

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade 5
Quarter	1

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Know and apply grade-level phonics and word analysis skills in decoding words. (RF 5.3)	Uses a variety of decoding and/or word analysis strategies.	<ul style="list-style-type: none"> <li>Fountas and Pinnell (BAS)</li> <li>Words Their Way Assessment (encoding?)</li> <li>Literacy Footprints</li> <li>LF Running Record</li> <li>Conferring</li> <li>STAR</li> </ul>
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)	<p>Comprehends grade level text, both literary and informational.</p> <p>Understands story elements and literary devices across a variety of genres</p>	<ul style="list-style-type: none"> <li>Fountas and Pinnell (BAS)</li> <li>Making Meaning</li> <li>Literacy Footprints</li> <li>LF Running Record</li> <li>Reading Responses</li> <li>Formative Assessment</li> <li>Literature Study</li> <li>STAR</li> </ul>
3. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)	<p>Comprehends grade level text, both literary and informational.</p> <p>Understands story elements and literary devices across a variety of genres</p>	<ul style="list-style-type: none"> <li>Making Meaning</li> <li>Literacy Footprints</li> <li>LF Running Record</li> <li>Reading Responses</li> <li>Formative Assessment</li> <li>Literature Study</li> <li>STAR</li> </ul>
4. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI 5.7)	Understands story elements and literary devices across a variety of genres	<ul style="list-style-type: none"> <li>Making Meaning</li> <li>Literacy Footprints</li> <li>LF Running Record</li> <li>Reading Responses</li> <li>Formative Assessment</li> <li>Literature Study</li> <li>STAR</li> </ul>
5. Read with sufficient accuracy and fluency to support comprehension. (RF5.4)	Reads fluently with rate, accuracy, and/or expression	<ul style="list-style-type: none"> <li>Fountas and Pinnell (BAS)</li> <li>Conferring</li> <li>Making Meaning</li> <li>Literacy Footprints</li> <li>LF Running Record</li> <li>Reading Responses</li> <li>Formative Assessment</li> <li>Literature Study</li> </ul>

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1)	<p>Communicates ideas clearly and effectively.</p> <p>Listens for and understands information from various sources.</p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Anecdotal notes</li> <li>Discussion contributions</li> </ul>

2. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1b)	Makes relevant contributions during collaborative discussions.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c)	<p>Makes relevant contributions during collaborative discussions.</p> <p>Listens for and understands information from various sources.</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>

#### Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.5.4)	Produces clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Conferring</li> <li>• Anecdotal notes</li> </ul>
2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)	Produces clear and coherent writing as appropriate to task.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Conferring</li> <li>• Anecdotal notes</li> </ul>
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2)	Conveys meaning through application of grammar, mechanics, and spelling.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Conferring</li> <li>• Anecdotal notes</li> <li>• Mentor sentences</li> </ul>
4. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3A)	Conveys meaning through application of grammar, mechanics, and spelling.	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Readers notebook</li> <li>• Writers notebook</li> <li>• Conferring</li> <li>• Anecdotal notes</li> <li>• Mentor sentences</li> </ul>

#### Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
CCSS.MATH.CONTENT.5.NBT.A.3 Read, write, and compare decimals to thousandths.	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• Envisions Quick Check and Practice Buddy</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Summative assessments</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>
CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• Envisions Quick Check and Practice Buddy</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Summative assessments</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>



CCSS.MATH.CONTENT.5.NBT.A.3 Read, write, and compare decimals to thousandths.	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• Envisions Quick Check and Practice Buddy</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Summative assessments</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>
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Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Identify the function and basic parts of the digestive, respiratory, circulatory, and nervous systems.	<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 (I.e.: Inquiry based human body system* research, disease research project)</p> <ul style="list-style-type: none"> <li>•Science journals responses</li> <li>•Anecdotal notes</li> <li>•Formative and Summative assessments</li> <li>•Virtual/In person labs (application of skill)</li> </ul> <p>*4th grade may not have done muscular or skeletal systems, could include Projects can be assessed in multiple ways to provide 4-6 pieces of evidence (I.e.: oral reports, organizers, visual representations, written report, etc).</p>
2. Research how the human body systems work together to sustain life, and that a problem with one system may affect other systems.	<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 (I.e.: disease research project)</p> <ul style="list-style-type: none"> <li>•Science journals responses</li> <li>•Anecdotal notes</li> <li>•Formative and Summative assessments</li> <li>•Virtual/In person labs (Application of Skill)</li> </ul>

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Five Themes of Geography	<p>Develops questions and plans inquiries</p> <ul style="list-style-type: none"> <li>•Applies tools and concepts for civics, economics, geography and/or history</li> <li>•Communicates conclusions and takes informed action</li> </ul>	<p>Student work samples</p> <ul style="list-style-type: none"> <li>•Notebook responses</li> <li>•Inquiry based projects</li> <li>•Formative/Summative/ Performance Assessments</li> </ul>
2.Map Skills	<p>Develops questions and plans inquiries</p> <ul style="list-style-type: none"> <li>•Applies tools and concepts for civics, economics, geography and/or history</li> <li>•Evaluates resources and uses evidence</li> <li>•Communicates conclusions and takes informed action</li> </ul>	<p>Student work samples</p> <ul style="list-style-type: none"> <li>•Notebook responses</li> <li>•Inquiry based projects</li> <li>•Formative/Summative/ Performance Assessments</li> </ul>

