF Running Record • Reading Responses • Formative Assessment • Literature Study • STAR
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6)	Identifies and analyzes story elements and literary devices across a variety of genres.	• Making Meaning • Literacy Footprints • LF Running Record • Reading Responses • Formative Assessment • Literature Study • STAR
*Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI 5.7)	Identifies and analyzes story elements and literary devices across a variety of genres.	• Making Meaning • Literacy Footprints • LF Running Record • Reading Responses • Formative Assessment • Literature Study • STAR
Read grade-level text with purpose and understanding. (RF.5.4a)	Reads fluently with rate, accuracy, and/or expression	• Making Meaning • Literacy Footprints

		• LF Running Record • Reading Responses • Formative Assessment • Literature Study • STAR
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Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
	Demonstrates positive listening habits.	•
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	Communicates ideas clearly and effectively.	• Teacher observation • Anecdotal notes • Discussion contributions
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1d)	Listens for and understands information from various sources.	• Teacher observation • Anecdotal notes • Discussion contributions
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c)	Makes relevant contributions during collaborative discussions.	• Teacher observation • Anecdotal notes • Discussion contributions
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)	Summarizes and synthesizes content to present in a variety of formats. (3-6)	• Teacher observation • Anecdotal notes • Discussion contributions

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2.B) CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Gathers information and generates ideas relative to task, purpose and audience.	• Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes
CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	Produces clear and coherent writing as appropriate to task.	• Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5)(W.5.5)	Evaluates, organizes and revises to strengthen writing.	• Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.5.2) Use punctuation to separate items in a series. (L.5.2.A) Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.B) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (L.5.2.C) Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.D)	Conveys meaning through application of grammar, mechanics, and spelling.	• Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Mentor sentences

Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.E)		
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. (W.5.10)	Writes routinely across content areas for a range of tasks, purposes, and audiences.	• Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Recalls basic math facts with automaticity.	Recalls basic math facts with automaticity.	• Math Fact Fluency • Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.B.5)	Computes with accuracy.	• Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5.NBT.B.6) Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) (5.NF.A.1) Apply and extend previous understandings of multiplication to	Uses a variety of efficient strategies and tools to solve problems accurately.	• Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)

multiply a fraction or whole number by a fraction. (5.NF.B.4) Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$. (5.NF.B.4.A) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. (5.NF.B.4.B)		
Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. (5.NF.A.2) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.(5.NF.B.5.B)	Constructs viable arguments and critiques the reasoning of others.	• Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to	Recognizes relationships and uses patterns.	• Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments

represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? 5.NF.B.3		Other (exit tickets, work samples, etc.)
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Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Earth Movements	- Asks questions and defines problems - Plans and conducts investigations - Analyzes and interprets data - Communicates findings	- Projects (I.e.: Inquiry-based earth movement research) - Science journals responses - Anecdotal notes - Formative and Summative assessments - Virtual/In person labs (application of skill)
Forces and Motion	- Asks questions and defines problems - Plans and conducts investigations - Analyzes and interprets data - Communicates findings	- Projects (i.e.: disease research project) - Science journals responses - Anecdotal notes - Formative and Summative assessments - Virtual/In person labs (application of Skill)

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
American Revolution	- 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	- Student work samples - Notebook responses - Inquiry based projects - Formative/Summative/Performance Assessments
Colonization	- 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	- Student work samples - Notebook responses - Inquiry based projects - Formative/Summative/Performance Assessments

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
- Sets and monitors progress towards goals - Demonstrates engagement in learning - Works independently with stamina - Practices self-control - Organizes time, tasks, and materials	Self-Management	- Artifacts (eg., drawings, writing prompts) - Teacher Observations – Morning Meeting, Peer Interactions - Role Plays - Group Collaboration
- Recognizes one's own emotions and how those emotions influence behavior - Communicates thoughts, feelings and needs - Recognizes one's strengths and challenges	Self-Awareness	- Artifacts (eg., drawings, writing prompts) - Teacher Observations – Morning Meeting, Peer Interactions - Role Plays - Group Collaboration
- Recognizes feelings of others and shows empathy - Demonstrates respect towards others - Is accepting of others	Social Awareness	- Artifacts (eg., drawings, writing prompts) - Teacher Observations – Morning Meeting, Peer Interactions - Role Plays - Group Collaboration
- Develops positive peer relations - Establishes and maintains collaborative relationships - Navigates conflict effectively	Relationship Building	- Artifacts (eg., drawings, writing prompts) - Teacher Observations – Morning Meeting, Peer Interactions - Role Plays - Group Collaboration
- Evaluates choices and reflects on decisions - Recognizes and accesses resources and supports - Follows directions and expectations	Responsible Decision Making	- Artifacts (eg., drawings, writing prompts) - Teacher Observations – Morning Meeting, Peer Interactions - Role Plays - Group Collaboration

Physical Education

Essential Learning Competencies	Formative/Summative Assessments

Music

Essential Learning Competencies	Formative/Summative Assessments

Instrumental Music

Essential Learning Competencies	Formative/Summative Assessments
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Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments

Foreign Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments