

ELA Grade 2

Curriculum Writers: Lisa Peterson, Jim Zanfani, Brenda Leclerc, Roberta McLear, Maureen Powell, Michelle Carr, 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 Phonemic Awareness/Phonological Knowledge (GLE, R-9)</p>	<p>The student</p> <p>1.1.1 demonstrates phonemic awareness and applies phonological knowledge and skills by.....(GLE).</p> <ul style="list-style-type: none"> blending and segmenting phonemes <u>in more complex one syllable words</u> (which may include combinations of blends and digraphs as in th-i-ck, tr-a-sh) (GLE) continuing to produce and utilize pairs of rhyming words (GLE) continuing to count syllables in 1-4 syllable words (NewS) 	<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 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></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></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 * 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>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>(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</p> <p>Community Resources</p>	<p>* DIBELS (test of fluency) * PALS</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>
<p>1. Reading New Standards (NewS, Primary Literacy Standards Reading Standard 3) and New</p>	<p>1.2 Reading Extensively and In Depth (GLE R-14, R-17)</p>	<p>The student</p> <p>1.2.1 demonstrates the habit of reading widely and extensively by....</p> <ul style="list-style-type: none"> reading one or two short books or long chapters every day and discussing what they read with another student or a group; for example, a story in an anthology, a set of poems, a magazine article 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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England Common Assessment Program (NECAP-GLE)		<ul style="list-style-type: none"> • reading good literature every day 1.2.2 reading multiple books by the same author and discussing differences and similarities among these books, justifying with evidence from text • beginning to identify features and characteristics of literary genres 1.2.3 rereading some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft 1.2.4 reading narrative accounts, responses to literature (pieces written by other students, book blurbs, and reviews), informational writing, reports, narrative procedures, retells, memoirs, poetry, plays, and other genres 1.2.5 reading their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display 1.2.6 reading the functional and 			

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		<p>instructional messages they see in the classroom environment</p> <p>1.2.7 demonstrating participation in a literate community by:</p> <ul style="list-style-type: none"> self selecting reading materials aligned with reading ability and personal interests 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 			
<p>1. Reading (News, PLS R1) (GLE)</p>	<p>1.3 Print- Sound Code/Word identification skills and strategies (GLE R-1)</p>	<p>The student</p> <p>1.3.1 applies print-sound code by.....</p> <ul style="list-style-type: none"> reading regularly spelled one and two-syllable words automatically recognizing or figuring out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>1.3.2 <u>applies word identification/decoding strategies (GLE) by:</u></p> <ul style="list-style-type: none"> • identifying regularly spelled multi-syllabic words by using knowledge of sounds, syllable types or word patterns (including most common spellings for consonants and vowels, e.g., <u>knot</u>, <u>catch</u>, <u>float</u>, <u>fight</u>, or common suffixes • reading grade level appropriate words (in connected text) <u>with automaticity</u> (local) • reading grade appropriate, high frequency words (including irregularly spelled words)(local) 			
<p>1. Reading (News, PLS R2) (GLE R-11)</p>	<p>1.4 Reading Fluency and Accuracy</p>	<p>The student</p> <p>1.4.1 reads grade-level appropriate material (GLE) with:</p> <ul style="list-style-type: none"> • <u>(for the end of grade 2), with at least 90-94% accuracy</u> • <u>grade appropriate text with oral and silent fluency rates (80-100) words correct per minute orally); as determined by text</u> 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>demands and purpose for reading</p> <ul style="list-style-type: none"> reading grade appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to <u>punctuation</u> (including commas and quotation marks) <p>1.4.2 independently reads aloud unfamiliar level L (Fountas-Pinnell) books with 90% or better accuracy of word recognition (self-correction allowed)</p> <p>1.4.3 independently reads aloud unfamiliar level L (Fountas-Pinnell) books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text</p>			
<p>1. Reading (News, PLS, R3) (NECAP-GLE)</p>	<p>1.5 Vocabulary strategies and breadth of vocabulary (GLE R2, R3)</p>	<p>The student</p> <p>1.5.1 identifies the meaning of unfamiliar vocabulary (GLE) by:</p> <ul style="list-style-type: none"> using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as "thickest", "hopeful" or context clues, 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>including illustrations and diagrams, prior knowledge, or asking questions)</p> <ul style="list-style-type: none"> learning new words everyday from reading and talk <p>1.5.2 shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships (GLE) by:</p> <ul style="list-style-type: none"> identifying synonyms, antonyms, homonyms/homophones, or categorizing words selecting appropriate words to use in context, <u>including words specific to the content of the text</u> describing words in terms of categories, functions, or features 			
<p>1. Reading (NewS,PLS, R3) (NECAP-GLE)</p>	<p>1.6 Initial understanding of literary texts (GLE R4)</p>	<p>The student</p> <p>1.6.1 <u>demonstrates initial understanding of elements of literary texts (GLE) by:</u></p> <ul style="list-style-type: none"> identifying <u>or describing character(s), setting, major events, problem/solution, as appropriate to text</u> 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • <u>retelling the key elements of a story</u> • <u>sequencing key events in order, as appropriate to text</u> • generating questions before, during, and after reading <u>to enhance recall</u> • <u>distinguishing among a variety of types of text (e.g. literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, or tall tales)</u> • identifying literary devices as appropriate to genre: rhyme, repeated language, <u>or dialogue</u> 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.7 Analysis and interpretation of literary texts/citing evidence (GLE R5, R6)	The student 1.7.1 <u>analyzes and interprets elements of literary texts, citing evidence where appropriate (GLE) by:</u> <ul style="list-style-type: none"> • identifying evidence as stated or implied • making logical predictions • identifying <u>relevant</u> physical and personality traits of a main character 	See above	See above	See above

