

ELA Grade 1

Curriculum Writers: Donna Rowland, Donna Salhany, Virginia St. Germain, Kasia Kidd, Melinda Smith, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 1) and New England Common Assessment Program (NECAP-GLE)	1.1 Reading Behaviors (NewS), Early Reading Strategies (GLE, R-10)	The student	The teacher	Textbook	Anecdotal records-effort, behavior and attendance
		<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 correctly (NS) <u>identifying title, author, illustrator</u> <u>identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</u> <u>demonstrating 1-1 matching</u> 	<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>Models balanced literacy</p>	<p>Harcourt Reading/ Writing Materials Write Source 2000 MLA Handbook (Teacher Resource)</p> <p>Supplemental</p> <p>Refer to recommended grade-level book list Summer reading books <i>Scholastic News or Time for Kids or Scholastic Story Works</i></p> <p>Teacher Resources <u>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) <u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) <u>Writing Essentials</u> (Routman)</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</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

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		<p><u>of words spoken to words in print</u></p> <ul style="list-style-type: none"> locating targeted words within text 	<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>Theory into Practice, <u>A Balanced Literacy Model</u> (Connie Prevatte)</p> <p><u>Phonics Lesson</u> (Fountas and Pinnell)</p> <p><u>Phonics from A-Z</u> (Wiley Blevins)</p> <p><u>Phonemic Awareness</u></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>Community Resources Family Literacy Center Lincoln Public Library</p>	<ul style="list-style-type: none"> * Running Records/DRA * DIBELS (test of fluency) * PALS * Marie Clay Observation Survey <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>
1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New England Common	1.2 Phonemic Awareness/Phonological Knowledge (GLE, R-9)	<p>The student</p> <p>1.2.1 demonstrates phonemic awareness and applies phonological knowledge and skills by.....(GLE).</p> <ul style="list-style-type: none"> blending and segmenting syllables and onset rimes (e.g., cup-cake, s-at) blending and segmenting <u>phonemes in one syllable words</u>, including diagrams at the 	See above	See above	See above

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Assessment Program (NECAP-GLE)		<p>beginning, middle and ending of words (th, sh,ch) (e.g., f-i-sh, r-u-n)</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", "<u>te</u>ll me the middle sound in mop") <u>deleting phonemes in one-syllable words</u> ("what is crust without the 'c'") recognizing pairs of rhyming words <u>producing pairs of rhyming words</u> <u>counting syllables in 1 to 4 syllable words</u> 			
1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New England Common Assessment	1.3 Reading Extensively and In Depth(Reading Standard 3)	<p>The student</p> <p>1.3.1 demonstrates the habit of reading widely and extensively by....</p> <ul style="list-style-type: none"> reading 4 or more books every day independently or with assistance discussing at least one of these with an adult, student, or group reading some favorite books many times, <u>gaining deeper</u> 	See above	See above	See above

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Program (NECAP-GLE)		<p>comprehension</p> <ul style="list-style-type: none"> reading their own writing and sometimes the writing of their classmates reading multiple books by the same author or containing the same theme (i.e., informational text) and discussing differences and similarities among these books, justifying with evidence from text reading functional messages they encounter in the classroom (labels, signs, instructions) <p>1.3.2 demonstrates participation in a literate community by:</p> <ul style="list-style-type: none"> participating in discussions about text by offering comments and supporting evidence participating in daily interactive read alouds of quality literature from a variety of genres that is longer and more difficult than what they read independently or with assistance to model the language and craft of good writing, as well as, reading strategies self-selecting reading materials 			

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1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New England Common Assessment Program (NECAP-GLE)	1.4 Print Sound Code/Word Identification and Strategies (Reading Standard 1) (GLE, R-1)	<p>aligned with reading ability and personal interest</p> <hr/> <p>The student</p> <p>1.4.1 applies print-sound code/word identification skills and strategies (GLE) by....</p> <ul style="list-style-type: none"> <u>sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter sound correspondence knowledge</u> <p>EXAMPLES: (regularly spelled one and two syllable words): bat, kitten, classroom</p> <ul style="list-style-type: none"> <u>reading regularly spelled one or two syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing)</u> <u>reading grade level appropriate words (in connected text)</u> <u>reading grade appropriate, high frequency words (that include irregularly spelled words-said; contractions-I'm) (about 150 words)</u> using onsets and rimes to create new words that include blends and digraphs (NewSO and uses this strategy to decode unfamiliar words 	<hr/> <p>See above</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>

