

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Four
Trimester	Two

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.RF.4.3.A</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> • Making Meaning Responses • Words Their Way • Small Guided Reading Groups • Running Record • Online Resources • Center Work Evidence • Anecdotal Notes • Conferring Notes • Resources (A-Z, Readworks, etc.)
<u>CCSS.ELA-LITERACY.RF.4.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Uses a variety of decoding and/or word analysis strategies	
<u>CCSS.ELA-LITERACY.RF.4.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Reads fluently with rate, accuracy, and/or expression.	
<u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
<u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Comprehends grade level text, both literary (i.e., fiction) and informational (i.e., nonfiction)	
<u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Comprehends grade level informational text, both literary and informational (i.e., nonfiction)	
<u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Understands story elements and literary devices across a variety of genres.	
<u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Understands story elements and literary devices across a variety of genres	

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.	Demonstrates positive listening habits	<ul style="list-style-type: none"> • Making Meaning Oral Responses • Anecdotal Notes • Conferring Notes • Small Guided Reading Groups • Literacy Footprints
<u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Listens for and understands information from various sources	
<u>CCSS.ELA-LITERACY.SL.4.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	Communicates ideas clearly and effectively	
<u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Makes relevant contributions during collaborative discussions	
<u>CCSS.ELA-LITERACY.SL.4.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	Summarizes and synthesizes content to present in a variety of formats	

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • Lucy Calkins • Reading & Writing Notebooks • Making Meaning Responses • Writing Conferences • Small Groups
<u>CCSS.ELA-LITERACY.W.4.2.C</u> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Gathers information and generates ideas relative to task, purpose and audience.	
<u>CCSS.ELA-LITERACY.W.4.2</u> Write informative/explanatory texts to	Produces clear and coherent writing as appropriate to task	

examine a topic and convey ideas and information clearly.		
<u>CCSS.ELA-LITERACY.W.4.5</u> 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 4 here .)	Evaluates, organizes, and revises to strengthen writing.	
<u>CCSS.ELA-LITERACY.L.4.1</u> Uses proper English grammar, capitalization, punctuation, and spelling when speaking and writing	Conveys meaning through application of grammar, mechanics, and spelling.	
<u>CCSS.ELA-LITERACY.W.4.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writes routinely across content areas for a range of tasks, purposes and audiences.	

Subject: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
	Recalls basic math facts with accuracy and fluency	<ul style="list-style-type: none"> • Benchmarks- Mad Minutes • Observations • Center Work
<u>CCSS.MATH.CONTENT.4.NBT.A.1</u> & <u>A.2</u> Applies concepts of place value to identify relationships in whole numbers	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> • Envision Quick Checks • Practice Buddies • Center Work • Unit Assessments • Daily Work Samples • Observations • Exit Slips / Quick Writes • Self-Assessments/ Reflections
<u>CCSS.MATH.CONTENT.4.OA.B.4</u> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Recognizes relationships and uses patterns	
<u>CCSS.MATH.CONTENT.4.OA.C.5</u> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Recognizes relationships and uses patterns	
<u>CCSS.MATH.CONTENT.4.NBT.1-6</u> Understands relationships between numbers in all four mathematical operations (+ -x ÷)	Computes with accuracy	
<u>CCSS.MATH.CONTENT.4.NBT.B.5</u> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Computes with accuracy	
<u>CCSS.MATH.CONTENT.4.NBT.B.6</u> Find whole-number quotients and	Computes with accuracy	

remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Uses a variety of efficient strategies and tools to solve problems accurately	
CCSS.MATH.CONTENT.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Uses a variety of efficient strategies and tools to solve problems accurately	
Uses evidence to construct an argument that critiques the reasoning of others including a visual model (e.g., bar diagram, array, drawing) and/or equation, the solution to a problem, and an explanation of thinking	Constructs viable arguments and critiques the reasoning of others	

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
Earth Science- Geology <ul style="list-style-type: none"> The earth and its atmosphere have structure Earth events can bring changes on earth. Earth is made up of a variety of materials. 	Asks questions and defines problems Plans and conducts investigations Analyzes and interprets data Communicates findings	Photos (Student Selected Final Product) Journal Observations Possible Rubrics

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
NH History and Geography <ul style="list-style-type: none"> How does NH geography affect its economy? NH and Merrimack history What are the important features of NH? 	Develops questions and plans inquiries Applies tools and concepts for civics, economics, geography, and/or history Evaluates resources and uses evidence Communicates conclusions and takes informed action	<ul style="list-style-type: none"> Readings Inquiry & Project Based Activities Journals Observations Possible Rubrics Establishment and Participation in developing class expectations

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Subject Area: SEL

Essential Learning Competencies	Reporting Standards Alignment	Formative 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"> Observation (morning meeting, Making Meaning, small group etc.) Second Step Activities Unit 2 (home link, role playing, etc.) Additional Activities (written response, literary connections, etc.)
<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"> Recognizes feelings of others and shows empathy Demonstrates respect towards others 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	

Subject Area: Physical Education

Essential Learning Competencies	Assessments/Evidence

Subject Area: Music

Essential Learning Competencies	Assessments/Evidence

Subject Area: Art

Essential Learning Competencies	Assessments/Evidence

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