

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	One
Trimester	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-Literacy.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> • Early Literacy Assessment • F&P Phonics (observations, work samples, anecdotal notes) • Early Literacy Assessment • F&P Benchmark Assessment • Guided Reading Observations • Running Records (formal & informal) • Teacher Observation • HFW Assessment
CCSS.ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
CCSS.ELA-LITERACY.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
CCSS.ELA-LITERACY.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.		
CCSS.ELA-Literacy.RF.1.3.b Decode regularly spelled one-syllable words.		
CCSS.ELA-Literacy.RF.1.4 Reads with sufficient accuracy and fluency to support comprehension.	Read fluently with rate, accuracy, and/or expression.	<ul style="list-style-type: none"> • Guided Reading Observations • F&P Benchmark Assessment
CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in text.	Comprehends grade level informational text.	<ul style="list-style-type: none"> • Making Meaning Observations • Guided Reading Observations • F&P Benchmark Assessment
CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.	Comprehends grade level literary text.	<ul style="list-style-type: none"> • Making Meaning Observations • Guided Reading Observations • F&P Benchmark Assessment • Project based assessments
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.		

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-Literacy.SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Demonstrates positive listening habits.	<ul style="list-style-type: none"> • Observations • Making Meaning • Morning Meeting • Group Discussions

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> Guided Reading Self-assessment
CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Listens for and understands information from various sources.	
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. Makes positive contributions during partner, small group and whole group conversations.	Makes relevant contributions during collaborative discussions.	

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Gather information and generate ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> Observations Work Samples Rubrics Self-assessments UDL Projects
CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> Quick Writes (prompts with short writing piece to follow) Observations during conferring Narrative Prompt Writing Activities Monthly journals
CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> Writing samples Observations of group discussions and conferencing
CCSS.ELA-Literacy.L.1.1.a , Print all upper- and lowercase letters.	Convey meaning through application of grammar, mechanics and spelling.	<ul style="list-style-type: none"> Writing samples White board writing Alphabet inventory (direct assessment/RFS will share, or F&P has one) F&P Phonics Activities Monthly journals
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.		<ul style="list-style-type: none"> Writing samples White board writing Spelling Inventory (Words Their Way/or similar) F&P Phonics Activities Monthly journals
CCSS.ELA-Literacy.L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Writes routinely across content areas for a range of tasks, purposes and audiences.	<ul style="list-style-type: none"> Writing samples observations

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
CCSS.MATH.CONTENT.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group Observations • Center activity work/observations • Direct assessment • Xtramath fact fluency
CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Computes with accuracy	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group Observations • Center activity work/observations • Direct assessment • Xtramath fact fluency
CCSS.MATH.CONTENT.1.OA.B.3 Apply properties of operations as strategies to add and subtract. ² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group Observations • Center activity work/observations • Direct assessment • Xtramath fact fluency • Use of drawings and manipulatives to solve problems
CCSS.MATH.CONTENT.1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> • EnVisions Topic assessments, observations, activities, quick checks • Guided math group observations • Center activity work/observations • Student work samples • Direct assessment
CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		
Explain their thinking when solving math problems.	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> • Observations during solve and share.

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Summative and Formative Assessments
1. Classify weather tools by their uses (thermometer and rain gauge)	Asks questions and defines problems Plans and conducts investigations	<ul style="list-style-type: none"> • Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" options) • Observations of classroom activities • Journaling (write, draw, ask questions, record, etc.)
2. Describe changes in <i>global</i> weather conditions and make observations of patterns over time by recording data with guidance and support.	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 and Summative Assessments
<ul style="list-style-type: none"> 1. Where is my place on the map and why do we live there? <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify maps and globes as representations of actual physical locations (5.1.4.1, 5.1.4.2) S Describe that a globe is a model of the Earth (5.1.4.1) S Locate on a map or globe the North Pole, South Pole, Equator, and United States (5.1.4.3) Locate on a map or globe major physical features such as mountain, lake, ocean, etc. (5.1.4.3) Discuss and compare the characteristics of New Hampshire's four seasons, including the weather associated with each (5.3.4.3) S, M 	<p>Develops questions and plans inquiries (Trimester1)</p> <ul style="list-style-type: none"> Applies tools and concepts for civics economics, geography and history. Evaluates sources and uses evidence Communicates conclusions and takes informed action. 	<ul style="list-style-type: none"> Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" option) Observations of classroom activities

Subject Area: Characteristics of a Successful Learner

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Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessment
Recognize one's own emotions and how those emotions influence behavior	Self-Awareness	<ul style="list-style-type: none">• Observations during Second Step• Morning Meeting• Drawings• Role Play• Writing Prompts• Making Meaning Routines• Recess, Snack, Lunch• Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, video clips• Self-Assessment• Input from unified arts educators, counselor, SST helpers, paraeducators, administration & lunch and recess staff.• Second Step knowledge assessment• Individual check-in's in the classroom
Communicate thoughts, feelings and needs		
Recognize one's strengths and challenges		
Set and monitor progress towards goals	Self-Management	
Demonstrate engagement in learning		
Work independently with stamina		
Practice self-control		
Organize time, tasks, and materials		
Recognize feelings of others and show empathy	Social-Awareness	
Establish and maintain collaborative relationships	Relationship Building	
Follow directions and expectations	Responsible Decision Making	

Subject Area: Art

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
<p>Cr2.1.1a Explore use of materials and tools to create works of art or design.</p> <p>I can explore uses of art materials and tools to make works of art or design.</p>	Investigates media, plans ideas and creates art	<ul style="list-style-type: none"> Student artwork Discussion with students

<p>Re7.1.1a Select and describe works of art that illustrate daily life experiences of one's self and others.</p> <p>I can choose and talk about works of art that show what happens in my daily life and others' daily lives.</p>	Responds to artistic work	<ul style="list-style-type: none"> • Student artwork • Discussion with students
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Subject Area: General Music

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
<p>MU:Cr3.1.1a With limited guidance discuss and apply personal, peer and teacher feedback to refine personal musical ideas.</p> <p>MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p>	Creates, revises, and evaluates musical works	<ul style="list-style-type: none"> • Identifying and using the four voices (speaking, whisper, singing, calling) • Activating Head Voice through Vocal Exploration • Student Led Arioso Humming • Group simple songs • Echo songs (Group and Solo)
MU:Pr5.1.1a With limited guidance apply personal, teacher and peer feedback to refine performances.	Rehearses and presents musical ideas for performance	<ul style="list-style-type: none"> • Keeping the beat with music manipulatives • Beat Games • Keeping the beat with percussion instruments
MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers expressive intent.	Responds to musical performances	<ul style="list-style-type: none"> • More Complex Guided Movement and Dance Activities • Student Created and Led Movement Activities • Longer Songtales

Subject Area: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence