

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	One
Trimester	Two

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<a href="#">CCSS.ELA-LITERACY.RF.1.2.D</a> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>• Early Literacy Assessment</li> <li>• F&amp;P Phonics (Observations, work samples, anecdotal notes)</li> <li>• Guided Reading Observations</li> <li>• F&amp;P Benchmark Assessment</li> <li>• Writing Samples</li> <li>• Group Writing Observations</li> <li>• Self-assessment</li> <li>• Running records</li> <li>• HFW assessment</li> </ul>
<a href="#">CCSS.ELA-LITERACY.RF.1.3.D</a> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
<a href="#">CCSS.ELA-LITERACY.RF.1.3.G</a> Recognize and read grade-appropriate irregularly spelled words.		
<a href="#">CCSS.ELA-LITERACY.L.1.4.A</a> Use sentence-level context as a clue to the meaning of a word or phrase.		
<a href="#">CCSS.ELA-LITERACY.RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
<a href="#">CCSS.ELA-LITERACY.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
<a href="#">CCSS.ELA-LITERACY.RF.1.2.A</a> Distinguish long from short vowel sounds in spoken single-syllable words.		
<a href="#">CCSS.ELA-LITERACY.RF.1.3.A</a> Know the spelling-sound correspondences for common consonant digraphs.	Reads fluently with rate, accuracy, and/or expression.	<ul style="list-style-type: none"> <li>• Guided Reading Observations</li> <li>• F&amp;P Benchmark Assessments</li> </ul>
<a href="#">CCSS.ELA-LITERACY.RI.1.10</a> With prompting and support, read informational texts appropriately complex for grade 1.		
<a href="#">CCSS.ELA-LITERACY.RF.1.4</a> Read with sufficient accuracy and fluency to support comprehension.		
<a href="#">CCSS.ELA-LITERACY.RI.1.1</a> Ask and answer questions about key details in a text.	Comprehends grade level informational text.	<ul style="list-style-type: none"> <li>• F&amp;P Benchmark Assessment</li> <li>• Making Meaning Observations (Look at moving Non-fiction lessons to complement the writing unit)</li> <li>• Guided Reading Observations</li> <li>• Small group work/observations</li> <li>• Longer term group work/projects</li> <li>• Work samples</li> </ul>
<a href="#">CCSS.ELA-LITERACY.RI.1.2</a> Identify the main topic and retell key details of a text.		
<a href="#">CCSS.ELA-LITERACY.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<a href="#">CCSS.ELA-LITERACY.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		

<a href="#">CCSS.ELA-LITERACY.RL.1.7</a> Use the illustrations and details in a text to describe its key ideas.		
<a href="#">CCSS.ELA-LITERACY.RL.1.8</a> Identify the reasons an author gives to support points in a text.		
<a href="#">CCSS.ELA-LITERACY.RL.1.9</a> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
<a href="#">CCSS.ELA-LITERACY.RL.1.1</a> Ask and answer questions about key details in a text.	Comprehends grade level literary text.	<ul style="list-style-type: none"> <li>• F&amp;P Benchmark Assessment</li> <li>• Making Meaning Observations</li> <li>• Guided Reading Observations</li> <li>• Project based assessments</li> <li>• Self-Assessment</li> <li>• Class discussions</li> </ul>
<a href="#">CCSS.ELA-LITERACY.RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
<a href="#">CCSS.ELA-LITERACY.RL.1.3</a> Describe characters, settings, and major events in a story, using key details.		
<a href="#">CCSS.ELA-LITERACY.RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
<a href="#">CCSS.ELA-LITERACY.RL.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
<a href="#">CCSS.ELA-LITERACY.RL.1.7</a> Use illustrations and details in a story to describe its characters, setting, or events.		