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1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New England Common Assessment Program (NECAP-GLE)	1.5 Reading Fluency and Accuracy (R-11) (Reading Standard 2) Getting the Meaning	The student	See above	See above	See above
		1.5.1 reads grade-level appropriate material (GLE) with: * <u>(for the end of grade 1), with at least 90-94% accuracy</u> <ul style="list-style-type: none"> reads previously introduced or previously read grade-appropriate text with oral fluency rates at least 50-80 words correct per minute (See Appendix C for suggested rates) reads grade appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to end punctuation 			
		1.5.2 uses the cues of punctuation, including commas, periods, and quotation marks (NewS) to guide them in getting meaning and fluently reading aloud			
		1.5.3 independently reads aloud unfamiliar level I (Fountas-Pinnell) books with 90% or better accuracy of word recognition (self-correction allowed) (NewS)			
		1.5.4 independently reads aloud unfamiliar level I (Fountas-Pinnell) books that they have previewed			

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		for them, using intonation, pauses and emphasis that signal the meaning of the text			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.6 Vocabulary strategies and breadth of vocabulary (GLE R2, R3) (NewS, Reading Standard 3, Vocabulary)	<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 <u>during read alouds or text reading</u>) <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 to connect new words to known words selecting appropriate words to use in context describing words in terms of categories (e.g., A mallard is a kind of duck), functions (e.g., Scissors are used for cutting), or features (e.g., A rectangle has four sides) noticing and showing interest in 	See above	See above	See above

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		<p>understanding familiar words in texts that are read to them (NewS)</p> <ul style="list-style-type: none"> learning new words every day from talk and books read aloud (NewS) 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.7 Initial understanding of literary texts (GLE R4)	<p>The student</p> <p>1.7.1 demonstrates initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u>) (GLE) by:</p> <ul style="list-style-type: none"> identifying or describing <u>character(s), setting, major events, problem/solution, as appropriate to text</u> <u>retelling the beginning, middle, and end of a story</u> responding to simple questions about a book's content (e.g., Where did Sylvester go?) generating questions before, during, and after reading during read aloud or text reading <u>distinguishing between literary and informational texts</u> 	See above	See above	See above

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		<ul style="list-style-type: none"> sequencing key events in order, as appropriate to text identifying literary devices as appropriate to genre: rhyme, repeated language(e.g., "teeny-tiny") 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.8 Analysis and interpretation of literary texts/citing evidence (GLE R5, R6)	<p>The student</p> <p>1.8.1 analyzes and interprets elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> making predictions about what might happen next, <u>and telling why the prediction was made</u> identifying <u>physical</u> characteristics, <u>personality traits</u>, or <u>possible motives</u> of main characters <u>making basic inferences about the text</u> <p>EXAMPLE: Why did the wolf want to blow down each pig's house?</p> <ul style="list-style-type: none"> describing the causes and effects of specific events (NewS) using and beginning to generate graphic organizers to pull out the strategies, elements and/or 	See above	See above	See above

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		<p>concepts embedded within the text (e.g., sequencing, compare/contrast, cause and effect, fact or opinion, main idea, and character analysis)</p> <p>1.8.2 generates a personal response to what is read aloud or read independently through a variety of means (GLE) by...</p> <ul style="list-style-type: none"> comparing stories or other texts to personal experience, prior knowledge, or to other texts 			
1. Reading (NewS,PLS, R2) (NECAP-GLE)	1.9 Initial understanding of informational text (GLE R7)	<p>The student</p> <p>1.9.1 demonstrates initial understanding of informational texts (expository and practical texts) (GLE) by:</p> <ul style="list-style-type: none"> obtaining information using text features, such as title and illustration <p>EXAMPLE: From the title, what do we think this book will tell us?</p> <ul style="list-style-type: none"> using explicitly stated information to answer questions <p>EXAMPLE: Where do penguins live?</p> <ul style="list-style-type: none"> <u>generating questions before, during, and after read</u> 	<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 	See above

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1. Reading (News, PLS, R2, R3) (NECAP-GLE)	1.10 Analysis and interpretation of informational texts/ citing evidence (GLE R8)	<p>aloud/independent read/guided reading</p> <ul style="list-style-type: none"> <u>distinguishing between literary and informational texts</u> <p>The student</p> <p>1.10.1 analyzes and interprets informational texts read aloud or independently, citing evidence as appropriate (GLE) by:</p> <ul style="list-style-type: none"> telling what was learned EXAMPLE: What do penguins eat? Show me where you found that information. <u>Identifying the topic of the text or explaining the title</u> EXAMPLE: What is this about? making basic inferences or drawing basic conclusions EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons. using and/or generating graphic organizers before, during, and after reading text (e.g., KWL, word webs, concept maps, sequencing, cause and effect) with teacher support 	See above	See above	See above

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1. Reading (NewS, PLS, R2) (TSNE)	1.11 Comprehension Skills and Strategies (GLE, R-12 and R-13)	<p>The student</p> <p>1.11.1 uses comprehension strategies before, during and after reading or listening to literary and informational text by:</p> <ul style="list-style-type: none"> • using prior knowledge (schema) • making predictions • making text-based inferences directly or inferred) • making connections (text-to-self, text-to-text, text-to-world) • forming mental images • generating clarifying questions • constructing sensory images <p>1.11.2 demonstrates ability to monitor comprehension and strategy use for different types of texts by (GLE).....</p> <ul style="list-style-type: none"> • <u>monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/language, structure, semantics/meaning, picture)</u> 	See above	See above	See above

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2. Writing New Standards (NewS, Primary Literacy Standards Writing Standard 1) and New England Common Assessment Program (NECAP-GLE)	2.1 Habits of Writing: Using a Writing Process and Writing Extensively (GLE W10, 11)	The student 2.1.1 understands and demonstrates elements of writing process, when appropriate by.... prewriting: <ul style="list-style-type: none"> * establish purpose * generate ideas/topics * organize ideas with teacher support drafting: <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 revising content (emphasis): <ul style="list-style-type: none"> * reflect, add, delete, define content by teacher and/or peer editing conventions and mechanics: <ul style="list-style-type: none"> * check for correctness with self, teacher, and/or peer * read aloud with self, Teacher and/or peer publishing <ul style="list-style-type: none"> * share final draft with intended audience <ul style="list-style-type: none"> • sharing and talking about their writing daily (see 3.1.2) 	The teacher Models steps of the writing process Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others. Differentiates instruction (content, process, product) Uses assessment results to modify instruction. Addresses Multiple Intelligences instructional strategies. Provides exemplars and rubrics. Organizes exhibition of student work with rubrics. Models balanced literacy <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing Facilitates the development and implementation of Personal Literacy Plans (PLPs) Facilitates collaborative/cooperative learning Facilitates use of library/media/Internet research Facilitates use of technology Facilitates peer editing and constructive criticism Modifies instruction for students with special needs as indicated in 504, IEP, or PLP Models use of:	Textbook <u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource) Supplemental Core book <u>Keep the Lights Burning</u> <u>Abbey</u> (Connie and Peter Roop) <u>Tapenum's Day</u> (Kate Waters) <u>Finding Providence</u> (Avi) 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> Teacher Resources <u>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) <u>Reading Essentials</u>	Anecdotal records-effort, behavior and attendance Conferencing regarding reports, student writing and peer editing Cooperative group work Critiques Exhibits Interviews Daily writing across the curriculum Journals Literature Circles Multi-media presentations: Power point, video taping, LCD and screen Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.) Oral presentations Performance-based tasks/products Portfolio <ul style="list-style-type: none"> * Reading Log * Informational Writing * Response to Literature * Narrative Role playing or Reader's theater Rubrics Self evaluating and peer evaluation
		2.1.2 demonstrates the habit of writing extensively by...			