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<p>1. Reading</p>	<p>1.8 Initial</p>	<p>The student</p> <p>1.8.1 demonstrates initial</p> <ul style="list-style-type: none"> • <u>making basic inferences about problem or solution</u> • <u>identifying the author's basic message</u> • <u>identifying possible motives of main characters</u> • <u>recognizing explicitly stated causes or effects</u> • using and beginning to generate graphic organizers to pull out the strategies, elements and/or concepts embedded within the text (e.g., sequencing, compare/contrast, cause and effect, fact or opinion, main idea and supporting details, and character analysis) <p>1.72 generates a personal response to what is read through a variety of means by</p> <ul style="list-style-type: none"> • comparing stories or other texts to related personal experience, prior knowledge, or to other books (text to text, text to self, text to world) 	<p>See above and</p> <p>Employs the use of instructional aides</p>	<p>See above and</p> <p>* Social Studies</p>	<p>See above</p>

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<p>(NewS, PLS, R2) (NECAP-GLE)</p>	<p>understanding of informational text (GLE R7)</p>	<p>understanding of informational texts (expository and practical texts) (GLE) by:</p> <ul style="list-style-type: none"> obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, and illustrations) using explicitly stated information from the text to answer questions <u>locating and recording information to show understanding when given an organizational format (e.g., T-chart or Venn diagram)</u> generating questions before, during, and after reading to <u>enhance recall</u> <u>distinguishing among a variety of types of text (e.g. reference: beginning dictionaries, glossaries, children's magazines, content trade books, children's newspapers, practical/functional texts: procedures/instructions, announcements, book orders, invitations</u> 	<p>and strategies, such as using anticipation guides, KWL and/or DRTA charts, and previewing text features to activate basic prior knowledge</p>	<p>text</p> <ul style="list-style-type: none"> * Science text * Mathematics text * Newspapers * Magazines * Reference * Library resources 	
<p>1. Reading</p>	<p>1.9 Analysis and interpretation of</p>	<p>The student</p> <p>1.9.1 analyzes and interprets informational texts, citing</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

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<p>(NewS, PLS, R2, R3) (NECAP-GLE)</p>	<p>informational texts/ citing evidence (GLE R8)</p>	<p>evidence as appropriate (GLE) by:</p> <ul style="list-style-type: none"> • <u>connecting information within a text</u> • <u>recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</u> • making basic inferences or drawing basic conclusions • <u>identifying facts presented in text</u> • <u>making inferences about causes or effects when signal words are present</u> • using and/or generating graphic organizers before, during, and after reading text (e.g., KWL, DRTA, FQR, word webs, concept maps, sequencing, cause and effect) 			
<p>1. Reading (NewS, PLS, R2) (TSNE)</p>	<p>1.10 Comprehension Skills and Strategies (GLE, R-12 and R-13)</p>	<p>The student</p> <p>1.10.1 knows when he/she doesn't understand a paragraph and searches for clarification clues within the text by....</p> <ul style="list-style-type: none"> • examining the relationship between earlier and later parts of 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<p>a text and figuring out how they make sense together</p> <p>1.10.2 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 • making connections (text-to-self, text-to-text, text-to-world) • forming mental images • generating <u>literal</u> and clarifying questions • <u>determining importance</u> • constructing sensory images • <u>locating and using text features (e.g., headings, parts of the book)</u> • rereading • making inferences (directly stated or inferred from text) <p>1.10.3 demonstrates ability to monitor comprehension for different types of texts <u>and purposes</u> by...</p> <ul style="list-style-type: none"> • using a range of self monitoring and self correction approaches (<u>e.g., predicting upcoming text, monitoring, adjusting, and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures, etc.)</u>) 			

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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 use of writing process by: prewriting: * establish purpose * generate ideas/topics * organize ideas drafting: * produce a written draft for a specific audience * make decisions about which pieces to work on over several days or longer revising content (emphasis): * reflect, add, delete, define content by self, teacher and/or peer editing conventions and mechanics: * check for correctness with self, teacher, and/or peer * read aloud with self, Teacher and/or peer publishing * share final draft with intended audience • sharing and talking about their writing daily (see 3.1.7)	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 Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource) 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) 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 * 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 writing daily with frequency in a variety of genres	Facilitates peer editing and constructive criticism	Facilitates peer editing and constructive criticism	Facilitates peer editing and constructive criticism

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		<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</p> <p>2.1.4 applies criteria established in a rubric/checklist to judge the quality of their writing</p> <p>2.1.5 begins to apply strategies and elements of author's craft, for example, repetition, onomatopoeia</p> <p>2.1.6 polishes at least 10 pieces throughout the year</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)</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</p>	<p>Standardized external tests</p> <ul style="list-style-type: none"> * 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>
2. Writing (NewS, E2) (NECAP)	2.2 Structures of Language- Applying understanding of Sentences, Paragraphs, and Text Structures (NE GLE W1) (NewS, W3)	<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"> <u>writing short sentences</u> distinguishing between letters, words, sentences, and <u>paragraphs</u> applying directionality, as appropriate, to text (e.g., left to right, top to bottom, <u>front and back</u>) writing a variety of complete 	See above	See above	See above

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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>simple sentences (e.g., declarative, exclamatory, interrogative, and imperative)</p> <ul style="list-style-type: none"> • using varying sentence patterns and lengths • recognizing and writing complete sentences, avoiding fragments and run-ons • beginning to use the paragraph form: indenting, main idea, supporting details, beginning and closing <hr/> <p>The student</p> <p>2.3.1 uses writing process (prewriting, drafting, revising, editing, publishing) - refer to 2.1.1</p> <p>2.3.2 in response to literary or informational text, shows understanding of plot/ideas/concepts (GLE) by:</p> <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) 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • making text to text connections <p>2.3.3 makes and supports analytical judgments about text (GLE) by:</p> <ul style="list-style-type: none"> • <u>stating a focus (purpose) when responding to a given question</u> • <u>using details or inferences from text to support a given focus</u> (Note: support may include prior knowledge) • 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 			
<p>2. Writing (NewS, E2) (TSNE)</p>	<p>2.4 Narrative Writing (NewS) (GLE W4, W5)</p>	<p>The student</p> <p>2.4.1 uses writing process (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 a <u>clear</u> understandable story line <u>with a beginning, middle, and end,</u> when given a structure 	<p>See above</p>	<p>See above and <u>The Most Wonderful Writing Lessons Ever,</u> Barbara Mariconda, Scholastic, 1999</p>	<p>See above</p>

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		<p>(template, frame, graphic organizer)</p> <ul style="list-style-type: none"> • creating a believable world and introducing characters rather than simply recounting a chronology of events, using specific details about 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 include an exclamation, dialogue, sound effect, or question • writing about observations and experiences • using descriptive words • beginning to use dialogue effectively • identifying characters and begin to develop characters through description (physical and personality traits) 			

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		<ul style="list-style-type: none"> beginning to use voice appropriate to purpose (drawing on personal experience, when appropriate) beginning to maintain focus by excluding extraneous details beginning to provide a sense of closure to the writing writing in first or third person 			
<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 writing process (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"> using correct letter format, including date, greeting, body, closing, and signature <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 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • <u>listing steps of a procedure in a logical order</u> • using transition words or phrases appropriate to organizational text structure (examples: for procedures-using numbering, ordering, sequence words) • <u>providing a list of materials to be used in a task, if appropriate</u> • using diagrams, charts, or illustrations appropriate to the text • writing a conclusion that provides closure • using voice appropriate to purpose and audience • begins to identify sources, ie., websites, texts <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> • <u>establishing a topic</u> • <u>restating a given focus/controlling idea on a topic (purpose)</u> • using language that is straightforward and clear 			

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<p>2. Writing (NewS, PLS, W2)</p>	<p>2.6 Genre writing (NewS)</p>	<p>2.5.4 demonstrates use of a range of elaboration strategies (GLE) by:</p> <ul style="list-style-type: none"> • including details/information relevant to a topic and/or given focus • using pictures, diagrams, or charts to illustrate ideas • including details or facts which enhance the reader's understanding <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"> • produces a personal narrative piece that incorporates elements appropriate to the genre after engaging in a genre study 	<p>See above</p>	<p>See above</p>	<p>See above</p>

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		<ul style="list-style-type: none"> • <u>representing each sound heard in a word with a feature of print</u> <p>2.7.2 in independent writing, demonstrates command of appropriate English grammar by....</p> <ul style="list-style-type: none"> • pause voluntarily in the midst of writing • to reread what they have written to self-monitor • begin to recognize grammar errors in their own writing and make revisions • identifying and using nouns, and verbs 			
2. Writing	2.8 Vocabulary and Word Choice (PLS, W3)	<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</p> <p>2.8.3 extends their writing vocabulary by incorporating specialized words related to the topic or setting</p>	See above	See above	See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Speaking and Listening (News, S&L)	3.1 Habits of Speaking (News, S&L, S1)	2.8.4 chooses words and phrases that enhance meaning			
		The student	The teacher	Textbook	Anecdotal records-effort, behavior and attendance
		3.1.1 talks about what they think, read, or experience	Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).	<u>Harcourt Reading/Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource)	Conferencing regarding reports, student writing and peer editing
		3.1.2 will indicate when their own or others' ideas need further support or explanation	Provides exemplars and rubrics.	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)	Cooperative group work
		3.1.3 will talk about ideas or information gained from sources beyond personal experience	Organizes exhibition of student works with rubrics.	Models appropriate speaking and listening skills.	Critiques
		3.1.4 will talk in small groups to collaborate on a project/group performance	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Exhibits
		3.1.5 will use appropriate speaking behaviors (e.g., ask related questions, demonstrate turn-taking, respond respectfully, and make eye contact)	Differentiates instruction (content, process, product)	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Interviews
		3.1.6 will listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting, as appropriate	Uses assessment results to modify instruction.	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Journals
3.1.7 will solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarify and	Addresses Multiple Intelligences instructional strategies.	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Literature Circles		
		Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)	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>	Multi-media presentations: Power point, video taping, LCD and screen	
		Facilitates literature circles	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)	Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)	
		Provides exemplars and rubrics.		Oral presentations	
		Organizes exhibition of student work with rubrics.		Performance-based tasks/products	
		Models balanced literacy <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading 		Portfolio <ul style="list-style-type: none"> * Reading Log * Informational Writing * Response to Literature * Narrative 	
				Role playing or Reader's theater	
				Rubrics	

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		<p>making suggestions for where it has to elaborate or edit</p> <p>3.1.8 will use language to self-correct and guide their thinking and listening by.....</p> <ul style="list-style-type: none"> • making spontaneous correction • talking to themselves out loud to make plans , to guide behavior, or monitor thinking • rehearsing steps they will use to solve a problem (silently or by subvocalizing) • mimicking adult language used in problem solving • reciting facts to confirm what has been memorized (for example, geographical facts, poems, multiplication tables, lines of a play) • silently monitoring their comprehension of text, including understanding of individual words, using a variety of self-correcting strategies <p>3.1.9 will initiate and sustain a conversation by.....</p> <ul style="list-style-type: none"> • initiating and sustaining 	<ul style="list-style-type: none"> • 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) <hr/> <p>See above</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>Community Resources</p> <hr/> <p>See above</p>	<p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * 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> <hr/> <p>See above</p>

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		<p>conversation with eight or more lengthy exchanges</p> <ul style="list-style-type: none"> • asking for clarification (for example, "Friday? I don't think that's right. What do you mean?") • recognizing and responding to indirect and direct indications that others need clarification (for example, responding to puzzled looks or shrugs with "Right?" or correcting their information by saying, "Wait. No, not Friday. Sign-ups must be Saturday because we'd be in school Friday") • initiating topics within conversations that are in progress (for example, "It's spring tryouts for Little league? Have you ever tried baseball?") • sustaining conversation by extending others' contributions (for example, "Do you really think baseball's harder? I think basketball is harder") • expressing and soliciting opinions (for example, "The basketball clinic is open all weekend now. Do you like the double practices?") • asking open ended or long answer questions (for example, "What did 			

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		<p>you see at the Sports Fair?”)</p> <ul style="list-style-type: none"> • repairing and reverting the topic when necessary (for example, “But wait a minute. Tell me again when baseball sign ups are?”) <p>3.1.10 will engage in book discussions by...</p> <ul style="list-style-type: none"> • noting and talking about author’s craft: word choice, beginnings and endings, plot, and character development • using comparisons and analogies to explain ideas • referring to knowledge gained during discussion • using information that is accurate, accessible, and relevant • beginning to restate their own ideas with greater clarity when a listener indicates non-comprehension • asking other students questions that require them to support their claims or arguments • indicating when their own or others’ ideas need further support or explanation 			

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		<ul style="list-style-type: none"> • citing important details from the text (for example, "She's sad because she's a new girl and hasn't met anybody yet. Plus, it says, 'a lonely flower in a crowded vase'") • comparing one text to another text they have read or heard • beginning to capture meaning from figurative language and explaining the meaning • relating a story to real-life experiences • explaining the motives of characters • discussing plot and setting • describing in their own words what new information they gained from a nonfiction text and how that information relates to their prior knowledge 			
3. Speaking and Listening (NewS, S&L)	3.2 Kinds of Talk and Resulting Genres (NewS, S&L, S2)	<p>The student will...</p> 3.2.1 participate in one to one conferences with an adult 3.2.2 participate in group discussions 3.2.3 give simple directions and	See above	See above	See above

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		<p>explanations</p> <p>3.2.4 express personal needs, ideas, choices, plans, experiences, feelings and opinions</p> <p>3.2.5 deliver short reports</p> <p>3.2.6 report an emergency</p> <p>3.2.7 listen to and retell stories and events in a logical sequence</p> <p>3.2.8 give reasons to support opinions expressed</p> <p>3.2.9 speak from notes or recite from memory with fluency and expression</p> <p>3.2.10 conduct first hand interviews</p> <p>3.2.11 listen to, comprehend, and carry out directions</p> <p>3.2.12 ask specific questions to clarify</p> <p>3.2.13 respond to other's sharing</p> <p>3.2.14 begin to seek out multiple resources for information, such as libraries, Internet, and identified experts</p> <p>3.2.15 tutor others in new tasks</p>			

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		3.2.16 give increasingly elaborate and extended descriptions of objects, events, and concepts 3.2.17 disagree with another person's argument and begin to generate and promote alternative solutions to reach agreement 3.2.18 give an author performance, reading from their own material out loud 3.2.19 describe their reaction to a performance, giving details to support opinions			
3. Speaking and Listening (NewS, S&L)	3.3 Language Use and Conventions (NewS, S&L, S3)	The student will... 3.3.1 adjust to the social conventions of the school setting by... <ul style="list-style-type: none"> • consistently observing politeness conventions • speaking clearly • using complete thoughts • making effective word choices • using appropriate volume, pace, inflection, and intonation • using correct grammar, especially 	See above	See above	See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>noun-verb agreement and correct use of pronouns, verb tense, and plurals</p> <ul style="list-style-type: none"> • using language and vocabulary appropriate to the situation <p>3.3.2 extend word play and demonstrate a general awareness of word knowledge by...</p> <ul style="list-style-type: none"> • playing with alliteration, tongue twisters, and onomatopoeia • using double meanings or multiple meaning of words for riddles and jokes <p>3.3.3 continue to increase vocabulary by...</p> <ul style="list-style-type: none"> • learning new words from reading or being read to daily • 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, 			

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>prefixes such as un-, pre-, tri-, and suffixes such as -er)</p> <ul style="list-style-type: none"> • 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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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<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> <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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	<hr/> 3.3. Language Use				

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	and Conventions (NewS, S&L, S3)				

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>2.3 Echoes short rhythms and melodic patterns</p>	<p>The student 2.4.1</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
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
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>2.5 Performs independent instrumental parts</p>	<p>The student 2.6.1</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
<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) 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>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.</p>

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3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato accompaniments	<p>The student 3.2.1</p>	<p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>Textbook See above</p>	<p>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
<p>4. Composing and arranging music within specified guidelines</p>	<p>4.1 Creates and arranges music to accompany readings or dramatizations</p>	<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) 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>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.</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<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>Textbook See above</p>	<p>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 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) 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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</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,</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>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>Community</p> <p>Textbook See above</p>	<p>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 5.4.1</p>	<p>The teacher See above</p>	<p>Textbooks 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
6. Listening to, analyzing, and describing music	6.2 Demonstrates perceptual skills by moving	<p>The student 6.2.1</p>	<p>The teacher See above</p>	<p>Textbooks 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	
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>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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library resources</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,</p>	<p>Text</p> <p>Supp book</p> <p>Tech</p> <p>Mat</p> <p>Scho reso</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
			Organizes exhibition of student work with rubrics.	Community	narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)	Com
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	<p>The student 6.4.1</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
6. Listening to, analyzing, and describing music	6.5 Responds through purposeful movement to selected prominent music, characteristics	<p>The student 6.5.1</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
<p>7. Evaluating music and music performances</p>	<p>7.1 Devises criteria for evaluating performances and compositions</p>	<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. Addresses Multiple Intelligences instructional strategies. Uses research-based strategies. Implements instructional best practice strategies specific for content. Provides exemplars and rubrics.</p>	<p>Textbook Supplementary books/material Technology Materials School library resources Community</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 Rubrics Self and peer evaluation Tests Written responses (e.g. report writing, narrative account, narrative procedure,</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>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	Textbook See above	<p>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</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>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,</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	<p>The student 8.2.1</p>	<p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	Textbook See above	<p>response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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<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</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>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,</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>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>Textbook See above</p>	<p>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	<p>The student 9.3.1</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
9. Understanding music in relation to history and culture	9.4 Identifies and describes roles of musicians	<p>The student 9.4.1</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
9. Understanding music in relation to history and culture	9.5 Demonstrates audience behavior appropriate style of music	<p>The student 9.5.1</p>	<p>The teacher See above</p>	<p>Textbook See above</p>	<p>Anecdotal record See above</p>