

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Three
Trimester	Two

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>CCSS.ELA-RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Comprehends grade level text, both literary and informational.</p>	<ul style="list-style-type: none"> • Making Meaning Unit 3 – inferencing about characters • Guided reading conferring notes when asked to describe characters • Inferencing lessons
<p>CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		<ul style="list-style-type: none"> • Integrated Units - research • *Scholastic News • *Guided Reading Non-fiction • *Remote Learning Activities – research, EPIC, • *Making Meaning Unit
<p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		<ul style="list-style-type: none"> •
<p>CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.</p>	<p>Uses a variety of decoding and/or word analysis strategies.</p>	
<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Reads fluently with rate, accuracy, and/or expression.</p>	<ul style="list-style-type: none"> • Fountas and Pinnell • Guided Reading Notes • Read Naturally

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion</p>	<p>Demonstrates positive listening habits.</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>CCSS.ELA-LITERACY.SL.3.4 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>Summarizes and synthesizes content to present in a variety of formats (3-6)</p>	
<p>CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Listens for and understands information from various sources</p>	<ul style="list-style-type: none"> • Making Meaning Discussions • Online Learning activities • Lexia • EPIC • Scholastic News • BrainPop and BrainPop Junior • IXL • Guided Reading Lessons • Activities or Discussions after Presenters/Videos/Assemblies

CCSS.ELA-LITERACY.SL.3.1.A 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.	Makes relevant contributions during discussions	<ul style="list-style-type: none"> • Discussions • Completed work/assignments/tasks/research • Collaborative work • Teacher Observation
CCSS.ELA-LITERACY.SL.3.6 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 • Presentations • Teacher Observation • Collaborative work • Anecdotal Notes

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Text Types and Purposes:</p> <p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p> <p>CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.</p>	<p>Gathers information and generates ideas relative to task, purpose and audience.</p> <p>Produces clear and coherent writing as appropriate to task.</p>	<ul style="list-style-type: none"> • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals (Opinion) • Second Step Activities • Science and Social Studies Activities • Teacher Observation • Anecdotal Notes • Independent work/Centers • Letter writing • Grammar Lessons focus on parts of speech • LFP Guided Writing • Making Meaning Responses • Personal Journals • Quick Writes • Lucy Calkins Daily Journals
<p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	Evaluates, organizes and revises to strengthen writing.	
<p>CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	Conveys meaning through application of grammar, mechanics, and spelling	
<p>CCSS.ELA-LITERACY.W.3.10 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.</p>	Writes routinely across content areas for a range of tasks, purpose and audiences.	

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
<p>CCSS.MATH.CONTENT.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	Computes with accuracy.	<ul style="list-style-type: none"> • enVisions Topic Assessments • Daily Classwork: Independent Practice, Center Work, etc.

<p>CCSS.MATH.CONTENT.3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CCSS.MATH.CONTENT.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>		<ul style="list-style-type: none"> • Oral participation • written responses • Exit slips • Drawings, number lines, manipulatives, etc. • Informal Formative Assessments • Fact Fluency Assessments • STAR • Small Group Work <p>GOAL IS TO TEACH UNITS: 6 THROUGH 11</p>
<p>CCSS.MATH.CONTENT.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>CCSS.MATH.CONTENT.3.MD.C.5.A A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p> <p>CCSS.MATH.CONTENT.3.MD.C.5.B A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>CCSS.MATH.CONTENT.3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>CCSS.MATH.CONTENT.3.MD.C.7 Relate area to the operations of multiplication and addition.</p> <p>CCSS.MATH.CONTENT.3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>CCSS.MATH.CONTENT.3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>CCSS.MATH.CONTENT.3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³</p>	<p>Uses a variety of efficient strategies and tools to solve problems.</p>	<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>GOAL IS TO TEACH UNITS: 6 THROUGH 11</p>
<p>CCSS.MATH.CONTENT.3.OA.C.7 Fluently multiply and divide 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. By the</p>	<p>Recalls basic math facts with automaticity.</p>	<ul style="list-style-type: none"> • Focus on multiplication • Building fluency in addition and subtraction • Timed tests • Xtra Math online program, etc.

end of Grade 3, know from memory all products of two one-digit numbers.		GOAL IS TO TEACH UNITS: 6 THROUGH 11
<u>CCSS.MATH.CONTENT.3.MD.B.3</u> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Recognizes relationships and uses patterns	<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 GOAL IS TO TEACH UNITS: 6 THROUGH 11
Student can: <ul style="list-style-type: none"> • Construct an argument to show evidence that supports an answer including: <ul style="list-style-type: none"> ○ A visual model (bar diagram, array, drawing) and/or equation ○ The solution to a problem ○ Explanation of thinking • Use evidence to construct an argument that critiques the reasoning of others including: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Written and Oral Responses • Teacher Observations • Anecdotal Records • Drawings/Explanations/Showing Work GOAL IS TO TEACH UNITS: 6 THROUGH 11

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Astronomy Unit: Classify a variety of space objects including the planets by distinguishing features.	Asks questions and defines problems Plans and conducts investigations Communicates findings Analyzes and interprets data	<ul style="list-style-type: none"> • Mystery Science Unit • BrainPop Videos • Generation Genius Videos • Bill Nye Videos • Planetarium visit and resources • Research Projects • Take an inquiry approach to learning • Investigations • Tie to opinion writing
Astronomy Unit: Research how technology has influenced astronauts, space vehicles, and instruments to develop our understanding of space.	Asks questions and defines problems Plans and conducts investigations Communicates findings Analyzes and interprets data	<ul style="list-style-type: none"> • Mystery Science Unit • BrainPop Videos • Generation Genius Videos • Bill Nye Videos • Planetarium visit and resources • Research Projects • Take an inquiry approach to learning • Investigations

		<ul style="list-style-type: none"> • Tie to opinion writing
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Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Economics Unit: Money and Trade	<ul style="list-style-type: none"> • Develops questions and plans inquiries • Applies tools and concepts for civics, economics, geography and/or history • Evaluates sources and uses evidence • Communicates conclusions and takes informed action 	<ul style="list-style-type: none"> • Projects • Brain Pop/Brain Pop Junior • EPIC Books • Project Based Learning Activities • Classroom Bank • Tie to Opinion writing – persuade to let you set up a lemonade stand/sell candy in lunch room/etc.

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 • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<ul style="list-style-type: none"> • Sets and monitors progress towards goals • Demonstrates engagement in learning • Works independently with stamina • Practices self-control • Organizes time, tasks, and materials 	Self-Management	<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 • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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 	Social 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

		<ul style="list-style-type: none"> • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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"> • 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 • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips
<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	<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 • Role Plays • Being prepared with learning materials (hybrid learning) • Video Clips

Unified Arts: Physical Education

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments

Unified Arts: Music

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
		<ul style="list-style-type: none"> •

Unified Arts: Art

Essential Learning Competencies	Reporting Standards Alignment	Assessments/Evidence
