

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Six
Trimester	Three

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Uses a variety of decoding and/or work analysis strategies.</p>	<ul style="list-style-type: none"> <li>• Literacy Footprints</li> <li>• Word Work</li> <li>• Conferring Notes</li> </ul>
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)</p>	<p>Reads fluently with rate, accuracy, and/or expression</p>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell assessments</li> <li>• Literacy Footprint/running records</li> <li>• Guided Reading</li> </ul>
<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1 &amp; RI.6.1)</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI 6.6)</p>	<p>Comprehends grade level text, both literary and informational</p>	<ul style="list-style-type: none"> <li>• Making Meaning Unit 6 on Inferring with Fiction, Poetry, and Drama</li> <li>• For informational text, use Literacy Footprints</li> <li>• Making Meaning Text Structure Unit 7</li> </ul>
<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.5</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI 6.6)</p>	<p>Identifies and analyzes story elements and literary devices across a variety of genres</p>	<ul style="list-style-type: none"> <li>• Making Meaning Unit 6 on Inferring with expository nonfiction</li> <li>• Making Meaning Text Structure Unit 7</li> <li>• For informational text, use Literacy Footprints</li> </ul>

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Follow rules for collegial discussions, set specific goals and deadlines, and</p>	<p>Demonstrates positive listening habits.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Turn &amp; Talk</li> </ul>

define individual roles as needed. (SL.6.1.B)		<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL. 6.4)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (SL.6.6)</p>	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Turn and Talk</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> <li>• Presentations</li> </ul>
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)	Listens for and understands information from various sources.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Turn &amp; Talk</li> <li>• Presentations</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)	Makes relevant contributions during collaborative discussions.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Turn &amp; Talk</li> <li>• Discussion contributions</li> <li>• Anecdotal notes</li> </ul>
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)	Summarizes and synthesizes content to present in a variety of formats.	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Teacher observation</li> <li>• Anecdotal notes</li> </ul>

#### Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2.)</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2.C)</p>	Gather information and generate ideas relative to task, purpose, and audience.	<ul style="list-style-type: none"> <li>• Writing samples including drafts</li> <li>• Writers notebook</li> <li>• Writing conference notes</li> </ul>

Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2.D)		
<p>Use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2.C)</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2.D)</p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)</p>	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• Writing samples including drafts</li> <li>• Writers notebook</li> <li>• Writing conference notes</li> </ul>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.6.4)	Evaluates, organizes and revises to strengthen writing	<ul style="list-style-type: none"> <li>• Writing samples including drafts</li> <li>• Responding to content area writing: Math, Science, Social Studies, Reading</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Writing conference notes</li> </ul>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1)</p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, possessive). (6.1.A)</li> <li>• Use intensive pronouns (e.g., myself, ourselves) (L.6.1.B)</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person. (L.6.1.C)</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1.D)</li> <li>• Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1.E)</li> </ul>	Conveys meaning through application of grammar, mechanics, and spelling.	<ul style="list-style-type: none"> <li>• Writing samples including drafts</li> <li>• Responding to content area writing: Math, Science, Social Studies, Reading</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Writing conference notes</li> </ul>
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	Write routinely across content areas for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Writing samples including drafts</li> <li>• Responding to content area writing: Math, Science, Social Studies, Reading</li> <li>• Readers notebook</li> </ul>

range of discipline-specific tasks, purposes, and audiences. (W.6.10)	<ul style="list-style-type: none"> <li>Writers notebook</li> <li>Writing conference notes</li> </ul>
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#### Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1)	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> <li>Envision workbook pages/resources</li> <li>Envisions formative assessments</li> <li>Envision unit assessments</li> <li>Non-Envisions print/online resources</li> <li>Exit Slips</li> </ul>
<p>Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1)</p> <p>Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)</p> <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i> (6.EE.A.4)</p>	Computes with accuracy.	<ul style="list-style-type: none"> <li>Envision workbook pages/resources</li> <li>Envisions formative assessments</li> <li>Envision unit assessments</li> <li>Non-Envisions print/online resources</li> <li>Exit Slips</li> </ul>
<p>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6EE.B.5)</p> <p>Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers. (6.EE.B.7)</p> <p>Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions;</p>	Uses a variety of efficient strategies and tools to solve problems accurately.	<ul style="list-style-type: none"> <li>Envisions Lessons 4.1, 4.6, 4.7</li> <li>Envision unit assessments</li> <li>Envision workbook pages/resources</li> <li>Envisions formative assessments</li> <li>Non-Envisions print/online resources</li> <li>Exit Slips</li> <li>Envisions Lessons 4.2-4.5</li> <li>Envisions Lesson 4.6-4.7</li> </ul>

