

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Four
Trimester	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.L.4.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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
CCSS.ELA-LITERACY.RF.4.4.A&B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings with purpose and understanding.	Reads fluently with rate, accuracy, and/or expression.	
CCSS.ELA-LITERACY.RI.4.2 and RL 4.3 Explains and/or summarizes a story or informational text by referring to details and examples in the text	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
CCSS.ELA-LITERACY.RL.4.7 Makes connections between a written text and a visual or oral presentation of the same text	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
CCSS.ELA-LITERACY.RI. 4.8 Explains how an author uses reasons and evidence to support ideas in informational texts	Comprehends grade level informational text, both literary and informational (i.e., nonfiction)	
CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	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
CCSS.ELA-LITERACY.SL.4.1.B Follows agreed-upon rules for discussion and carries out assigned rules	Demonstrates positive listening habits	<ul style="list-style-type: none"> • Making Meaning Oral Responses • Anecdotal Notes • Conferring Notes • Small Guided Reading Groups • Literacy Footprints
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.	Listens for and understands information from various sources	
CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Communicates ideas clearly and effectively	
CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Makes relevant contributions during collaborative discussions	
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an	Summarizes and synthesizes content to present in a variety of formats	

experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
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Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	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
CCSS.ELA-LITERACY.W.4.1 A-D Writes opinion pieces on topics or texts, supporting a point of view with reasons and information	Produces clear and coherent writing as appropriate to task	
CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.4.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	Evaluates, organizes, and revises to strengthen writing.	
CCSS.ELA-LITERACY.W.4.10 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, purposes and audiences.	

Subject: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
Do we place a standard here? Decided as a report card committee it was necessary K-6. Standard disappears after 3 rd grade.	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.3 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.OA.A.3 Solves word problems using all four mathematical operations. *adding/subtracting for trimester 1	Computes with accuracy	
CCSS.MATH.CONTENT.4.NBT.B.4 Adds and subtracts multi-digit whole numbers using the standard algorithm fluently	Computes with accuracy	
CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Uses a variety of efficient strategies and tools to solve problems accurately	
		Units 1, 2, 3, 4, 5

CCSS.MATH.CONTENT.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-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.	Computes with accuracy	
Construct an argument to show evidence that supports an answer. This may be demonstrated by: -A visual model (bar diagram, array, drawing) and/or equation -The solution to a problem -Explanation of thinking	Constructs viable arguments and critiques the reasoning of others	

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. LS 2: Research food groups and explain why they are important for good health.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> • Readings • Inquiry & Project Based Activities • Journals • Observations • Possible Rubrics
2. LS1-LS4: Identify the important structures of the muscular (smooth/striated muscles, skeletal, cardiac, voluntary and involuntary muscles) system and skeletal (hinge, ball and socket joints; long, short, irregular, flat bones) systems and how they work together.	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. Government: being a good citizen, branches of government 1. D2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings. 2. D2.Civ.1.3-5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. 3. D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms.	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: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
Recognizes one's own emotions and how those emotions influence behavior	Self-Awareness	

		<ul style="list-style-type: none"> • Observation (morning meeting, Making Meaning, small group etc.) • Second Step Activities Lessons 1-6 (home link, role playing, etc.) • Additional Activities (written response, literary connections, etc.)
Practices self-control	Self-Management	
Demonstrates respect towards other	Social Awareness	
Interacts effectively with others	Relationship Building	
Follows directions and expectations	Responsible Decision Making	

Unified Arts: Art

Essential Learning Competencies	Reporting Standards	Assessments/Evidence
<p>Cr1.1.3a Elaborate on an imaginative idea.</p> <p>I can add on to an imaginative idea.</p> <p>Cr2.2.4a When making works of art, utilize and care for tools and equipment in a manner that prevents danger to oneself and others.</p> <p>I can use and care for materials, tools and equipment in a ways that is safe to myself and others.</p>	Investigates media, plans ideas and creates art.	<ul style="list-style-type: none"> • Student artwork • Discussion with students • Observation of students working
<p>Re7.1.3a Speculate about processes an artist uses to create a work of art.</p> <p>I can think about and say ways an artist made a work of art.</p>	Responds to artistic work.	<ul style="list-style-type: none"> • Discussion with students • Class discussion. • Visual exit tickets

Unified Arts: Music

Essential Learning Competencies	Reporting Standards	Assessments/Evidence
<p>Coming Soon</p> <p>In an effort to create tuneful musicians, grades K-4 will focus on active listening through creating, responding, and connecting activities.</p> <p>In an effort to create “beatful” musicians, grades K-4 will focus on keeping a steady beat through creating, responding, and connecting activities.</p> <p>In an effort to create artful musicians, grades K-4 will focus on appropriate musical responses through creating, responding, and connecting activities.</p>		<ul style="list-style-type: none"> • Songtales • Listening maps and journals • Recorded singing presentations • Beat keeping games • Body percussion • Instrument performance • Keeping the beat to recorded music • Movement Activities • Audience Etiquette • Song analysis • Music Appreciation

Subject Area: Physical Education

Essential Learning Competencies	Reporting Standards	Assessments/Evidence
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<p>Understand and practice the skills that will help maintain a healthy lifestyle.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>		<p>Physical Activity Knowledge:</p> <ul style="list-style-type: none"> ●Discuss the benefits of being active and exercising and/or playing ●Discuss physical activity that they participate in outside of school <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> ●Actively engages in PE in response to instruction and practice
<p>Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment.</p> <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>		<p>Personal Responsibility:</p> <ul style="list-style-type: none"> ●Follow directions in group settings ●Accept personal responsibility by using equipment and space appropriately ●Follow the rules and parameters of the learning environment ●Be aware of personal social behavior in Physical Education ●Accept responsibility for class protocols