

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Kindergarten
Trimester	1

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
(RF.K.1) Understand basic features of print <ul style="list-style-type: none"> Recognize words are made of letters Recognize and name 20 upper- and/or lowercase letters. 	Know and apply concepts of print	<ul style="list-style-type: none"> Early Literacy Assessment F&P lessons Observations
(RF.K.2) Understand spoken words, syllables and sounds <ul style="list-style-type: none"> Recognize and produce rhymes 	Uses phonemic awareness skills	<ul style="list-style-type: none"> Early Literacy Assessment F&P lessons Observations Draw/match rhyming pictures
(RF.K.3) Produce and apply consonant letter sounds <ul style="list-style-type: none"> Produces 9 sounds 	Uses phonics skills to decode words	<ul style="list-style-type: none"> Early Literacy Assessment Observations Classwork Writing
(RF.K.3c) Reads common words by sight	Reads with accuracy	<ul style="list-style-type: none"> Early Literacy Assessment Observations Classwork
(RI.K.1) Ask and answer questions about key details in a text	Comprehends grade level text	<ul style="list-style-type: none"> Making Meaning lessons Observations

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
(SL.K.1) Participate in collaborative discussions	Demonstrates positive listening habits	<ul style="list-style-type: none"> Second Step Lessons Observations
(SL.K.1a) Follow agreed upon rules for discussion		
(SL.K.3) Ask and answer questions to get help or seek information	Communicates relevant ideas clearly and effectively	<ul style="list-style-type: none"> Second Step Lessons Observations

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
(K.CC.1) Count to 30 by ones (K.CC.4a) Demonstrate one to one correspondence up to 5	Recognizes patterns and relationships among numbers	<ul style="list-style-type: none"> Direct Assessment EnVisions Lessons EnVisions Topic Assessment
(K.CC.4) Understand the relationship between numbers (K.CC.4b) Understand the last number said is the total in the group	Uses patterns and relationships among numbers	<ul style="list-style-type: none"> Direct Assessment EnVisions Lessons EnVisions Topic Assessment
(K.OA.1) Represent addition and subtraction with objects, fingers, mental images, drawings, sounds etc.	Knows basic math facts	<ul style="list-style-type: none"> Classwork Observations

(K.CC.5) Count to find out “how many?”, up to 5 objects in a line or objects scattered	Uses a variety of efficient strategies and tools to solve problems accurately	<ul style="list-style-type: none"> • EnVisions Lessons • EnVisions Topic Assessment
(K.G.2) Names shapes regardless of their orientations or overall size	Identify, describe, and compare geometric figures	<ul style="list-style-type: none"> • Direct Assessment

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
(W.K.3) Narrative Writing	Conveys meaning through, drawing, dictating, and writing	<ul style="list-style-type: none"> • Student work samples • White board activities
(L.K.2c) Writes a letter or letters for most consonants	Uses knowledge of sounds and letters to write	<ul style="list-style-type: none"> • Student work samples • Observations
(L.K.2a) Capitalizes the pronoun I	Uses mechanics of writing	<ul style="list-style-type: none"> • Student work samples • Observations
(L.K.1a) Prints many upper- and lowercase letters	Uses grade level fine motor skills	<ul style="list-style-type: none"> • Student work samples • White board activities

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Describe how each sense is used in their lives.	Asks questions and defines problems	<ul style="list-style-type: none"> • Open ended activities • Drawings, scavenger hunt, a menu of options including "their own" options, guided by UDL • Online resources
Creatively uses classroom/project materials.	Plans and conducts investigations	<ul style="list-style-type: none"> • Observations

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>School: school workers, classroom and school rules, appropriate decision making</p> <p>(D2.Civ.3.K-2) Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>(D2.Civ.7.K-2) Apply civic virtues when participating in school settings.</p> <p>(D2.Civ.11.K-2) Explain how people can work together to make decisions in the classroom.</p>	<p>Asks questions about civic responsibilities and their community</p> <p>Communicates civic and community concepts</p>	<ul style="list-style-type: none"> • Open ended activities • Drawings, scavenger hunt, a menu of options including "their own" options, guided by UDL • Online resources

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Sets and monitors progress towards goals	Self-Management	<ul style="list-style-type: none"> • Observations • Play Based Learning • Second Step Lessons • Making Meaning Lessons
Practices self-control		
Communicates needs	Self-Awareness	

Recognizes one's strengths and challenges		
Is accepting of others	Social Awareness	
Develops positive peer relations	Relationship Building	
Follows directions and expectations	Responsible Decision Making	

Subject Area: Art

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Cr1.1.Ka Engage in exploration and imaginative play with materials I can explore and imagine while I play.	Investigates media, plans ideas and creates art	<ul style="list-style-type: none"> • Student artwork • Discussion with students
Re7.1.PKa Recognize art in one's environment I can see art in my life and around me.	Responds to artistic work	<ul style="list-style-type: none"> • Conversations with students about their art • Peer to peer conversations • Whole class discussion on looking at art ex: "what do you see"

Subject Area: Music

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).	Creates, revises, and evaluates musical works	<ul style="list-style-type: none"> • Vocal Exploration • Introductory Arioso • Beat Babies • Keeping the beat to recorded music • Movement Activities
MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. MU:Pr6.1.Ka With guidance, perform music with expression.	Rehearses and presents musical ideas for performance	<ul style="list-style-type: none"> • Simple Songs • Simple Beat Games • Identifying and using the four voices (speaking, whisper, singing, calling)
MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Responds to musical performances	<ul style="list-style-type: none"> • Audience Etiquette • Simple song analysis • Music Appreciation

Subject Area: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Understand and practice the skills that will help maintain a healthy lifestyle. 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>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
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