

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Three
Trimester	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>1. <u>CCSS.ELA-LITERACY.RL.3.1 AND RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. <u>CCSS.ELA-LITERACY.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	Comprehends grade level text, both literary and informational.	<ul style="list-style-type: none"> F&P Benchmark Science and Social Studies Performance Tasks - informational Guided Reading Anecdotal Notes Running Records Making Meaning or other read aloud Reading Responses (Written or Oral) Informal Formative Assessments Small group lessons
<p>3. <u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> Science and Social Studies Activities Written or Oral Responses Running Records Guided Reading Anecdotal Notes
<p>4. <u>CCSS.ELA-LITERACY.RF.3.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Reads fluently with rate, accuracy, and/or expression.	<ul style="list-style-type: none"> Running Records F&P Benchmark Guided Reading Anecdotal Notes

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>1. <u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>2. <u>CCSS.ELA-LITERACY.SL.3.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Summarizes and synthesizes content to present in a variety of formats.</p> <p>Makes relevant contributions during collaborative discussions.</p>	<ul style="list-style-type: none"> Discussions Online Learning activities Making Meaning or small group discussions Science and Social Studies activities Presentations Collaborative work Teacher Observation
<p>3. <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	Demonstrates positive listening habits.	<ul style="list-style-type: none"> Discussions – small group, large group, Making Meaning, Second Step, projects and presentations Teacher Observation Anecdotal Notes

<u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> • Discussions • Completed work/assignments/tasks/research • Collaborative work • Teacher Observation
<u>CCSS.ELA-LITERACY.SL.3.1.C</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Listens for and understands information from various sources.	<ul style="list-style-type: none"> • Discussions • Presentations • Teacher Observation • Collaborative work • Anecdotal Notes

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals (Informational) • Second Step Activities • Science and Social Studies Activities (Map skills for commas with addresses) • Teacher Observation • Anecdotal Notes • Independent work/Centers • Letter writing to address commas in greeting and closing • Grammar Lessons focus on capitalization and commas
<u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.3.2.B</u> Develop the topic with facts, definitions, and details. <u>CCSS.ELA-LITERACY.W.3.2.C</u> Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information. <u>CCSS.ELA-LITERACY.W.3.2.D</u> Provide a concluding statement or section.	Produces clear and coherent writing as appropriate to task.	
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Evaluates, organizes and revises to strengthen writing.	
<u>CCSS.ELA-LITERACY.L.3.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCSS.ELA-LITERACY.L.3.2.A</u> Capitalize appropriate words in titles. <u>CCSS.ELA-LITERACY.L.3.2.B</u> Use commas in addresses.	Conveys meaning through application of grammar, mechanics, and spelling	
<u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	Writes routinely across content areas for a range of tasks, purpose and audiences.	

sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
<u>CCSS.MATH.PRACTICE.MP6</u> Attend to precision.	Computes with accuracy.	<ul style="list-style-type: none"> • enVisions Topic Assessments • Daily Classwork: Independent Practice, Center Work, etc. • Oral participation • written responses • Exit slips • Drawings, number lines, manipulatives, etc. • Informal Formative Assessments • Fact Fluency Assessments • STAR • Small Group Work
<p>1. <u>CCSS.MATH.CONTENT.3.OA.A.1</u> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p><u>CCSS.MATH.CONTENT.3.OA.A.2</u> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p><u>CCSS.MATH.CONTENT.3.OA.A.3</u> Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>CCSS.MATH.CONTENT.3.OA.A.4</u> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></p>	Uses a variety of efficient strategies and tools to solve problems.	
<p>2. <u>CCSS.MATH.CONTENT.3.OA.C.7</u> Fluently multiply within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. *Focus on Basic multiplication facts: 0, 1, 2, 5, 10*</p>	Recalls basic math facts with automaticity.	
<u>CCSS.MATH.CONTENT.3.OA.B.5</u> Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)</i>	Recognizes relationships and uses patterns	

<p><i>Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> <p><u>CCSS.MATH.CONTENT.3.OA.B.6</u> Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p> <p><u>CCSS.MATH.CONTENT.3.OA.D.9</u> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>		<ul style="list-style-type: none"> • Informal Formative Assessments • Fact Fluency Assessments • STAR • Small Group Work
<p><u>CCSS.MATH.PRACTICE.MP3</u> Construct viable arguments and critique the reasoning of others.</p>	Constructs viable arguments and critiques the reasoning of others	<ul style="list-style-type: none"> • Written and Oral Responses • Teacher Observations • Anecdotal Records • Drawings/Explanations/Showing Work

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Research weather phenomena and effects on the land and people that live in that area. (Weather Unit)</p> <p>Investigate how some materials (such as water) can change from one phase of matter to another when they are heated or cooled. (Matter Unit – integrate with weather and water cycle)</p>	<p>Asks questions and defines problems Plans and conducts investigations Communicates findings</p>	<ul style="list-style-type: none"> • Research • Culminating activities like: weather report, informational book, green screen, video, poem, song, brochure, Stop Animation Videos • Activities: Window Water Cycle, Design ways to measure weather phenomena (tool design), Mystery Science Activities • Generation Genius activities • WMUR Resources
<p>Make a claim about the merit of a design solution that reduces the impacts of a weather related hazard. (Weather Unit)</p> <p>Generate an argument to demonstrate which materials have the properties that are best suited for an intended purpose. (ex: wood vs concrete in a dam) (Matter Unit)</p>	<p>Asks questions and defines problems Plans and conducts investigations Communicates findings</p>	<ul style="list-style-type: none"> • Mystery Science: Design a Windproof House • STEM Activities • Written and Oral responses for results and conclusions
<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (Weather Unit)</p>	<p>Analyzes and interprets data</p>	<ul style="list-style-type: none"> • STEM Activity • Daily weather recordings • Graphing/Charting Activities • Compare and contrast weather over different years or in different places.
<p>Investigate characteristics of matter that are common to solids, liquids, and gases,</p>	<p>Asks questions and defines problems Plans and conducts investigations</p>	<ul style="list-style-type: none"> • Mystery Science Activities • Generation Genius activities

and the characteristics that distinguish them as different phases of matter. (Matter Unit)	Analyzes and interprets data Communicates findings	<ul style="list-style-type: none"> STEM Activities
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Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Geography of Western Hemisphere Merrimack Curriculum: <ul style="list-style-type: none"> Physical features (including Biomes) Map skills, emphasizing latitude & longitude Different types of maps C3 Standards: D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	<ul style="list-style-type: none"> Develops questions and plans inquiries Communicates conclusions Applies tools and concepts for civics, economics, geography and/or history. Evaluates sources and uses evidence. 	<ul style="list-style-type: none"> Map Champ Projects: Create land using map features, create physical maps, integrated inquiry project with Biomes Journals, writing activities, discussions or presentations (way to evaluate what they learned) Discussions about process during research

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative 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"> Self-Assessment/Reflection/Self-Monitoring (i.e. check in systems—finger rating, levels of understanding, Second Step student forms/Skills Checklist, rubrics, goals sheets ex: behavior, content related, etc) Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, lunch, recess, specials, small group, whole group Role Plays Second Step Lessons, Activities, and Games Being prepared with learning materials Video Clips - responses to/discussion Anecdotal Notes
<ul style="list-style-type: none"> Sets and monitors progress towards goals. Demonstrates engagement in learning. Works independently with stamina. Practices self-control. (Lesson 1, Organizes time, tasks, and materials. 	Self-Management	
<ul style="list-style-type: none"> Recognizes feelings of others and shows empathy. Demonstrates respect toward others. (Lesson 1 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	

Unified Arts: Art

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
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<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>	<p>Investigates media, plans ideas and creates art.</p>	<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>	<p>Responds to artistic work.</p>	<ul style="list-style-type: none"> • Discussion with students • Class discussion. • Visual exit tickets

Unified Arts: Music

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>MU:Cr2.1.3 a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to specific purpose and context.</p> <p>MU:Cr2.1.3 b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>Creates, revises, and evaluates musical works.</p>	<ul style="list-style-type: none"> • Consistent head voice singing • Unison singing focusing on blend • Student led beat keeping activities to recorded and live music. • Beat and rhythm games. • Beginning Orffestrations
<p>MU:Pr4.1.3 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.</p> <p>MU:Pr4.2.3 b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>Rehearses and presents musical ideas for performance.</p>	<ul style="list-style-type: none"> • Reading and performing simple notated beat patterns • Continued exploration of rounds, canons and call and response songs. • Beginning staff work • Form focused movement and dance activities • Folk Dance Level 1 Review • Student created and led movement activities
<p>MU:Re7.1.3 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>MU:Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Responds to musical performances.</p>	<ul style="list-style-type: none"> • Performance Etiquette • Composer/Artist study

Unified Arts: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<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