

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, 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 3) and New England Common Assessment Program (NECAP-GLE)	1.1 Reading Extensively and In Depth (GLE R-14, R-17)	The student 1.1.1 demonstrates the habit of reading widely and extensively by: <ul style="list-style-type: none"> reading a minimum of 30 books or book equivalents (e.g. 1 Read Aloud equals 1 book, Collection of short stories equals 1 book, 2 themes of basal unit equals 1 book, one-year subscription to grade-level magazine equals 1 book, textbooks from core subjects, 2 summer reading books) reading from a wide range of genres and authors (e.g. minimum of 3 genres and 5 authors) 	The teacher 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: <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) 	Textbook <u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource) Supplemental Core book <u>Stone Fox</u> (John Reynolds) <u>A Lion to Guide Us</u> (Clyde Bulla) <u>Helen Keller Biography</u> (Davidson) 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 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 Standardized external tests * DRP Diagnostic Assessment
		1.1.2 reads and comprehends at least three books about one issue or subject, or three books by a single author, or three books in one genre, and produces evidence of reading by: <ul style="list-style-type: none"> making and supporting warranted and responsible assertions about the texts supporting assertions with elaborated and convincing evidence drawing the texts together to identify differences and similarities among them making perceptive and well 	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. Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.) Facilitates literature circles Provides exemplars and rubrics. Organizes exhibition of student work with rubrics.		

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>developed connections</p> <ul style="list-style-type: none"> recognize and begin to evaluate writing strategies and elements of the author's craft (e.g., word choice) distinguishing and identifying the characteristics of literary genres <p>1.1.3 demonstrates 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-a-louds of quality literature from a variety of genre 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>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)</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>	<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>
1. Reading (NewS, PLS R1) (GLE)	1.2 Word identification skills and strategies (GLE R-1)	<p>The student</p> <p>1.2.1 applies word identification/decoding strategies (GLE) by:</p> <ul style="list-style-type: none"> identifying <u>multi-syllabic words</u> by using knowledge of sounds, <u>syllable types</u> 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>(closed, open, silent e, vowel combination, r controlled) and word patterns (including <u>prefixes and suffixes</u>) or <u>variant spellings for consonants or vowels</u> (e.g., bought)</p> <ul style="list-style-type: none"> reading grade level appropriate words with automaticity 			
<hr/> 1. Reading (NewS, PLS R2) (GLE R-11)	<hr/> Reading Fluency and Accuracy	<hr/> The student 1.2.2 reads grade-level appropriate material (GLE) with: <ul style="list-style-type: none"> 90-94% accuracy appropriate oral and silent fluency rates (<u>90-120 words correct per minute orally</u>; 115-140 words correct per minute silently) as determined by text demands and purpose for reading reading <u>familiar text</u> with phrasing and expression and with attention to <u>text features, such as punctuation, italics, and dialogue</u> 	<hr/> See above and	<hr/> See above	<hr/> See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> independently read aloud unfamiliar level O books with 90% or better accuracy of word recognition (self-correction allowed) independently read aloud from level O books that have been previewed silently on their own, using intonation, pauses, and emphasis that signal the meaning of the text 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.3 Vocabulary strategies and breadth of vocabulary (GLE R2, R3)	<p>The student</p> <p>1.3.1 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 <u>prefixes/suffixes</u> and base words, or context clues; or <u>other resources, such as - dictionaries, glossaries, thesauruses</u>; or prior knowledge) <p>1.3.2 shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships (GLE) by:</p> <ul style="list-style-type: none"> identifying synonyms, antonyms, 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<u>homonyms/homophones</u> , or categorizing words <ul style="list-style-type: none"> using context clues to determine meaning of words in text, including content specific vocabulary and <u>words with multiple meanings</u> 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.4 Initial understanding of literary texts (GLE R4)	<p>The student</p> <p>1.4.1 demonstrates initial understanding of elements of literary texts (GLE) by:</p> <ul style="list-style-type: none"> identifying or describing character(s), setting, major events, problem/solution, or <u>plot</u> as appropriate to text beginning to paraphrase or summarize key ideas/plot, character, setting, conflict and resolution with major events sequenced, as appropriate to text generating questions before, during, and after reading to enhance recall <u>identifying the characteristics of a variety of types of text</u> (e.g. literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, tall tales, or historical fiction) 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u>, simile, metaphor, <u>description</u>, or dialogue 			
1. Reading (NewS, PLS, R3) (NECAP-GLE)	1.5 Analysis and interpretation of literary texts/citing evidence (GLE R5, R6)	<p>The student</p> <p>1.5.1 analyzes and interprets elements of literary texts, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> identifying evidence as stated or implied making logical predictions with supporting evidence from text <u>describing</u> main characters' physical and personality traits, by <u>providing examples of thoughts, words, or actions that reveal characters' traits</u> making basic inferences about problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) <u>identifying who is telling the story</u> (point of view) identifying the author's basic message 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> identifying possible motives of characters recognizing explicitly stated causes or effects using and/or generating 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>1.5.2 generates a personal response to what is read through a variety of means</p> <ul style="list-style-type: none"> comparing stories or other texts to related personal experience, prior knowledge, or to other books (<u>text to text</u>, text to self, text to world) 			
1. Reading (NewS, PLS, R2) (NECAP-GLE)	1.6 Initial understanding of informational text (GLE R7)	<p>The student</p> <p>1.6.1 demonstrates initial understanding of informational texts (expository and practical texts) (GLE) by:</p> <ul style="list-style-type: none"> obtaining information from text features (e.g., <u>table of contents</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 	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>index, glossary, <u>transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, illustrations, and beginning to use index and subheadings as practiced in social studies, science, and mathematics textbooks)</p> <ul style="list-style-type: none"> obtaining information from text features (e.g. maps, diagrams, tables, captions, timelines) using information from the text to answer questions <u>related to explicitly stated main/central ideas</u> or details <u>organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, and beginning to summarize</u> generating questions before, during, and after reading to enhance recall <u>identifying the characteristics</u> and using a variety of types of text (e.g. <u>dictionaries</u>, glossaries, encyclopedias, children's magazines, content trade books, <u>textbooks</u>, student newspapers, and practical/functional texts) 		<ul style="list-style-type: none"> * Reference * Library resources 	

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading (News, PLS, R2, R3) (NECAP-GLE)	1.7 Analysis and interpretation of informational texts/ citing evidence (GLE R8)	<p>The student</p> <p>1.7.1 analyzes and interprets informational texts, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> connecting information within a text and to prior knowledge (text-to-self) determining generalizations about texts (e.g., identifying appropriate titles, <u>assertions or main ideas/focus</u>) making basic inferences about text, including author's message or purpose (e.g., to inform, explain, or entertain); or drawing basic conclusions; and <u>forming opinions/ judgments about central ideas that are relevant</u> <u>distinguishing fact from opinion</u> identifying cause and effect relationships and making inferences about causes and effects using and/or generating graphic organizers before, during, and after reading text (e.g., KWL, DRTA, FQR, word webs, concept maps, sequencing, cause and 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading (NewS, PLS, R2) (TSNE)	1.8 Comprehension Skills and Strategies (GLE, R-12 and R-13)	<p>effect)</p> <p>The student</p> <p>1.8.1 demonstrates ability to monitor comprehension for different types of texts and purposes by using a range of self-monitoring and self correcting approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context clues, etc.)</p> <p>1.8.2 uses comprehension strategies <u>before, during and after</u> reading literary and informational text by:</p> <ul style="list-style-type: none"> • activating prior knowledge (schema) • making predictions • making connections • using text structure • adjusting rate • forming mental images • asking questions • making inferences (directly stated or inferred from text) • using context to confirm meaning • rereading • using graphic aids • read ahead 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
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)	<ul style="list-style-type: none"> summarize using text features (e.g., <u>transition words</u>, <u>subheadings</u>, <u>bold/italicized prints</u>, parts of the book) 			
		<p>The student</p> <p>2.1.1 understands and demonstrates use of writing process:</p> <p>prewriting:</p> <ul style="list-style-type: none"> * establish purpose * generate ideas * organize ideas <p>drafting:</p> <ul style="list-style-type: none"> * Produce a written draft for a specific audience <p>revising content (emphasis):</p> <ul style="list-style-type: none"> * Reflect, add, delete, define content by self, teacher and/or peer <p>editing conventions and mechanics:</p> <ul style="list-style-type: none"> * check for correctness with self, teacher, and/or peer * read aloud with self, teacher and/or peer <p>publishing</p> <ul style="list-style-type: none"> * share final draft with intended audience <p>2.1.2 demonstrates the habit of writing extensively by writing daily with frequency in a variety of genres</p>	<p>The teacher</p> <p>Models steps of the writing process</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <p>Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <ul style="list-style-type: none"> reading aloud shared reading guided reading self-selected reading shared/model writing guided writing independent writing <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>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>Stone Fox</u> (John Reynolds) <u>A Lion to Guide Us</u> (Clyde Bulla) <u>Helen Keller Biography</u> (Davidson)</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</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>Daily writing across the curriculum</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<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, similes or metaphors, onomatopoeia, entertaining beginnings, and repetition</p>	<p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> Graphic organizers Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p><u>Comprehension</u> (Sarafini)</p> <p><u>Literature Circles</u> (Daniels)</p> <p><u>I Read It, But I Don't Get It</u> (Tovani)</p> <p><u>Invitations</u> (Routman)</p> <p><u>Conversations</u> (Routman)</p> <p><u>Reading Essentials</u> (Routman)</p> <p><u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda)</p> <p>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>* Narrative</p> <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <p>* DRP Diagnostic Assessment</p> <p>* Running Records/DRA</p> <p>* DIBELS (test of fluency)</p> <p>* 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>
2. Writing (NewS, E2) (NECAP)	2.2 Structures of Language- Applying understanding of Sentences, Paragraphs, and Text Structures (NEGLEW1)	<p>The student</p> <p>2.2.1 demonstrates command of the structures of sentences, paragraphs, and texts (GLE) by:</p> <ul style="list-style-type: none"> writing with varied sentence length and structure, including simple and compound sentences with a variety of sentence beginnings (e.g., another name for the subject, ing words, transition words, prepositions) writing a variety of complete 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>simple sentences (e.g., declarative, exclamatory, interrogative, and imperative)</p> <ul style="list-style-type: none"> recognizing and writing complete sentences, avoiding fragments and run-ons using the paragraph form: <u>indenting</u>, main idea, supporting details, beginning and closing beginning to recognize and apply organizational structures within paragraphs (e.g., description, sequential and compare and/or contrast) 			
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 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"> selecting appropriate information to set context/background (example: when introducing a character, making sure the reader understands who the character is) beginning to provide brief 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>summary of story elements</p> <ul style="list-style-type: none"> connecting what has been read (plot/ideas/concepts) to prior knowledge which might include other texts or authors <p>2.3.3 makes and supports analytical judgments about text (GLE) by:</p> <ul style="list-style-type: none"> stating a focus (purpose) when responding to a given question making inferences about the content, events, characters, setting, by connecting background knowledge with the text to form an opinion and make predictions using specific details and references to text to support focus organizing ideas using transition words and writing a concluding statement <p>2.3.4 compares two works by an author and discusses several works that have a common idea or theme</p>			

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Writing (NewS, E2) (TSNE)	2.4 Narrative Writing (NewS) (GLE W4, W5)	<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 clear understandable story line with a beginning, middle, and end establishing setting, problem, characters, events, and solution 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 using <u>relevant and descriptive</u> details and begins to use sensory language beginning to use dialogue and action that unfolds naturally 	See above	See above and <u>The Most Wonderful Writing Lessons Ever.</u> Barbara Mariconda, Scholastic, 1999	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> identifying characters and begin to develop characters through description using voice appropriate to purpose (drawing on personal experience, when appropriate) maintaining focus by excluding extraneous details providing a sense of closure to writing that may include a feeling, a memory, a decision, or a hope/wish 			
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 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 full heading, greeting, body, closing, and signature using a given organizational text structure <u>for grouping ideas with a beginning, middle, and end</u> writing an introduction that 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>engages the reader by including a lead/hook and sets the context to develop reader interest</p> <ul style="list-style-type: none"> using transition words or phrases appropriate to organizational text structure (examples: for procedures-using numbering, ordering, sequence words) providing a list of materials to be used, if appropriate using diagrams, charts, or illustrations appropriate to the text <u>writing a conclusion that provides closure</u> using voice appropriate to purpose and audience accesses and cites varied sources (e.g., text, internet, and community) <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> establishing a topic stating a focus/controlling idea on a topic using language that is 			