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		<ul style="list-style-type: none"> writing daily without resistance in a variety of genres <p>2.1.3 uses and/or creates graphic organizers and visual supports, such as word webs, story maps, paragraph/report format, Venn diagrams, and sequencing charts (with teacher models)</p> <p>2.1.4 begins to apply criteria established in a rubric/checklist to judge the quality of their writing</p> <p>2.1.5 attempts to apply strategies and elements of author's craft, for example, repetition (Brown Bear, Brown Bear, What do you see?)</p> <p>2.1.6 reread their work often with the expectation that others will be able to read it</p> <p>2.1.7 polishes at least 8-10 pieces in a school year (NewS)</p>	<ul style="list-style-type: none"> Graphic organizers Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p>(Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) <u>Writing Essentials</u> (Routman) <u>Theory into Practice, A Balanced Literacy Model</u> (Connie Prevatte) <u>Phonics Lesson</u> (Fountas and Pinnell) <u>Phonics from A-Z</u> (Wiley Blevins) <u>Phonemic Awareness</u></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>Community Resources Family Literacy Center Lincoln Public Library</p>	<p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) * PALS * Marie Clay Observation Survey <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>
2. Writing (NewS,E2)	2.2 Structures of Language-Applying	<p>The student</p> <p>2.2.1 demonstrates command of the structures of sentences, and text (GLE) by:</p>	See above	See above	See above

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(NECAP)	understanding of Sentences, Paragraphs, and Text Structures (NE GLE W1)	<ul style="list-style-type: none"> • <u>writing recognizable short sentences</u> • distinguishing between letters, words, and sentences • applying directionality, as appropriate, to text (e.g., left to right, top to bottom) • using varying sentence patterns and lengths • recognizing and writing complete sentences • beginning to organize writing based on a topic sentence with supporting details 			
2 Writing (NewS,PLS, W2) (NECAP)	2.3 Writing in Response to Literary or Informational Text (GLE W2 and W3)	<p>The student</p> <p>2.3.1 uses elements of the writing process, as appropriate (prewriting, drafting, revising, editing, publishing) - refer to 2.1.1</p> <p>2.3.2 shows understanding of plot/ideas/concepts in response to literary or informational text (GLE) by...</p>	See above	See above	See above

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		<ul style="list-style-type: none"> identifying story elements providing a retelling making text to self connections (making connections between the text and own ideas and lives) making text to text connections <p>2.3.3 in response to literary or informational text read aloud <u>independently</u>, 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 (evidence may take the form of pictures, words, sentences, or some combination) organizing ideas by using a beginning, middle, and concluding statement/sentence given a structure (e.g., template, frame, graphic organizer) making a plausible claim about what they have read, supported by evidence from text produces an evaluative expression based on the comparison of 2 texts (example, "I like the story 			

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2. Writing (NewS,E2) (TSNE)	2.4 Narrative Writing (NewS) (GLE W4, W5)	because.....)	See above	See above and <u>The Most Wonderful Writing Lessons Ever.</u> Barbara Mariconda, Scholastic, 1999	See above
		<p>The student</p> <p>2.4.1 uses elements of the writing process, as appropriate (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.4.2 organizes and relates a story line/plot/series of events (GLE) by:</p> <ul style="list-style-type: none"> creating an understandable story line <u>with a beginning, middle, and end</u>, when given a structure (template, frame, or graphic organizer) (May take the form of pictures, words, or a combination of both) creating a believable world using details to describe characters and settings beginning to use transition words and phrases to establish clear chronology and to enhance meaning <p>2.4.3 demonstrates use of narrative strategies (GLE) by:</p> <ul style="list-style-type: none"> creating an entertaining beginning to engage the reader that may 			

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		<p>include an exclamation, or question, with instructional support, as needed</p> <ul style="list-style-type: none"> • writing about observations and experiences • using descriptive words, with instructional support, as needed • identifying characters • beginning to use voice appropriate to purpose (drawing on personal experience, when appropriate), with instructional support, as needed • beginning to maintain focus by excluding extraneous details, with instructional support, as needed • beginning to provide a sense of closure to the writing, with instructional support, as needed • extending and elaborating ideas 			

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Writing (NewS, PLS2) (NECAP- GLE W6, W7, W8)	2.5 Informational Writing (Reports, Procedures, or Persuasive Writing)	<p>The student</p> <p>2.5.1 uses elements of the writing process, when appropriate (prewriting, drafting, revising, editing, publishing)- refer to 2.1.1</p> <p>2.5.2 organizes ideas/concepts (GLE) by:</p> <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 <u>using a given organizational structure for grouping ideas (e.g., template, frame, graphic organizer) with instructional support</u> writing an introduction that engages the reader, with instructional support, as needed <u>listing steps of a procedure in a logical order, with instructional support</u> using transition words or phrases appropriate to organizational text structure (examples: for procedures-using numbering, ordering, sequence words) 	See above	See above	See above

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		<ul style="list-style-type: none"> using diagrams, charts, or illustrations appropriate to the text writing a conclusion that provides closure, with instructional support, as needed using voice appropriate to purpose and audience, with instructional support, as needed begins to identify sources, ie., websites, texts, with support <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> <u>establishing a topic</u> using language that is straightforward and clear with instructional support <p>2.5.4 demonstrates use of a range of elaboration strategies (GLE) by:</p> <ul style="list-style-type: none"> <u>including details/information relevant to a topic and/or given focus</u> <u>using pictures (captions, words, or sentences, or combinations) to illustrate ideas</u> 			

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2. Writing (NewS, PLS, W2)	2.6 Genre writing (NewS)	<ul style="list-style-type: none"> including details or facts to develop points (pictures, diagrams, maps, or other graphics) which enhance the readers understanding 	See above	See above	See above
		<p>The student</p> <p>2.6.1 uses elements of the writing process, when appropriate (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>			
2. Writing (NewS, E2) (NECAP-GLE)	2.7 Writing Conventions (GLE W-9)	<p>The student</p> <p>2.7.1 in independent writing, demonstrate command of appropriate English <u>conventions</u> (GLE) by:</p> <ul style="list-style-type: none"> <u>using capital letters for the beginning of sentences and names</u> <u>using correct end punctuation in</u> 	See above	<p>See above and</p> <p>Handwriting Without Tears</p> <p>Wilson's Foundations</p>	See above

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		<p><u>simple sentences (i.e., period, question mark, exclamation point)</u></p> <ul style="list-style-type: none"> leaving space between words controlling for directionality (left to right, top to bottom) correctly forming upper and lower case letters, as instructed using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling, when needed) correctly spelling own first name and last name <u>correctly spelling grade - appropriate, high-frequency words</u> correctly spelling most words with regularly spelled patterns (e.g., CVCE, CVC, one syllable words with blends and consonant (sh, ch, th) digraphs) <u>representing most sound heard in a word with a feature of print</u> pausing voluntarily in the midst of writing to reread what they have written (tracking) to self monitor 		<p>Loops and Groups</p>	

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2. Writing	2.8 Vocabulary and Word Choice (NewS)	2.7.2 beginning to recognize appropriate English grammar through teacher conferencing	See above	See above	See above
		<p>The student</p> <p>2.8.1 in independent writing, uses words from their speaking, and reading, vocabulary, including words from reading, vocabulary study, and class discussions</p> <p>2.8.2 makes word choices that reveal a large enough vocabulary to exercise options in word choice (e.g., big-large-enormous)</p> <p>2.8.3 extends their writing vocabulary by incorporating specialized words related to the topic or setting</p> <p>2.8.4 chooses words that enhance meaning, when prompted</p>			
3. Speaking and Listening (NewS, S&L)	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, 	<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</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)</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>

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		<p>agreeing, empathizing, or commenting, as appropriate</p> <ul style="list-style-type: none"> 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, and make eye contact, adjust volume to setting) waiting for appropriate turn to speak 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 	<p>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>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 	<p><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></p> <p>Teacher Resources <u>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) <u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) <u>Writing Essentials</u> (Routman) <u>Theory into Practice, A Balanced Literacy Model</u> (Connie Prevatte) <u>Phonics Lesson</u> (Fountas and Pinnell) <u>Phonics from A-Z</u> (Wiley Blevins) <u>Phonemic Awareness</u></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 * 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 * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) * PALS * Marie Clay Observation Survey</p> <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>the shovel?" "You can use the scoop.")</p> <ul style="list-style-type: none"> 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) beginning to give and receive feedback by asking questions or making comments about, as modeled..... <p>- truth - "Is that true, what you wrote, about driving 100 miles an hour?</p> <p>- clarity- "I don't get why you broke the bat. You didn't tell why."</p> <p>- extent- "Okay, but you already told me about Snow White's evil step-Mother once. What happened next?"</p> <p>- relevance- "What's that got to do with a circus clown?"</p> <p>3.1.3 begins to recognize the value of talking aloud by.....</p>	<ul style="list-style-type: none"> Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<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>Community Resources Family Literacy Center Lincoln Public Library</p> <p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> beginning to make spontaneous corrections to their own behavior, actions, or language (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 adults while reading, beginning to monitor themselves at the word and sentence levels <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 6 or 7 exchanges 			

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		<ul style="list-style-type: none"> occasionally asking for or providing clarification (for example, "What color bike?") soliciting others' contributions (for example: "A blue bike. And I got a helmet. Do you wear one?") marking new topics explicitly (for example: "Do I wear a helmet when I ride my 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>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 listening and reacting to stories, songs, or poems joining in familiar songs, poems or chants comparing two works by the same author, with teacher guidance talking about several books on 			

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		<p>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</p> <ul style="list-style-type: none"> 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 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 making predictions and explaining their reasoning (for example, "He's going to miss it {the bus}. He's late again because...he's always late") 			

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		<ul style="list-style-type: none"> talking about the motives of characters (for example, "She is so angry about him losing her doll.") describing 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, setting, beginning, middle, end, or conflict/resolution, and mood) or summarizing the story (for example, "It's a book about animals and all the different places they live.") describing in their own words new information they gained from the text (for example, "Some animals sleep during the day, like owls.") 			
3. Speaking and Listening (NewS, S&L)	3.2 Kinds of Talk and Resulting Genres (NewS, S&L, S2)	<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 	See above	See above	See above

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		<ul style="list-style-type: none"> participating in group discussions independently giving a detailed narrative account of an experience in which the actual sequence of events is clear soliciting and/or engaging the listener's attention directly or 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) orienting 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!") describing information and evaluating or reflecting 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 			

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		<p>motivations (for example, "She wanted to go home, so she said, "I'm sick"")</p> <ul style="list-style-type: none"> including quotations (for example, Dad said, "That's a whopper!"") giving simple directions and explanations 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 <p>3.2.2 descriptions extend beyond themselves by....</p> <ul style="list-style-type: none"> seeking or providing information by observing: going to the library; 			

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		<p>or asking teachers, parents, or peers</p> <ul style="list-style-type: none"> with teacher prompting, listening to information and exhibiting comprehension (by pictures, voice, or print) sharing information (without extraneous details) that is organized on a topic and supported by a visual aid <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.") 			
3. Speaking and Listening (NewS, S&L)	3.3. Language Use and Conventions (NewS, S&L, S3)	<p>The student will.....</p> <p>3.3.1 adjust to the social conventions by...</p> <ul style="list-style-type: none"> learning the rules of polite verbal interactions speaking clearly, while using 	See above	See above	See above

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		<p>complete thoughts and making effective word choice</p> <ul style="list-style-type: none"> • using appropriate volume, pace, inflection, and intonation • asking what unfamiliar words mean (GLE) • demonstrating an understanding of and being able to describe school rules and expectations <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 (see 1.2.1) • playing with alliteration, tongue twisters, and onomatopoeia • 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 (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 			

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		<ul style="list-style-type: none"> beginning to define words use varied vocabulary and sentence structure express ideas with descriptive vocabulary and increasingly complex oral language structures beginning to develop a basic awareness of meaningful word parts and identify how they relate to certain words (for example, prefixes such as un-, pre-, tri-, and suffixes such as -er) increase vocabulary of verbs, adjectives, and adverbs, as well as, understanding and producing antonyms, synonyms, and homonyms studying word families using specialized vocabulary related to school subjects 			

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			Facilitates the integration of Applied Learning		

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>The student will...</p> <p>3.2.4 participate in one to one conferences with an adult</p> <p>3.2.5 participate in group discussions</p> <p>3.2.6 give simple directions and explanations</p> <p>3.2.7 express personal needs, ideas, choices, plans, experiences, feelings and opinions</p> <p>3.2.8 deliver short reports</p> <p>3.2.9 report an emergency</p> <p>3.2.10 listen to and retell stories and events in a logical sequence</p> <p>3.2.11 give reasons to support opinions expressed</p> <p>3.2.12 speak from notes or recite from memory with fluency and expression</p> <p>3.2.13 conduct first hand interviews</p> <p>3.2.14 listen to, comprehend, and carry out directions</p> <p>3.2.15 ask specific questions to clarify</p> <p>3.2.16 respond to other's sharing</p>	<p>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> <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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		<p>The student will.....</p> <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</p>			

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		homonyms			

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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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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
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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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.5 Performs independent instrumental parts	The student 2.6.1	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
3. Improvising melodies, variations, and accompaniments	3.1 Improvises "answers" in the same style	The student 3.1.1	<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).</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.</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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</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>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</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	The teacher See above	Textbook See above	etc.) Anecdotal records See above

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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
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	<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).</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>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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</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>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</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>The teacher See above</p> <p>The teacher See above</p>	<p>Textbook See above</p>	<p>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	The student 4.2.1	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
4. Composing and arranging music within specified guidelines	4.3 Uses a variety of sound sources when composing	The student 4.3.1	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
5. Reading and notating music	5.1 Reads whole, half, dotted half, quarter, and eighth notes	The student 5.1.1	<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).</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>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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</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> <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>

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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	The student 5.2.1	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	
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	The student 5.4.1	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	6.2 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	The student 6.1.1	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. Addresses Multiple Intelligences instructional strategies. Uses research-based strategies. Implements instructional best practice strategies specific for content . Provides exemplars and rubrics . Organizes exhibition of student work with rubrics.	Textbook Supplementary books/material Technology Materials School library resources Community	Anecdotal records Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.) Oral presentations Performance-based tasks or Course 1 unit Rubrics Self and peer evaluation Tests Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)	Textbook Supplementary books/material Technology Materials School library resources Community

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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	6.3 Uses appropriate terminology in explaining music, music notation, music instruments and voices	The student 6.3.1	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
6. Listening to, analyzing, and describing music	6.4 Identifies the sounds of a variety of instruments	The student 6.4.1	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
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).</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.</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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p>	<p>Anecdotal record 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>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>

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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	The student 7.2.1	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
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.1 Identifies similarities and differences in the meanings of common terms used in the various arts	The student 8.1.1	<p>The teacher 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) Problem solving Communication tools Technology Self-management tools Working with others.</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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p>	<p>Anecdotal record 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>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>

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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	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	9.1 Identifies by genre of style aural examples of music from various historical periods and cultures	The student 9.1.1	<p>The teacher 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) Problem solving Communication tools Technology Self-management tools Working with others.</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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p>	<p>Anecdotal record 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>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>

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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	9.2 Describes in simple terms how elements of music are used in music examples from various cultures of the world	The student 9.2.1	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	9.3 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	The student 9.4.1	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	9.5 Demonstrates audience behavior appropriate style of music	The student 9.5.1	The teacher See above	Textbook See above	Anecdotal record See above	