<p>represent solutions of such inequalities on number line diagrams. (6.EE.B.8)</p>		
<p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A)</p> <p>Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>\frac{3}{4}</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (6.RP.A.2)</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 6.RP.A.3</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.B.6)</p> <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i> (6.EE.A.4)</p>	<p>Recognizes relationships and uses patterns.</p>	<ul style="list-style-type: none"> <li>• Envisions 5.1</li> <li>• Envision unit assessments</li> <li>• Envision workbook pages/resources</li> <li>• Envisions formative assessments</li> <li>• Non-Envisions print/online resources</li> <li>• Exit Slips</li> <li>• Envisions Lesson 5.2</li> <li>• Envisions Units 5 and 6</li> <li>• Envisions lessons 4.3-4.5</li> <li>• Envisions lesson 4.2</li> </ul>

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (6.EE.C.)	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> <li>Envisions 4.8, 4.9, 5.10</li> </ul>
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#### Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
All objects are composed of matter which can be classified according to its properties	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>
Energy and matter can change from one form to another	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>
Energy and matter can change from one form to another	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>

#### Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities. (GE 6:5.3)	Develops questions and plans inquiries	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>

Describe how culture, technology and experience affect perception of places and regions (GE 8:2.3)		
Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities. (GE 6:5.3)	Applies tools and concepts for civics, economics, geography and/or history	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>
Describe how culture, technology and experience affect perception of places and regions (GE 8:2.3)	Evaluates sources and uses evidence	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>
Describe how places and regions preserve culture	Communicates conclusions and takes informed action	<ul style="list-style-type: none"> <li>Formative/summative assessments</li> <li>Projects/presentations/WebQuests</li> <li>Written work</li> </ul>

#### Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<ul style="list-style-type: none"> <li>Recognizes one's own emotions and how those emotions influence behavior.</li> <li>Communicates thoughts, feelings and needs.</li> <li>Recognizes one's strengths and challenges</li> </ul>	Self-Awareness	Teacher Observations: <ul style="list-style-type: none"> <li>Class Meetings/Discussions</li> <li>Class/Non-classroom Interactions</li> <li>Second Step Lessons</li> <li>School-wide Initiatives</li> </ul>
<ul style="list-style-type: none"> <li>Sets and monitors progress towards goals.</li> <li>Demonstrates engagement in learning.</li> <li>Works independently with stamina.</li> <li>Practices self-control.</li> <li>Organizes time, tasks, and materials.</li> </ul>	Self-Management	Teacher Observations: <ul style="list-style-type: none"> <li>Class Meetings/Discussions</li> <li>Class/Non-classroom Interactions</li> <li>Second Step Lessons</li> <li>School-wide Initiatives</li> </ul>
<ul style="list-style-type: none"> <li>Recognizes feelings of others and shows empathy.</li> <li>Demonstrates respect towards others.</li> <li>Is accepting of others</li> </ul>	Social Awareness	Teacher Observations: <ul style="list-style-type: none"> <li>Class Meetings/Discussions</li> <li>Class/Non-classroom Interactions</li> <li>Second Step Lessons</li> <li>School-wide Initiatives</li> </ul>
<ul style="list-style-type: none"> <li>Develops positive peer relations.</li> <li>Establishes and maintains collaborative relationships.</li> <li>Navigates conflict effectively.</li> </ul>	Relationships Building	Teacher Observations: <ul style="list-style-type: none"> <li>Class Meetings/Discussions</li> <li>Class/Non-classroom Interactions</li> <li>Second Step Lessons</li> <li>School-wide Initiatives</li> </ul>

<ul style="list-style-type: none"> <li>Evaluates choices and reflects on decisions.</li> <li>Recognizes and accesses resources and supports.</li> <li>Follows directions and expectations.</li> </ul>	Responsible Decision Making	Teacher Observations: <ul style="list-style-type: none"> <li>Class Meetings/Discussions</li> <li>Class/Non-classroom Interactions</li> <li>Second Step Lessons</li> <li>School-wide Initiatives</li> </ul>
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Subject Area: Music


Subject Area: Instrumental Music

Essential Learning Competencies	Evidence/Assessments

Subject Area: PE

Essential Learning Competencies	Assessments/Evidence

Subject Area: Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments



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Subject Area: World Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments