

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade 5
Trimester	Two

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI 5.4)</p> <p>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. (RF 5.3a)</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. (RF 5.3)</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L 5.4a)</p>	<p>Uses a variety of decoding and/or word analysis strategies.</p>	<ul style="list-style-type: none"> • Making Meaning • Literacy Footprints • Fountas & Pinnell • Reading Responses • Formative/ Summative Assessment • Literature Study • STAR • Words Their Way • Student work samples • Conferring
<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.(RL.5.9)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p>Comprehends grade level text, both literary and informational.</p>	<ul style="list-style-type: none"> • Making Meaning • Literacy Footprints • Reading Responses • Formative Assessment • Literature Study • STAR • Student work samples • Conferring • Fountas & Pinnell • Written responses from all content areas
<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6)</p> <p>Draw on information from multiple print or digital sources, demonstrating the</p>	<p>Identifies and analyzes story elements and literary devices across a variety of genres.</p>	<ul style="list-style-type: none"> • Making Meaning • Literacy Footprints • Reading Responses • Formative Assessment • Literature Study • STAR • Student work samples

ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)		
Read grade-level text with purpose and understanding. (RF.5.4a) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)	Reads fluently with rate, accuracy, and/or expression	<ul style="list-style-type: none"> • Making Meaning • Literacy Footprints • Reading Responses • Formative Assessment • Literature Study • STAR • Student work samples • Conferring • Fountas & Pinnell

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c)	Demonstrates positive listening habits.	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Discussion contributions
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Discussion contributions
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1d)	Listens for and understands information from various sources.	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Discussion contributions
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) Come to discussions prepared, having read or studied required material; explicitly draw on that	Makes relevant contributions during collaborative discussions.	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Discussion contributions

preparation and other information known about the topic to explore ideas under discussion. (SL.5.1a)		
<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)</p>	Summarizes and synthesizes content to present in a variety of formats. (3-6)	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Discussion contributions • Project Presentations

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2.B)	Gathers information and generates ideas relative to task, purpose and audience.	<ul style="list-style-type: none"> • Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Written responses from all content areas
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)	Produces clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> • Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Written responses from all content areas
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5) (W.5.5)	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> • Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Written responses from all content areas
<p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.(L.5.1.B)</p> <p>Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.C)</p> <p>Recognize and correct inappropriate shifts in verb tense.* (L.5.1.D)</p>	Conveys meaning through application of grammar, mechanics, and spelling.	<ul style="list-style-type: none"> • Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Mentor sentences • Written responses from all content areas

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. (W.5.10)	Writes routinely across content areas for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Writing samples • Readers notebook • Writers notebook • Conferring • Anecdotal notes • Written responses from all content areas
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Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Recalls basic math facts with automaticity.	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • Math Fact Fluency • Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.B.5)	Computes with accuracy.	<ul style="list-style-type: none"> • Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
<p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-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. (5.NBT.B.6)</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.B.7)</p>	Uses a variety of efficient strategies and tools to solve problems accurately.	<ul style="list-style-type: none"> • Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
<p>5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (5.NBT.A.1)</p> <p>CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>	Recognizes relationships and uses patterns.	<ul style="list-style-type: none"> • Envisions Quick Check and Practice Buddy • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> • Envisions Visual Learning, Quick Check and Practice Buddy

strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.B.7)		<ul style="list-style-type: none"> • Discussions • Anecdotal notes • Teacher observations • Formative assessments • Summative assessments • Other (exit tickets, work samples, etc.)
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Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Human Body Identify the function and basic parts of the digestive, respiratory, circulatory, and nervous systems. Research how the human body systems work together to sustain life, and that a problem with one system may affect other systems.	<ul style="list-style-type: none"> • Asks questions and defines problems • Plans and conducts investigations • Analyzes and interprets data • Communicates findings 	<ul style="list-style-type: none"> • Projects (I.e.: Inquiry based human body system* research, disease research project) • KWL Charts • Science journal responses • Anecdotal notes • Formative and Summative assessments • Virtual/In person labs (application of skill) • Written responses
Forces and Motion	<ul style="list-style-type: none"> • Asks questions and defines problems • Plans and conducts investigations • Analyzes and interprets data • Communicates findings 	<ul style="list-style-type: none"> • Projects (i.e.: disease research project) • KWL Charts • Science journal responses • Anecdotal notes • Formative and Summative assessments • Virtual/In person labs (application of Skill) • Written responses

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
Explorers - What led to the exploration of North America? Describe the impact of land and water routes on trade (7.2.8.1) Students will understand the seven reasons for exploration (fame, religion, wealth, national pride, better trade routes, foreign goods, curiosity)	<ul style="list-style-type: none"> • Develops questions and plans inquiries • Applies tools and concepts for civics, economics, geography and/or history • Communicates conclusions and takes informed action 	<ul style="list-style-type: none"> • Student work samples • Notebook responses • Inquiry based projects • Formative/Summative/Performance Assessments • Written responses
Colonization - How and why did European countries start to colonize the New World? Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy (3.2.8.4) Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions (6.1.8.5)	<ul style="list-style-type: none"> • 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"> • Student work samples • Notebook responses • Inquiry based projects • Formative/Summative/Performance Assessments • Written responses

Describe similarities and differences in the immigrant experience for various ethnic groups (6.5.8.5)		
Explain how immigration affects the characteristics of places (5.4.8.3)		

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
<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"> Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration
<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"> Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration
<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"> Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration
<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"> Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration
<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"> Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration

Physical Education

Essential Learning Competencies	Formative/Summative Assessments

Music

Essential Learning Competencies	Formative/Summative Assessments

Instrumental Music

Essential Learning Competencies	Formative/Summative Assessments
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Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments

Foreign Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments