

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Six
Trimester	Two

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Students will: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (L.6.4)	Uses a variety of decoding and/or work analysis strategies.	Literacy Footprints Word Work Conferring Notes
Students will: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)	Reads fluently with rate, accuracy, and/or expression	Fountas and Pinnell assessments Literacy Footprint/running records
Students will Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1 & RI.6.1)	Comprehends grade level text, both literary and informational	Making Meaning Unit 4 on Elephant in the Garden Text Structure) Making Meaning Unit 5 on Inferring with Fiction, Poetry, and Drama For informational text, use Literacy Footprints
Students will: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5) Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)	Identifies and analyzes story elements and literary devices across a variety of genres Comprehends grade level text, both literary and informational	Making Meaning Unit 4 on Elephant in the Garden Text Structure) Making Meaning Unit 5 on Inferring with Fiction, Poetry, and Drama For informational text, use Literacy Footprints

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Students will: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL. 6.3)	Demonstrates positive listening habits.	Teacher observation Turn & Talk Anecdotal notes Discussion contributions
Students will: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL. 6.4) Include multimedia components (e.g., graphics, images, music, sound) and	Communicates ideas clearly and effectively.	Teacher observation Turn and Talk Anecdotal notes Discussion contributions Presentations

visual displays in presentations to clarify information. (SL.6.5) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (SL.6.6)		
Students will: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)	Listens for and understands information from various sources.	Teacher observation Turn & Talk Presentations Anecdotal notes Discussion contributions
Students will: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)	Makes relevant contributions during collaborative discussions.	Teacher observation Turn & Talk Discussion contributions Anecdotal notes
Students will: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)	Summarizes and synthesizes content to present in a variety of formats.	Presentations Teacher observation Anecdotal notes

Subject Area: Writing (Focus on Narrative Writing)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
Students will: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.6.3) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.6.3A)	Gather information and generate ideas relative to task, purpose, and audience.	Writing samples including drafts- focus on narrative writing Writer's notebook Writing conference notes
Students will: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.6.3B) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3D)	Produce clear and coherent writing as appropriate to task.	Writing samples including drafts- focus on narrative writing Writer's notebook Writing conference notes
Students will: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (W.6.3A) Use a variety of transition words, phrases, and clauses to convey sequence and signal	Evaluates, organizes and revises to strengthen writing	Writing samples including drafts- focus on narrative writing Writer's notebook Writing conference notes

shifts from one time frame or setting to another. (W.6.3C)		
Provide a conclusion that follows from the narrated experiences or events. (W.6.3E)		
<p>Students will:</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (W.6.3C)</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3D)</p>	Conveys meaning through application of grammar, mechanics, and spelling.	<p>Writing samples including drafts- focus on narrative writing</p> <p>Responding to content area writing: Math, Science, Social Studies, Reading</p> <p>Reader's notebook</p> <p>Writer's notebook</p> <p>Writing conference notes</p>
<p>Students will:</p> <p>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.6.10)</p>	Write routinely across content areas for a range of tasks, purposes, and audiences.	<p>Writing samples including drafts- focus on narrative writing</p> <p>Responding to content area writing: Math, Science, Social Studies, Reading</p> <p>Reader's notebook</p> <p>Writer's notebook</p> <p>Writing conference notes</p>

Subject Area: Math (This will need to be completed when we have our resources)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Students will:</p> <p>Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1)</p>	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • Envision Topic 3 Assessment • Lesson 3.1 • Lesson 3.3 • Envision workbook pages/resources • Envisions formative assessments • Non-Envisions print/online resources • Exit Slips
<p>Students will:</p> <p>Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1)</p> <p>Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)</p> <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> (6.EE.A.4)</p>	Computes with accuracy.	<ul style="list-style-type: none"> • Envision Topic 3 Assessment • Lesson 3.1 • Lesson 3.3 • Lesson 3.4 • Lesson 3.5 • Envision workbook pages/resources • Envisions formative assessments • Non-Envisions print/online resources • Exit Slips
<p>Students will:</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.C.6)</p>	Uses a variety of efficient strategies and tools to solve problems accurately.	<ul style="list-style-type: none"> • Envision Topic 2 Assessment • Envision workbook pages/resources • Envisions formative assessments • Non-Envisions print/online resources • Exit Slips

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.C.8)		
<p>Students will:</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.C.5)</p> <p>Understand ordering and absolute value of rational numbers. (6.NS.C.7)</p> <p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> (6.EE.A.3)</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.(6.EE.B.6)</p> <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> (6.EE.A.4)</p>	<p>Recognizes relationships and uses patterns.</p> <p>Constructs viable arguments and critiques the reasoning of others.</p>	<ul style="list-style-type: none"> • Envision Topic 2 Assessment • Envision workbook pages/resources • Envisions formative assessments • Non-Envisions print/online resources • Exit Slips

Subject Area: Science (Focus on Life Science)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Students will:</p> <p>Recognize that all living things are composed of cells.</p>	<p>Asks questions and defines problems</p> <p>Plans and conducts investigations</p> <p>Analyzes and interprets data</p> <p>Communicates findings</p>	<p>Projects/presentations/classwork</p> <p>Formative/summative assessments</p> <p>Beginning to write lab reports or write about the process and conclusions</p>

Recognize that living things are classified into kingdoms and other taxonomic groups.		
Recognize that energy is transferred between living things in an ecosystem through food webs.		

Subject Area: Social Studies (Focus on Europe and Asia)

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Where in the world am I? Students will:</p> <ul style="list-style-type: none"> -Apply the spatial concepts of location, distance, direction, scale, movement, and region (5.1.8.2) -Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns (5.1.8.3) -Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images and models to solve geographic problems (5.1.8.4) 	<p>Applies tools and concepts for civics, economics, geography and/or history</p> <p>Evaluates resources and uses evidence</p>	<p>Formative/summative assessments Projects/presentations/WebQuests Written work</p>
<p>How is the world organized? Students will:</p> <ul style="list-style-type: none"> -Describe ways in which countries interact with each other culturally, economically, diplomatically and militarily (3.3.8.2) -Illustrate the importance of countries working together to resolve problems (3.3.8.3) -Analyze environmental, economic, and technological developments and their impact on society (3.3.8.5) -Analyze environmental, economic, and technological developments and their impact on society (3.3.8.5) 	<p>Applies tools and concepts for civics, economics, geography and/or history</p> <p>Evaluates resources and uses evidence</p> <p>Develops questions and plans inquiries</p> <p>Communicates conclusions and takes informed action</p>	<p>Formative/summative assessments Projects/presentations/WebQuests Written work</p>
<p>How does geography influence contemporary culture? Students will:</p> <ul style="list-style-type: none"> -Identify how characteristics of different physical environments provide opportunities for or place constraints on human activities (5.5.8.2) -Examine how the art, music and literature of our nation has been enhanced by groups (6.3.8.2) -Illustrate how culture, technology, and experience affect perception of places and regions (5.2.8.4) 	<p>Applies tools and concepts for civics, economics, geography and/or history</p> <p>Evaluates resources and uses evidence</p> <p>Develops questions and plans inquiries</p> <p>Communicates conclusions and takes informed action</p>	<p>Formative/summative assessments Projects/presentations/WebQuests Written work</p>

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<p>Students will:</p> <ul style="list-style-type: none"> -Recognize one's own emotions and how those emotions influence behavior. -Communicate thoughts, feelings and needs. -Recognize one's strengths and challenges. 	<p>Self-Awareness</p> <p>.</p>	<p>Teacher Observations: Class Meetings/Discussions Class/Non-classroom Interactions Second Step Lessons Unit 3: Lessons 14, 15, 16, 17, 18, 19 School-wide Initiatives</p>

<p>Students will:</p> <ul style="list-style-type: none"> -Set and monitor progress towards goals. -Demonstrate engagement in learning. -Work independently with stamina. -Practice self-control. -Organize time, tasks, and materials. 	Self-Management	<p>Teacher Observations:</p> <p>Class Meetings/Discussions</p> <p>Class/Non-classroom Interactions</p> <p>Second Step Lessons</p> <p>Unit 3: Lessons 15, 16, 17, 18, 19</p> <p>School-wide Initiatives</p>
<p>Students will:</p> <ul style="list-style-type: none"> -Recognize feelings of others and shows empathy. -Demonstrate respect towards others. -Be accepting of others. 	Social Awareness	<p>Teacher Observations:</p> <p>Class Meetings/Discussions</p> <p>Class/Non-classroom Interactions</p> <p>Second Step Lessons</p> <p>Unit 2: Lessons 8, 9, 10, 11, 12, 13</p> <p>Unit 3: Lessons 15, 16, 17, 18, 19</p> <p>School-wide Initiatives</p>
<p>Students will:</p> <ul style="list-style-type: none"> -Develop positive peer relations. -Establish and maintain collaborative relationships. -Navigate conflict effectively. 	Relationships Building	<p>Teacher Observations:</p> <p>Class Meetings/Discussions</p> <p>Class/Non-classroom Interactions</p> <p>Second Step Lessons</p> <p>Unit 2: Lessons 8, 9, 10, 11, 12, 13</p> <p>Unit 3: Lessons 15, 16, 17, 18, 19</p> <p>School-wide Initiatives</p>
<p>Students will:</p> <ul style="list-style-type: none"> -Evaluate choices and reflect on decisions. -Recognize and access resources and supports. -Follow directions and expectations. 	Responsible Decision Making	<p>Teacher Observations:</p> <p>Class Meetings/Discussions</p> <p>Class/Non-classroom Interactions</p> <p>Second Step Lessons</p> <p>Unit 2: Lessons 10, 11, 12, 13</p> <p>Unit 3: Lessons 15, 16, 17, 18, 19</p> <p>School-wide Initiatives</p>

Subject Area: Music

Subject Area: Instrumental Music

Essential Learning Competencies	Evidence/Assessments
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Subject Area: PE

Essential Learning Competencies	Assessments/Evidence

Subject Area: Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments

Subject Area: World Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments