

ELA Grade K

Curriculum Writers: Andree Brochu, Nancy Andrews, Jessica Maccarone, Kasia Kidd, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 1) and New England Common Assessment Program (NECAP-GLE)</p>	<p>1.1 Reading Behaviors (NewS), Early Reading Strategies (GLE, R-10)</p>	<p>The student</p> <p>1.1.1 demonstrates understanding of concepts of print during shared or individual reading by (GLE)....</p> <ul style="list-style-type: none"> distinguishing between printed letters and words following text with finger-pointing (e.g., charts, simple books), demonstrating left to right and top to bottom directionally identifying the first and last parts of a word (beginning/end of the word) identifying key parts of a book: front and back, print, illustrations holding book right side up and turning pages in the correct direction (NewS) beginning to identify title, author, illustrator beginning to identify basic punctuation marks and their usage (e.g., question marks, periods, quotation marks) beginning to demonstrate 1-1 	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging) and research-based reading strategies:</p> <ul style="list-style-type: none"> Read aloud to students Allow time for independent reading Allow student choice Expose children to a wide and rich range of literature Model and discuss his/her own reading processes Emphasize comprehension Teach reading as a process (use strategies to activate prior knowledge, help students make and test predictions, structure help during reading, and provide after reading applications) <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates literature circles</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p>	<p>Textbook</p> <p><u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource)</p> <p>Supplemental Core Book</p> <p>Refer to recommended grade-level book list Summer reading books <i>Scholastic News or Time for Kids</i> or <i>Scholastic Story Works</i> <u>Phonics Lesson</u> (Fountas and Pinnell) <u>Phonics from A-Z</u> (Wiley Blevins)</p> <p>Teacher Resources <u>Theory Into Practice</u> (April 2005), <u>Connie Prevatte Manual Best Practices</u> (Zemelman) <u>Daily Language Review</u> (Evan Moore) <u>Mosaic of Thought</u> (Keene and Zimmerman) <u>Strategies that Work</u> (Harvey and Goudvis) <u>6 + 1 Traits</u> (Great Source, Scholastic) <u>The Reading Workshop</u> (Sarafini) <u>Reading Aloud and Beyond</u> (Sarafini) <u>Lessons In Comprehension</u> (Sarafini) <u>Literature Circles</u> (Daniels) <u>I Read It, But I Don't Get It</u> (Tovani) <u>Invitations</u> (Routman) <u>Conversations</u> (Routman)</p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Marie Clay - Observation survey</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks/products</p> <p>Portfolio * Reading Log * Informational Writing * Response to Literature * Narrative</p> <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests * Running Records/DRA</p>

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		<p>matching of words spoken to words in print</p> <ul style="list-style-type: none"> locating target words within texts 	<p>Models balanced literacy</p> <ul style="list-style-type: none"> reading aloud shared reading guided reading self-selected reading shared/model writing guided writing independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> Graphic organizers Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p><u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) <u>Writing Essentials</u> (Routman)</p> <p>Materials</p> <p>Clear expectation posters</p> <p>Display student work with rubrics in common areas (halls, cafeteria, etc.)</p> <p>Technology Board maker</p> <p>Community Resources Family Literacy Center – Manville, RI</p>	<p>* DIBELS (test of fluency) * PALS</p> <p>Student developed rubrics</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, etc.)</p>
<p>1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3)</p>	<p>1.2 Phonemic Awareness/Phonological Knowledge (GLE, R-9)</p>	<p>The student</p> <p>1.2.1 demonstrates <u>phonemic awareness</u> and applies phonological knowledge and skills by.....(GLE).</p> <ul style="list-style-type: none"> blending and segmenting syllables and on-set rimes (e.g., cup-cake, s-at) 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>and New England Common Assessment Program (NECAP-GLE)</p>		<ul style="list-style-type: none"> • isolating phonemes in single syllable words (e.g., "tell me the first sound in mop", "tell me the last sound in mop) • beginning to isolate middle sounds ("tell me the middle sound in mop") • recognizing pairs of rhyming words • beginning to count syllables in 1 to 4 syllable words • beginning to blend and segment phonemes in one syllable words (e.g., f-i-sh, r-u-n) • beginning to produce pairs of rhyming words 			
<p>1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New England Common</p>	<p>1.3 Reading Extensively and In Depth(Reading Standard 3)</p>	<p>The student</p> <p>1.3.1 demonstrates the habit of reading widely and extensively by...</p> <ul style="list-style-type: none"> • choosing reading as a way to enjoy free time and ask for books to be read aloud to them <p>1.3.2 listening to one or two books read aloud each day and discussing these books with teacher</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

