

Merrimack School District  
Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade 5
Trimester	One

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (RF 5.3)</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L 5.5c)</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4c)</p>	<p>Uses a variety of decoding and/or word analysis strategies.</p>	<ul style="list-style-type: none"> <li>• Literacy Footprints</li> <li>• Anecdotal notes</li> <li>• Conferring</li> <li>• Words Their Way</li> <li>• Fountas and Pinnell (BAS)</li> </ul>
<p>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)</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>• Reading Responses</li> <li>• Formative Assessment</li> <li>• Literature Study</li> <li>• STAR</li> <li>• Projects /Performance based activities</li> </ul>
<p>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> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL.5.3)</p> <p>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> <p>Describe how a narrator's or speaker's point of view influences how events are described. (RL 5.6)</p>	<p>Comprehends grade level text, both literary and informational.</p>	<ul style="list-style-type: none"> <li>• Making Meaning</li> <li>• Literacy Footprints</li> <li>• Reading Responses</li> <li>• Formative Assessment</li> <li>• Literature Study</li> <li>• STAR</li> </ul>
<p>Read with sufficient accuracy and fluency to support comprehension. (RF5.4)</p> <p>Read grade-level text with purpose and understanding. (RF.5.4a)</p>	<p>Reads fluently with rate, accuracy, and/or expression</p>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell (BAS)</li> <li>• Conferring</li> <li>• Making Meaning</li> <li>• Literacy Footprints</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
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"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
<p>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> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)</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>	Communicates ideas clearly and effectively.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
<p>Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1b)</p> <p>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. (SL.5.1a)</p>	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>
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c)	Listens for and understands information from various sources.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> </ul>
<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"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> <li>• Discussion contributions</li> <li>• Project Presentations</li> </ul>

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
CCSS.ELA-LITERACY.W.5.9. A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Gathers information and generates ideas relative to task, purpose and audience.	<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>• Written responses from all content areas</li> </ul>
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)  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> <li>• Written responses from all content areas</li> </ul>
CCSS.ELA-LITERACY.W.5.5 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)	Evaluates, organizes and revises to strengthen writing.	<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>• Written responses from all content areas</li> </ul>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2)  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> <li>• Written responses from all content areas</li> </ul>
CCSS.ELA-LITERACY.W.5.10 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.	Writes routinely across content areas for a range of tasks, purposes and audiences.	<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>• Written responses from all content areas</li> </ul>

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
	Recalls basic math facts with automaticity	<ul style="list-style-type: none"> <li>• Math Fact Fluency benchmarks</li> <li>• Math graphs</li> </ul>

		<ul style="list-style-type: none"> <li>• XtraMath reports</li> </ul>
<p>CCSS.Math.Content.5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	Computes with accuracy	<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 (Topic 1-4)</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>
<p>CCSS.MATH.CONTENT.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3 Read, write, and compare decimals to thousandths.</p> <p>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., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>CCSS.MATH.CONTENT.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.</p> <p>CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</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"> <li>• Envisions Quick Check and Practice Buddy</li> <li>• Anecdotal notes</li> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Summative assessments (Topic 1-4)</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>
<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> <p>Use place value understanding to round decimals to any place. (5.NBT.B.4)</p>	Uses a variety of efficient strategies and tools to solve problems accurately	<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 (Topic 1-4)</li> <li>• Other (exit tickets, work samples, etc.)</li> </ul>

CCSS.MATH.CONTENT.5.NF.B.5.A Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Constructs viable arguments and critiques the reasoning of others	<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 (Topic 1-4)</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
Human Body	<ul style="list-style-type: none"> <li>• Asks questions and defines problems</li> <li>• Plans and conducts investigations</li> <li>• Analyzes and interprets data</li> <li>• Communicates findings</li> </ul>	<ul style="list-style-type: none"> <li>• Projects (I.e.: Inquiry based human body system* research, disease research project)</li> <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>
Forces and Motion	<ul style="list-style-type: none"> <li>• Asks questions and defines problems</li> <li>• Plans and conducts investigations</li> <li>• Analyzes and interprets data</li> <li>• Communicates findings</li> </ul>	<ul style="list-style-type: none"> <li>• Projects (i.e.: disease research project)</li> <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
Five Themes of Geography How does geography lead to the development of community?	<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>	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Notebook responses</li> <li>• Inquiry based projects</li> <li>• Formative/Summative</li> <li>• Performance Assessments</li> </ul>
Map Skills - How does geography lead to the development of community?	<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> </ul>	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Notebook responses</li> <li>• Inquiry based projects</li> <li>• Formative/Summative</li> <li>• Performance Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>•Communicates conclusions and takes informed action</li> </ul>	
Explorers- What led to the exploration of North America?	<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>	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Notebook responses</li> <li>• Inquiry based projects</li> <li>• Formative/Summative</li> <li>• Performance Assessments</li> </ul>

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative/Summative Assessments
<p>Self-Management -The ability to successfully regulate one's emotions, 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>Demonstrates engagement in learning</p>	<ul style="list-style-type: none"> <li>• Artifacts (eg., drawings, writing prompts)</li> <li>• Teacher Observations – Morning Meeting, Peer Interactions</li> <li>• Role Plays</li> <li>• Group Collaboration</li> </ul>
<p>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></p> <p><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></p> <p><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></p> <p><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</p> <p>Demonstrates respect towards others</p> <p>Is accepting of others</p>	<ul style="list-style-type: none"> <li>• Artifacts (eg., drawings, writing prompts)</li> <li>• Teacher Observations – Morning Meeting, Peer Interactions</li> <li>• Role Plays</li> <li>• Group Collaboration</li> </ul>
<p>Relationship Building -The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p>	<p>Interacts effectively with others</p>	<ul style="list-style-type: none"> <li>• Artifacts (eg., drawings, writing prompts)</li> <li>• Teacher Observations – Morning Meeting, Peer Interactions</li> <li>• Role Plays</li> </ul>

		<ul style="list-style-type: none"> <li>Group Collaboration</li> </ul>
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#### Physical Education

Essential Learning Competencies	Reporting Standards	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>

#### Music

Essential Learning Competencies	Reporting Standards	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>Song tales</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	Reporting Standards	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
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<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>Investigates media, plans ideas and creates art.</p>	<p>Sketchbook practice, questioning, observation 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>Responds to artistic work.</p>	<p>Short response Discussion board Peer Share</p>
<p>Connecting</p> <p>5) Through artmaking, people make meaning by investigating and developing 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>	<p>Responds to artistic work.</p>	<p>Student artwork, sketchbook usage, peer share, conversation with student.</p>

#### 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 · Song · Skit</p>