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
1. Self Management -The ability to successfully regulate one's emotions,	Demonstrates engagement in learning	Artifacts (eg., drawings, writing prompts)

<p>thoughts, and behaviors in different situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.</p> <p><i>Second Step Lesson: Listening with Attention – Listening with attention helps you learn, work with others, and make friends. (Week 2)</i></p>		<p>Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration</p>
<p>2. Social Awareness -The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.</p> <p><i>Second Step Lessons: Empathy and Respect – Having respect and empathy helps you get along with others. (Week 1)</i> <i>Being Assertive – Being assertive means asking for what you want and need in a calm, firm, respectful voice. Being assertive can help you be successful in a variety of social and academic situations. (Week 3)</i> <i>Predicting Feelings – Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others. (Week 4)</i> <i>Taking Other Perspectives – Others may have different perspectives. Being able to recognize someone else's perspective helps you get along with others. (Week 5)</i></p>	<p>Recognizes feelings of others and shows empathy</p> <p>Recognizes feelings of others and shows empathy Demonstrates respect towards others Is accepting of others</p>	<p>Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration</p>
<p>3. Relationship Building -The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p>	<p>Interacts effectively with others</p>	<p>Artifacts (eg., drawings, writing prompts) Teacher Observations – Morning Meeting, Peer Interactions Role Plays Group Collaboration</p>

#### Physical Education

Essential Learning Competencies	Formative/Summative Assessments
<p>Understand and practice the skills that will help maintain a healthy lifestyle.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Physical Activity Knowledge:</p> <ul style="list-style-type: none"> <li>Track/analyze physical activity outside PE class</li> <li>Describe how being active leads to a healthy body</li> </ul> <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> <li>Actively engages in all the activities in PE and is aware of the opportunities that exist outside PE</li> </ul>
<p>Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment.</p> <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Personal Responsibility:</p> <ul style="list-style-type: none"> <li>Engage in physical activity with responsible interpersonal behavior</li> <li>Exhibit self-respect while engaging in physical activity</li> <li>Exhibit personal responsibility by demonstrating appropriate etiquette and respect for facilities</li> <li>Use appropriate strategies for positive self-reinforcement</li> </ul>



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## Music

Essential Learning Competencies	Formative/Summative Assessments
In an effort to create tuneful musicians, grades 5-6 will focus on <b>active listening</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Songtales</li> <li>• Listening maps and journals</li> <li>• Recorded singing presentations</li> </ul>
In an effort to create beat-ful, musicians, grades 5-6 will focus on <b>keeping a steady beat</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Beat keeping games</li> <li>• Body percussion</li> <li>• Instrument performance</li> <li>• Keeping the beat to recorded music</li> </ul>
In an effort to create artful musicians, grades 5-6 will focus on <b>appropriate musical responses</b> through creating, responding, and connecting activities.	<ul style="list-style-type: none"> <li>• Movement Activities</li> <li>• Audience Etiquette</li> <li>• Song analysis</li> <li>• Music Appreciation</li> </ul>

## Instrumental Music

Essential Learning Competencies	Formative/Summative Assessments
Perform on instruments, alone and with others, a varied repertoire of music.	<ul style="list-style-type: none"> <li>• Playing evaluations; individual and group formative assessment – in-person and virtual</li> </ul>
Read and notate music.	<ul style="list-style-type: none"> <li>• Sight reading evaluations; playing evaluations on literature</li> </ul>
Respond to and analyze music performance	<ul style="list-style-type: none"> <li>• Reflect and assess personal performances</li> <li>• Listen to and respond to significant musical works</li> </ul>

## Art

Essential Learning Competencies	Reporting Standards	Formative/Summative Assessments
<p>Creating:</p> <p>1) Artists and designers' experiment with forms, structures, concepts, media and art-making approaches. Students can be safe and follow art rules in using materials.</p> <p><i>Students will experiment with and develop skills in multiple art-making techniques and approaches. Students will demonstrate safety and following art rules while using materials.</i></p>	<p>Anchor Standard 2</p> <p>Organize and develop artistic ideas and work</p>	<p>Sketchbook practice, questioning, observation</p> <p>Student artwork, Conversation with student</p>
<p>Responding</p> <p>4) Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><i>Students will develop their own responses to artwork based on their background knowledge and life experiences.</i></p>	<p>Anchor Standard 7</p> <p>Perceive and analyze artistic work</p>	<p>Short response</p> <p>Discussion board</p> <p>Peer Share</p>
<p>Connecting</p> <p>5) Through artmaking, people make meaning by investigating and developing</p>	<p>Anchor Standard 10</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Student artwork, sketchbook usage, peer share, conversation with student.</p>

<p>awareness of perceptions, knowledge and experiences.</p> <p><i>Students can generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</i></p>		
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#### Foreign Language

Essential Learning Competencies	Reporting Standards	Evidence/Assessments
<p>Exchange greetings in target language</p> <p>Identify how to address people appropriately (Formal vs. Informal)</p> <p>Writing/presenting conversations</p> <p>Respond appropriately to conversational vocabulary (e.g. the natural response to thank you is you're welcome.)</p>	<p>1.1 Engage in conversation, Provide/obtain information 1.2 Understand/interpret written and spoken language 2.1 demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 4.1 understand the nature of language through comparisons of the language studied and their own</p>	<p>· Reading conversations · vocabulary matching · Simulated greetings scenarios</p> <p>· Song · Skit</p>