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Assessment Program (NECAP-GLE)		<p>guidance</p> <ul style="list-style-type: none"> • use newly learned vocabulary • ask for clarification • give reactions to the book with back-up reasons • listen carefully to each other • relate contributions to what others have said <p>1.3.3 demonstrates participation in a literate community by:</p> <ul style="list-style-type: none"> • hearing another one or two books read to them each day at home or in after school care • re-reading or reading along alone or with a partner or adult 2-4 familiar books each day • engaging with a range of genres: literature (stories, songs, poems, plays); functional text (how to books, signs, labels, messages); and informational books (all about books, attribute texts) 			
<hr/> 1. Reading New Standards (NewS, Primary Literacy Standards Reading)	<hr/> 1.4 Print Sound Code (GLE, R-1)	<hr/> The student 1.4.1 applies print sound code/Word identification and decoding strategies (leading to automaticity) (GLE) by... <ul style="list-style-type: none"> • demonstrating a basic understanding of how the letters 	<hr/> See above	<hr/> See above	<hr/> See above

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<p>Standard 3) and New England Common Assessment Program (NECAP-GLE)</p>		<p>of phonetically regular words (going from left to right), represent their sounds</p> <ul style="list-style-type: none"> reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)(about 20) recognizing and naming all upper and lower case letters identifying the primary sounds represented by most letters (sound-symbol correspondence) using their knowledge of letter sounds to figure out a few simple regularly spelled words reading simple texts containing familiar letter sound, correspondences and high frequency words 			
<p>1. Reading (NewS, PLS, R3) (NECAP-GLE)</p>	<p>1.5 Reading Fluency and Accuracy</p>	<p>The student</p> <p>1.5.1 reads grade-level appropriate material by.....</p> <ul style="list-style-type: none"> reading Level A (Fountas-Pinnell)/Level 1 (DRA) books that they have not seen before*, but have been previewed for them 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>attending to each word and getting most often correct (* previewing means telling the student the title of the book and what it is about, as well as, introducing any difficult or unfamiliar vocabulary that is important to the story)</p> <p>1.5.2 reading "emergently" - that is, "reread" a favorite story re-creating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said</p>			
<p>1. Reading (NewS, PLS, R3) (NECAP-GLE)</p>	<p>1.6 Vocabulary strategies and breadth of vocabulary (GLE R2, R3)</p>	<p>The student</p> <p>1.6.1 identifies the meaning of unfamiliar vocabulary (GLE) by....</p> <ul style="list-style-type: none"> • using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions) • noticing words that they don't know when they are read to and talked with and guess what the words mean from how they are used 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • talking about words and word meanings as they are encountered in books and conversations • learning new words every day from talk and books read aloud <p>1.6.2 shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships (GLE) by....</p> <ul style="list-style-type: none"> • identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words EXAMPLE: What word means the same as.....? • demonstrating knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind) • organizing words by category (e.g., sorting pictures or objects into groups) • showing interest in collecting words and playing with ones they like 			

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<p>1. Reading (News, PLS, R3) (NECAP-GLE)</p>	<p>1.7 Initial understanding of literary texts (GLE, R4)</p>	<p>The student</p> <p>1.7.1 demonstrates initial understanding of elements of literary texts read aloud (GLE) by.....</p> <ul style="list-style-type: none"> • identifying characters in a story • responding to simple questions about a book's content (e.g., What did that hungry caterpillar eat?) EXAMPLES (of responses): drawing, reenacting parts of a story, etc. • generating questions during read alouds • retelling the story in their own words or reenacting it, getting the events in the correct sequence 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>1. Reading (News, PLS, R3) (NECAP-GLE)</p>	<p>1.8 Analysis and interpretation of informational texts/ citing evidence (GLE R8)</p>	<p>The student</p> <p>1.8.1 analyzes and interprets elements of literary texts read aloud, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> • making predictions about what might happen next • beginning to tell why a prediction was made • generating questions about read alouds • beginning to make basic inferences about problem or solution • beginning to compare and contrast elements between texts (characters, setting, problems) • beginning to create and utilize (with teacher guidance) graphic organizers to pull out the elements <p>1.8.2 generates a personal response to what is read aloud through a variety of means by....</p> <ul style="list-style-type: none"> • comparing stories or other texts to personal experience, 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>1. Reading (NewS, PLS, R2) (NECAP-GLE)</p>	<p>1.9 Initial understanding of informational text (GLE R7)</p>	<p>prior knowledge, which might include other texts</p> <hr/> <p>The student</p> <p>1.9.1 demonstrates initial understanding of informational texts read aloud (expository and practical texts) (GLE) by:</p> <ul style="list-style-type: none"> obtaining information using text features, such as title and illustrations <p>EXAMPLE: From the picture on the cover, what do you think this book will tell us?</p> <ul style="list-style-type: none"> using explicitly stated information from the text to answer questions generating questions during read alouds beginning to distinguish between literary and informational texts 	<p>See above and</p> <p>Employs the use of instructional aides and strategies, such as using anticipation guides, KWL and/or DRTA charts, and previewing text features to activate basic prior knowledge</p>	<p>See above and</p> <ul style="list-style-type: none"> * Social Studies text * Science text * Mathematics text * Newspapers * Magazines * Reference * Library resources 	<p>See above</p>
<p>1. Reading (NewS, PLS,</p>	<p>1.10 Analysis and interpretation of informational texts/ citing evidence</p>	<p>The student</p> <p>1.10.1 analyzes and interprets informational texts read aloud, citing evidence as appropriate (GLE) by:</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>R2, R3 (NECAP-GLE)</p>	<p>(GLE R8)</p>	<ul style="list-style-type: none"> telling what was learned EXAMPLE: Draw a picture of something you've learned from this story about dogs. making basic inferences about what was just read EXAMPLE: What kinds of foods will help you to stay healthy? using and/or generating graphic organizers before, during, and after reading text with teacher guidance (e.g., KWL, word webs, concept maps, sequencing) 			
<p>1. Reading (News, PLS, R2) (TSNE)</p>	<p>1.11 Comprehension Skills and Strategies (GLE, R-12 and R-13)</p>	<p>The student</p> <p>1.11.1 demonstrates ability to monitor comprehension and strategy use for different types of texts by...</p> <ul style="list-style-type: none"> noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) <p>1.11.2 uses comprehension strategies, flexibly, as needed, while listening to literary and informational text by:</p> <ul style="list-style-type: none"> using prior knowledge (schema) making predictions 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>2. Writing New Standards (NewS, Primary Literacy Standards Writing Standard 1) and New England Common Assessment Program (NECAP-GLE)</p>	<p>2.1 Habits of Writing: Using a Writing Process and Writing Extensively (GLE W10, 11)</p>	<ul style="list-style-type: none"> • simply making text-based inferences (directly stated or inferred from text) • making connections • generating clarifying questions • constructing sensory images (making pictures in one's mind) or making connections (text-to-self, text-to-text, text-to-world) • simple text based <hr/> <p>The student</p> <p>2.1.1 understands and demonstrates elements of writing process, when appropriate by:</p> <p>prewriting:</p> <ul style="list-style-type: none"> * establish purpose * generate ideas/topics * organize ideas <p>drafting:</p> <ul style="list-style-type: none"> * produce a written draft for a specific audience * make decisions about which pieces to work on over several days or longer <p>beginning to edit conventions and mechanics:</p> <ul style="list-style-type: none"> * check for correctness with self, teacher, and/or peer * read aloud with self, Teacher and/or peer <p>beginning to publish</p>	<hr/> <p>The teacher</p> <p>Models steps of the writing process</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing 	<hr/> <p>Textbook</p> <p><u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource)</p> <p>Supplemental Core book <u>Keep the Lights Burning, Abbey</u> (Connie and Peter Roop) <u>Tapenum's Day</u> (Kate Waters) <u>Finding Providence</u> (Avi)</p> <p>Refer to recommended grade-level book list Summer reading books <i>Scholastic News</i> or <i>Time for Kids</i> or <i>Scholastic Story Works</i> <u>Phonics Lesson</u> (Fountas and Pinnell) <u>Phonics from A-Z</u> (Wiley Blevins)</p> <p>Teacher Resources <u>Best Practices</u> (Zemelman)</p>	<hr/> <p>Anecdotal records-effort, behavior and attendance</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Daily writing across the curriculum</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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		<p>* share final draft with intended audience</p> <ul style="list-style-type: none"> sharing and talking about their writing daily (see 3.1.2) <p>2.1.2 demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> writing daily with frequency in a variety of genres writing without resistance when given the time and place using and/or creating graphic organizers and visual supports, such as word webs, story maps, paragraph/report format, Venn diagrams, and sequencing charts (with teacher guidance) beginning to apply criteria established in a rubric/checklist to judge the quality of their writing with teacher guidance 	<p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> Graphic organizers Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p><u>Daily Language Review</u> (Evan Moore)</p> <p><u>Mosaic of Thought</u> (Keene and Zimmerman)</p> <p><u>Strategies that Work</u> (Harvey and Goudvis)</p> <p><u>6 + 1 Traits</u> (Great Source, Scholastic)</p> <p><u>The Reading Workshop</u> (Sarafini)</p> <p><u>Reading Aloud and Beyond</u> (Sarafini)</p> <p><u>Lessons In Comprehension</u> (Sarafini)</p> <p><u>Literature Circles</u> (Daniels)</p> <p><u>I Read It, But I Don't Get It</u> (Tovani)</p> <p><u>Invitations</u> (Routman)</p> <p><u>Conversations</u> (Routman)</p> <p><u>Reading Essentials</u> (Routman)</p> <p><u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda)</p> <p><u>Writing Essentials</u> (Routman)</p> <p>Materials</p> <p>Clear expectation posters</p> <p>Display student work with rubrics in common areas (halls, cafeteria, etc.)</p> <p>Technology</p> <p>Board maker</p> <p>Community Resources</p> <p>Family Literacy Center – Manville, RI</p>	<p>Oral presentations</p> <p>Performance-based tasks/products</p> <p>Portfolio</p> <ul style="list-style-type: none"> * Reading Log * Informational Writing * Response to Literature * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) * PALS <p>Student developed rubrics</p> <p>Tests/Exams</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, etc.)</p>

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<p>2. Writing (NewS, E2) (NECAP)</p>	<p>2.2 Structures of Language- Applying understanding of Sentences, Paragraphs, and Text Structures (NE GLE W1)</p>	<p>The student</p> <p>2.2.1 demonstrates command of the structures of sentences, paragraphs, and text (GLE) by:</p> <ul style="list-style-type: none"> • expressing an idea using pictures and letters (GLE 1) • distinguishing between letters, words, and sentences • applying directionality, as appropriate, to text (e.g., left to right, top to bottom) • writing recognizable short sentences • approximating some of the phrasing and rhythms of literary language (NewS) • uses the syntax of oral language so it is easy to read aloud (NewS) 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>2 Writing (News, PLS, W2) (NECAP)</p>	<p>2.3 Writing in Response to Literary or Informational Text (GLE W2 and W3)</p>	<p>The student</p> <p>2.3.1 uses elements of the writing process, when appropriate, (prewriting, drafting) - refer to 2.1.1</p> <p>2.3.2 in response to literary or informational text read aloud, students make and support analytical judgments about text by:</p> <ul style="list-style-type: none"> • using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) EXAMPLE: Show a way the lady bugs..... • reenacting and retelling stories • creating their own stories, poems, plays, and songs • making text to self connections (making connections between the text and own ideas and lives) • using literary forms and language 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • expressing ideas and recognizing that experiences and stories can be written about • identifying/naming character(s) • beginning to use descriptive words with teacher support • incorporating storybook language • beginning to use voice appropriate to purpose (drawing on personal experience, when appropriate) with teacher support • writing about observations and experiences 			
<p>2. Writing (NewS, PLS2) (NECAP-GLE W6, W7, W8)</p>	<p>2.5 Informational Writing (Reports, Procedures, or Persuasive Writing)</p>	<p>The student</p> <p>2.5.1 uses elements of writing process, when appropriate (prewriting, drafting, editing, publishing)-refer to 2.1.1</p> <p>2.5.2 organizes ideas/concepts (GLE) by:</p> <ul style="list-style-type: none"> • naming or labeling objects or places 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> • beginning to use correct letter format; including date, greeting, body, closing, and signature in a shared writing format with teacher guidance • beginning to list/and or tell • beginning to use transition words or phrases appropriate to organizational text structure (examples: for procedures- using numbering, ordering, sequence words) with teacher guidance • using diagrams, charts, or illustrations appropriate to the text <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> • gathering, collecting, and sharing information about a topic <p>2.5.4 demonstrates use of a range of elaboration strategies (GLE) by:</p> <ul style="list-style-type: none"> • identifying details/information related to topic or to a given focus (pictures may include labels) 			

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<hr/> <p>2. Writing (NewS, PLS, W2)</p> <hr/>	<p>2.6 Genre writing (NewS)</p> <hr/>	<ul style="list-style-type: none"> • using pictures to illustrate ideas • including details or facts (stay on topic) • exclude extraneous information, when prompted <hr/> <p>The student</p> <p>2.6.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.6.2 produces work in at least one literary genre that follows the conventions of the genre (e.g., stories, songs, memoirs, poetry, and plays)</p> <ul style="list-style-type: none"> • producing a personal narrative piece that incorporates elements appropriate to the genre after engaging in a genre study <hr/> <p>The student</p>	<hr/> <p>See above</p> <hr/>	<hr/> <p>See above</p> <hr/>	<hr/> <p>See above</p> <hr/>
<p>2. Writing (NewS, E2) (NECAP-GLE)</p>	<p>2.7 Writing Conventions (GLE W-9)</p>	<p>2.7.1 in independent writing, demonstrates command of appropriate English spelling <u>conventions</u> (GLE) by:</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • beginning to use capital letters for the beginning of sentences and names • using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds) • correctly spelling own first name and last name • beginning to correctly spell grade -appropriate, high-frequency words • beginning to correctly spell some words with regularly spelled patterns (e.g., CVC, one syllable words) • independently creating text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher • rereading own text with a match between what they say and the words they have written on paper 		<p>Handwriting Without Tears</p> <p>Wilson's Foundation</p>	

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		<ul style="list-style-type: none"> • pausing voluntarily in the midst of writing to reread what they have written (tracking) • beginning to leave spaces between words • controlling for directionality left to right, top to bottom • beginning to correctly form most upper and lower case letters, as instructed • beginning to use end marks with teacher prompt (period, exclamation point, question mark) <p>2.7.2 uses words in their writing that they use in their conversation, usually represented phonetically</p> <ul style="list-style-type: none"> • pausing voluntarily in the midst of writing to reread what they have written (tracking) 			
<hr/> <p>2. Writing</p>	<hr/> <p>2.8 Vocabulary and Word Choice (PLS, W3)</p>	<hr/> <p>The student</p> <p>2.8.1 uses words in their writing that they use in their conversation, usually represented phonetically</p> <p>2.8.2 begins to make word choices that</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>

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3. Speaking and Listening (NewS, S&L)		<p>reveal a large enough vocabulary to exercise options in word choice (e.g., huge-big-</p> <p>2.8.3 begins to choose words and phrases that enhance meaning with teacher guidance</p>			
	3.1 Habits of Speaking (NewS, S&L, S1)	<p>The student</p> <p>3.1.1 in oral communication, demonstrate interactive listening by.....</p> <ul style="list-style-type: none"> talking about what they think, read, or experience listening to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting, as appropriate talking about ideas or information gained from sources beyond personal experience (for example, reactions or focused discussions after read alouds or book talks) using appropriate speaking behaviors (e.g., ask related questions, demonstrate turn-taking, respond respectfully, 	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student works with rubrics.</p> <p>Models appropriate speaking and listening skills.</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates literature circles</p> <p>Provides exemplars and rubrics.</p>	<p>Textbook</p> <p><u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource)</p> <p>Supplemental Core book <u>Keep the Lights Burning, Abbey</u> (Connie and Peter Roop) <u>Tapenum's Day</u> (Kate Waters) <u>Finding Providence</u> (Avi)</p> <p>Refer to recommended grade-level book list Summer reading books <i>Scholastic News or Time for Kids</i> or <i>Scholastic Story Works</i> <u>Phonics Lesson</u> (Fountas and Pinnell) <u>Phonics from A-Z</u> (Wiley Blevins)</p> <p>Teacher Resources <u>Best Practices</u> (Zemelman) <u>Daily Language Review</u> (Evan Moore) <u>Mosaic of Thought</u></p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks/products</p> <p>Portfolio * Reading Log</p>

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		<p>and make eye contact, adjust volume to setting)</p> <ul style="list-style-type: none"> • waiting for appropriate turn to speak (GLE) • playfully manipulating language (for example, deliberate rhyming, intentional or unconscious use of metaphor, name games, like "Sue, Sue, bo-boo, Banana, Fanna, fo-foo") • listening and engaging in sentence play (for example, manipulate and combine sentence structures at the syntactic level) • negotiating how to work and play (for example, "Can I have the shovel?" "You can use the scoop.") • asking or answering focused questions for the purpose of learning something <p>3.1.2 transitions from speech to print by.....</p> <ul style="list-style-type: none"> • sharing and talking about their writing daily (for example, in response groups during the writer's workshop) 	<p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <ul style="list-style-type: none"> • KWL chart • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p>(Keene and Zimmerman) <u>Strategies that Work</u> (Harvey and Goudvis) <u>6 + 1 Traits</u> (Great Source, Scholastic) <u>The Reading Workshop</u> (Sarafini) <u>Reading Aloud and Beyond</u> (Sarafini) <u>Lessons In Comprehension</u> (Sarafini) <u>Literature Circles</u> (Daniels) <u>I Read It, But I Don't Get It</u> (Tovani) <u>Invitations</u> (Routman) <u>Conversations</u> (Routman) <u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) <u>Writing Essentials</u> (Routman)</p> <p>Materials</p> <p>Clear expectation posters</p> <p>Display student work with rubrics in common areas (halls, cafeteria, etc.)</p> <p>Technology Board maker</p> <p>Community Resources Family Literacy Center - Manville, RI</p>	<ul style="list-style-type: none"> * Informational Writing * Response to Literature * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) * PALS <p>Student developed rubrics</p> <p>Tests/Exams</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, etc.)</p>

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		<ul style="list-style-type: none"> • beginning to give and receive feedback by asking questions or making comments, as modeled, about: <ul style="list-style-type: none"> - truth - "Is that true, what you wrote, about driving 100 miles an hour?" - clarity- "I don't get why you broke the bat. You didn't tell why." - extent- "Okay, but you already told me about Snow White's evil step-Mother once. What happened next?" - relevance- "What's that got to do with a circus clown?" <p>3.1.3 begin to recognize the value of talking aloud by....</p> <ul style="list-style-type: none"> • making spontaneous corrections to their own behavior, actions, or language with teacher prompt (for example, "John say, I mean <i>said</i>; I want a double scoop") • talking to themselves out loud to make plans, guide behavior or monitor thinking (for example, "No, no. Start over, not round enough for a circle.") • mimicking the language of 			

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		<p>adults</p> <ul style="list-style-type: none"> • while reading, monitoring themselves at the word and sentence levels, with teacher prompt <p>3.1.4 knows the difference between questions requiring brief responses and invitations to converse by.....</p> <ul style="list-style-type: none"> • initiating conversations bringing up topics that are likely to interest others (for example, a child approaches a girl playing Barbies; " Do you have Skipper?" " I do") • initiating and beginning to sustain a conversation with comments or questions through at least 3 or 4 exchanges • occasionally asking for or providing clarification (for example, "What color bike?") • beginning to solicit others' contributions (for example: "A blue bike. And I got a helmet. Do you wear one?") • beginning to mark new topics explicitly (for example: "Do I wear a helmet when I ride my 			

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		<p>bike? Yes, so I don't hurt my head when I fall." Or in a new conversation, simply "Guess what happened on the slide?")</p> <p>3.1.5 use newly learned vocabulary to discuss books that they have read by....</p> <ul style="list-style-type: none"> • telling stories about pictures or books (GLE) • listening and reacting to stories, songs, or poems (GLE) • joining in familiar songs, poems, or chants (GLE) • comparing two works by the same author, with teacher guidance • talking about several books on the same theme (for example, "This book is like the last one. The kids are fighting and the grown ups want them to get along"), with teacher guidance • referring explicitly to parts of the text when presenting or defending a claim (for example, "No, he doesn't <i>like</i> his brother. He didn't want to take him, but is mom made him"),with teacher prompting 			

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		<ul style="list-style-type: none"> • politely disagreeing, when appropriate (for example, "Yes, he does, because they have fun after all"), with teacher prompting • attempting to explain why their interpretation of a book is valid (for example, He <i>does</i> like him. At the end he says, "You're okay for a mutt,' but he's just kind of teasing...like nice"), with teacher prompting • extending the story • beginning to make predictions and explain their reasoning (for example, "He's going to miss it {the bus}. He's late again because...he's always late") • beginning to talk about the motives of characters (for example, "She is so angry about him losing her doll.") • beginning to describe the causes and effects of specific events (for example, "Her snake got lost. It disappeared because she forgot to shut the cage.") • retelling (including character, 			

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		<p>setting, beginning, middle, end, and mood) or beginning to summarize the story (for example, "It's a book about animals and all the different places they live.")</p> <ul style="list-style-type: none"> describing in their own words new information they gained from the text (for example, "Some animals sleep during the day, like owls.") 			
<p>3. Speaking and Listening (NewS, S&L)</p>	<p>3.2 Kinds of Talk and Resulting Genres (NewS, S&L, S2)</p>	<p>The student</p> <p>3.2.1 can learn techniques to make their narratives more interesting by....</p> <ul style="list-style-type: none"> participating in one to one conferences with an adult participating in group discussions beginning to give a detailed narrative account of an experience in which the actual sequence of events is clear, with teacher prompting soliciting and/or engaging the listener's attention directly or 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>indirectly before going into the full account (for example, a five year old starts, "Know what?"; a six year old says, "I broke my arm" before beginning the account of the accident)</p> <ul style="list-style-type: none"> • beginning to orient the listener to the setting (people, objects and events) using concrete details, transition words and time words (for example, "last night my mom and me saw a fire!") • beginning to describe information and evaluate or reflect on it (for example, "I reached up there and my thumb got caught in the mousetrap. It really scared me, and I jumped off the stool.") • developing characters by portraying themselves as one or by talking about another character's goals and motivations (for example, "She wanted to go home, so she said, "I'm sick"") • including quotations (for example, Dad said, "That's a whopper!"") • giving simple directions and 			

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		<p>explanations</p> <ul style="list-style-type: none"> • expressing personal needs, ideas, choices, plans, experiences, feelings and opinions • reporting an emergency • listening and retelling stories and events in a logical sequence • speaking from prompts or reciting from memory with fluency and expression • following and giving instructions, directions, or explanations, with 3-4 simple steps and asking for clarification, as needed (GLE) <p>3.2.2 descriptions extend beyond themselves by...</p> <ul style="list-style-type: none"> • listening to information and exhibiting comprehension (by pictures, voice, or print) • beginning to share information (without extraneous details) that is organized on a topic and supported by a visual aid • communicating about basic concepts (e.g., size, color, number) 			

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		<ul style="list-style-type: none"> • beginning to seek or provide information by observing; going to the library; or asking teachers, parents, or peers <p>3.2.3 produces and responds to presentations and performances by...</p> <ul style="list-style-type: none"> • giving a brief author performance or presentation of work • giving simple evaluative expressions about a performance and explaining their reasoning (for example, "I liked it because horses are my favorite animal.") 			
<p>3. Speaking and Listening (NewS, S&L)</p>	<p>3.3. Language Use and Conventions (NewS, S&L, S3)</p>	<p>The student will.....</p> <p>3.3.1 adjust to the social conventions of the school setting by...</p> <ul style="list-style-type: none"> • learning the rules of polite verbal interactions • speaking clearly, while using complete thoughts and making effective word choices • using appropriate volume, pace, inflection, and intonation • demonstrating an understanding 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>of and being able to describe school rules and expectations</p> <p>3.3.2 will extend word play and have general awareness of word meaning by.....</p> <ul style="list-style-type: none"> • phonemic awareness/phonological knowledge (see 1.2.1) • playing with alliteration, tongue twisters, and onomatopoeia (for example, "Pied piper picked a peck of pickled peppers") • beginning to use double meanings or multiple meaning of words for riddles and jokes <p>3.3.3 continue to increase listening and speaking vocabulary by...</p> <ul style="list-style-type: none"> • vocabulary strategies and breadth of vocabulary (see 1.6) • beginning to show the relationship between words and understanding that clusters of words refer to the same event through word maps and sorting • beginning to define words they know using simple superordinates (for example, "A violin is an instrument") 			

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		<p>3.3.4 consistently observe politeness conventions</p> <p>3.3.5 speak clearly</p> <p>3.3.6 use complete thoughts</p> <p>3.3.7 make effective word choices</p> <p>3.3.8 express ideas with descriptive vocabulary and increasingly complex oral language structures</p> <p>3.3.9 use appropriate volume, pace, inflection, and intonation</p> <p>3.3.10 use correct grammar, especially noun-verb agreement and correct use of pronouns, verb tense, and plurals</p> <p>3.3.11 use varied vocabulary and sentence structure</p> <p>3.3.12 use language and vocabulary appropriate to the situation</p> <p>3.3.13 learn new words from reading or being read to daily</p> <p>3.3.14 increase vocabulary of verbs, adjectives, and adverbs, as well as, understanding and producing antonyms, synonyms, and homonyms</p>	<p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p>		

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			<p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> • Graphic organizers • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 		

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			See above		

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2. Performing on instruments, alone and with others, a varied repertoire of music	2.3 Echoes short rhythms and melodic patterns	The student 2.4.1	The teacher See above	Textbook See above	Anecdotal records See above

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2. Performing on instruments, alone and with others, a varied repertoire of music	2.4 Performs in groups	The student 2.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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2. Performing on instruments, alone and with others, a varied repertoire of music	2.5 Performs independent instrumental parts	<p>The student</p> <p>2.6.1</p>	<p>The teacher</p> <p>See above</p>	<p>Textbook</p> <p>See above</p>	<p>Anecdotal records</p> <p>See above</p>

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<p>3. Improvising melodies, variations, and accompaniments</p>	<p>3.1 Improvises "answers" in the same style</p>	<p>The student 3.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. 	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato accompaniments	The student 3.2.1	<p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.3 Improvises short songs and instrumental pieces	The student 3.3.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	<p>The student 4.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. 	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
				Textbook See above	Anecdotal records See above
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	The teacher See above	Textbook See above	Anecdotal records See above

unit

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.2 Creates and arranges short songs and instrumental pieces	<p>The student 4.2.1</p>	<p>The teacher See above</p>	<p>Textbook See above</p>	<p>Anecdotal records See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.3 Uses a variety of sound sources when composing	<p>The student 4.3.1</p>	<p>The teacher See above</p>	<p>Textbook See above</p>	<p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.1 Reads whole, half, dotted half, quarter, and eighth notes	<p>The student</p> <p>5.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. 	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.2 Uses a system to read, simple pitch notation in the treble clef in major keys	<p>The student 5.2.1</p>	<p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.3 Identifies symbols and traditional terms	The student 5.3.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.4 Uses standard symbols to notate meter, rhythm, pitch, and dynamics	<p>The student</p> <p>5.4.1</p>	<p>The teacher</p> <p>See above</p>	<p>Textbooks</p> <p>See above</p>	<p>Anecdotal records</p> <p>See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.2 Demonstrates perceptual skills by moving	The student 6.2.1	The teacher See above	Textbooks See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
6. Listening to, analyzing, and describing music	6.1 Identifies simple music forms	<p>The student</p> <p>6.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. 	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.4 Identifies the sounds of a variety of instruments	<p>The student</p> <p>6.4.1</p>	<p>The teacher</p> <p>See above</p>	<p>Textbook</p> <p>See above</p>	<p>Anecdotal records</p> <p>See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.5 Responds through purposeful movement to selected prominent music, characteristics	The student 6.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.1 Devises criteria for evaluating performances and compositions	<p>The student 7.1.1</p>	<p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving Communication tools Technology Self-management tools Working with others. Differentiates instruction.</p>	<p>Textbook Supplementary books/material Technology Materials</p>	<p>Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.) Oral presentations Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.2 Explains, using appropriate music terminology, their personal preferences for specific musical works and styles	<p>The student 7.2.1</p>	<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>8.1 Identifies similarities and differences in the meanings of common terms used in the various arts</p>	<p>The student 8.1.1</p>	<p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving Communication tools Technology Self-management tools Working with others. Differentiates instruction.</p>	<p>Textbook Supplementary books/material Technology Materials</p>	<p>Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.) Oral presentations Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.2 Identifies ways in which the principles and subject matter of other disciplines are interrelated with those of music	The student 8.2.1	<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>9. Understanding music in relation to history and culture</p>	<p>9.1 Identifies by genre of style aural examples of music from various historical periods and cultures</p>	<p>The student 9.1.1</p>	<p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving Communication tools Technology Self-management tools Working with others. Differentiates instruction.</p>	<p>Textbook Supplementary books/material Technology Materials</p>	<p>Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.) Oral presentations Performance-based tasks or Course 1 unit</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>9. Understanding music in relation to history and culture</p>	<p>9.2 Describes in simple terms how elements of music are used in music examples from various cultures of the world</p>	<p>The student 9.2.1</p>	<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.3 Identifies various uses of music in their daily experiences	The student 9.3.1	The teacher See above	Textbook See above	Anecdotal record See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.4 Identifies and describes roles of musicians	<p>The student</p> <p>9.4.1</p>	<p>The teacher</p> <p>See above</p>	<p>Textbook</p> <p>See above</p>	<p>Anecdotal record</p> <p>See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.5 Demonstrates audience behavior appropriate style of music	The student 9.5.1	The teacher See above	Textbook See above	Anecdotal record See above

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