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<a href="#">CCSS.ELA-LITERACY.SL.1.1.A</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"><li>• Observations</li><li>• Making Meaning</li><li>• Morning/Afternoon Meetings</li><li>• Guided Reading Groups</li><li>• Group Discussions</li><li>• Self-Assessment</li></ul>
<a href="#">CCSS.ELA-LITERACY.SL.1.4</a> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Communicates ideas clearly and effectively.	
<a href="#">CCSS.ELA-LITERACY.SL.1.3</a> 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.	
<a href="#">CCSS.ELA-LITERACY.SL.1.1.B</a> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Makes relevant contributions during collaborative discussions.	
<a href="#">CCSS.ELA-LITERACY.SL.1.1.C</a> 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.		
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#### Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<a href="#">CCSS.ELA-LITERACY.W.1.7</a> 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).	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> <li>• Quick Writes (prompts with short writing piece to follow)</li> <li>• Observations during conferring</li> <li>• Writing Prompt</li> <li>• Writing Activities</li> <li>• Monthly Journals</li> </ul>
<a href="#">CCSS.ELA-LITERACY.W.1.2</a> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Produce clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• Quick Writes (prompts with short writing piece to follow)</li> <li>• Observations during conferring</li> <li>• Narrative Prompt</li> <li>• Writing Activities</li> <li>• Monthly journals</li> </ul>
<a href="#">CCSS.ELA-LITERACY.W.1.5</a> 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"> <li>• Guided writing observations</li> <li>• Observations during conferring</li> <li>• Partner/Small group writing activities</li> <li>• Writing activities</li> <li>• Monthly Journals</li> </ul>
<a href="#">CCSS.ELA-LITERACY.L.1.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Convey meaning through application of grammar, mechanics and spelling.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• White board writing</li> <li>• Spelling Inventory</li> <li>• F&amp;P Phonics Activities &amp; Assessments</li> <li>• Monthly Journals</li> <li>• Guided Reading Written Response Journals/Observations</li> </ul>
<a href="#">CCSS.ELA-LITERACY.L.1.1.B</a> Use common, proper, and possessive nouns.		
<a href="#">CCSS.ELA-LITERACY.L.1.1.C</a> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
<a href="#">CCSS.ELA-LITERACY.L.1.1.D</a> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
<a href="#">CCSS.ELA-LITERACY.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<a href="#">CCSS.ELA-LITERACY.W.1.8</a> 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"> <li>• Writing samples</li> <li>• White board writing</li> <li>• Spelling Inventory (WTW or similar)</li> <li>• F&amp;P Phonics Activities &amp; Assessments</li> <li>• Monthly Journals</li> <li>• Use any content area work that relates to the standard (Math Journals, Making Meaning, Guided Reading and Writing responses)</li> </ul>

#### Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
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<p><a href="#">CCSS.MATH.CONTENT.1.OA.C.6</a> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Solve and Share</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Student work samples</li> <li>• Direct assessment</li> <li>• Self-Assessment</li> </ul>
<p><a href="#">CCSS.MATH.CONTENT.1.OA.A.1</a> 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.</p>	Computes with accuracy.	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Student work samples</li> <li>• Direct assessment</li> <li>• Self-Assessment</li> </ul>
<p><a href="#">CCSS.MATH.CONTENT.1.OA.A.2</a> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>		
<p><a href="#">CCSS.MATH.CONTENT.1.OA.B.4</a> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p>	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Student work samples</li> <li>• Direct assessment</li> <li>• Self-Assessment</li> </ul>
<p><a href="#">CCSS.MATH.CONTENT.1.OA.C.5</a> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>		
<p><a href="#">CCSS.MATH.CONTENT.1.NBT.A.1</a> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>		
<p><a href="#">CCSS.MATH.CONTENT.1.OA.D.7</a> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> <li>• Center activity work/observations</li> <li>• Direct assessment</li> <li>• Self-Assessment</li> </ul>
<p><a href="#">CCSS.MATH.CONTENT.1.OA.D.8</a> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>		
<p><a href="#">CCSS.MATH.CONTENT.1.MD.C.4</a> Organize, represent, and interpret data with up to three categories; ask and</p>	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> <li>• EnVisions Topic assessments, observations, activities, quick checks</li> <li>• Guided math group observations</li> </ul>

answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		<ul style="list-style-type: none"> <li>Center activity work/observations</li> <li>Direct assessment</li> <li>Content area activities</li> <li>Inquiry activities</li> </ul>
Explain their thinking when solving math problems.	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> <li>Observations during solve and share.</li> <li>Observations during math lessons/work</li> <li>Written responses to math work</li> <li>Oral responses about math thinking and strategy use</li> </ul>

#### Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Summative and Formative Assessments
Matter (Solids, Liquids, Gases)	Asks questions and defines problems Plans and conducts investigations	<ul style="list-style-type: none"> <li>Open ended projects (Guided by UDL -i.e. posters, video, a menu of options including “their own” options)</li> <li>Observations of classroom activities</li> </ul>
Matter (Solids, Liquids, Gases)	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
Money and Resources (Wants versus Needs)	Develops questions and plans inquiries (Quarter 1)	<ul style="list-style-type: none"> <li>Open ended projects (Guided by UDL- i.e. posters, video, a menu of options including "their own" option)</li> <li>Observations of classroom activities</li> </ul>

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

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessment
<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	<ul style="list-style-type: none"> <li>Observations</li> <li>Morning Meeting</li> <li>Drawings</li> <li>Role Play</li> <li>Writing Prompts</li> <li>Making Meaning Routines</li> <li>Recess, Snack, Lunch, arrival &amp; dismissal</li> <li>Remote: Zoom meetings, lessons, teacher student interactions, work samples, self-assessment, videoclips</li> <li>Input from unified arts educators, counselor, SST helpers, paraeducators, administration &amp; lunch and recess staff.</li> <li>Second Step knowledge assessment</li> <li>Individual check-in's in the classroom</li> </ul>
<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	
<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	
<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>	Relationship Building	

<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	
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