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>straightforward and clear</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 relating to topic including facts and details relevant to focus including details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images 			
2. Writing (NewS, PLS, W2)	2.6 Genre writing (NewS)	<p>The student</p> <p>2.6.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.6.2 produces work in at least one literary genre that follows the conventions of the genre (e.g., stories, songs, memoirs, poetry, and plays)</p> <ul style="list-style-type: none"> producing a realistic fiction piece that incorporates elements appropriate to the genre after engaging in a genre study 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Writing (NewS, E2) (NECAP-GLE)	2.7 Writing Conventions (GLE W-9)	<p>The student</p> <p>2.7.1 in independent writing, demonstrates command of appropriate English conventions (GLE) by:</p> <ul style="list-style-type: none"> • applies basic capitalization rules (e.g., names, beginning sentences, proper nouns, titles) • using commas correctly in dates, in a series, with conjunctions, after transition words, between city and state, and in greeting and closing of a letter • approximating use of quotation marks to designate a speaker and incorporate a capital letter at beginning of a quote • using end punctuation correctly in a variety of sentence structures (i.e., period, <u>question mark</u>, <u>exclamation point</u>) • using apostrophe appropriately in contractions • beginning to use apostrophes appropriately in possessive nouns • using apostrophes correctly in singular and plural possessives 	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> correctly spelling grade - appropriate, high-frequency words, and using within word patterns to correct spelling using cursive writing with upper and lower case letters <p>2.7.2 in independent writing, demonstrates command of appropriate English grammar by....</p> <ul style="list-style-type: none"> identifying and using nouns, verbs, and adjectives identifying and using subjects, predicates and their agreement 		Loops and Groups	
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, reading, and vocabulary, including words from reading, vocabulary, study, and class discussions</p> <p>2.8.2 uses precise and vivid words</p> <p>2.8.3 extends their writing vocabulary by incorporating specialized words related to the topic or setting</p> <p>2.8.4 choosing words and phrases that enhance meaning (e.g., specific nouns, strong verbs, adjectives, and similes)</p>	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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)	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 provide feedback and indicate when their own or others' ideas need further support or explanation	Provides exemplars and rubrics. Organizes exhibition of student works with rubrics. Models appropriate speaking and listening skills.	Supplemental Core book <u>Stone Fox</u> (John Reynolds) <u>A Lion to Guide Us</u> (Clyde Bulla) <u>Helen Keller Biography</u> (Davidson)	Cooperative group work Critiques
		3.1.3 talks about ideas or information gained from sources beyond personal experience	Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.	Refer to recommended grade-level book list Summer reading books <i>Scholastic News or Time for Kids or Scholastic Story Works</i>	Interviews Journals Literature Circles
		3.1.4 talks in small groups to collaborate on a project	Differentiates instruction (content, process, product) Uses assessment results to modify instruction.	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>	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
		3.1.5 will use appropriate speaking behaviors (e.g., ask related questions, demonstrate turn taking, respond respectfully, and make eye contact)	Addresses Multiple Intelligences instructional strategies. Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.) Facilitates literature circles 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		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 Standardized external tests <ul style="list-style-type: none">* DRP Diagnostic Assessment

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			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 <ul style="list-style-type: none"> • KWL chart • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 	(Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda) Materials Clear expectation posters Display student work with rubrics in common areas (halls, cafeteria, etc.) Technology Community Resources	* Running Records/DRA * DIBELS (test of fluency) * PALS Student developed rubrics Tests/Exams Written responses (e.g. report writing, narrative account, narrative procedure, response to literature,, etc.)
3. Speaking and Listening (NewS, S&L)	3.2 Kinds of Talk and Resulting Genres (NewS, S&L, S2)	The student will... 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 explanations 3.2.4 express personal needs, ideas, choices, plans, experiences, feelings and opinions 3.2.5 deliver short reports 3.2.6 report an emergency 3.2.7 listen to and retell stories and events in a logical sequence	See above	See above	See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Speaking and Listening (NewS, S&L)	3.3. Language Use and Conventions (NewS, S&L, S3)	3.2.8 give reasons to support opinions expressed 3.2.9 speak from notes or recite from memory with fluency and expression 3.2.10 conduct first hand interviews 3.2.11 listen to, comprehend, and carry out directions 3.2.12 ask specific questions to clarify 3.2.13 respond to other's sharing	See above	See above	See above
		The student will..... 3.3.1 consistently observe politeness conventions 3.3.2 speak clearly 3.3.3 use complete thoughts 3.3.4 make effective word choices 3.3.5 express ideas with descriptive vocabulary and increasingly complex oral language structures 3.3.6 use appropriate volume, pace, inflection, and intonation 3.3.7 use correct grammar, especially			

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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> <p>3.3.8 use varied vocabulary and sentence structure</p> <p>3.3.9 use language and vocabulary appropriate to the situation</p> <p>3.3.10 learn new words from reading or being read to daily</p> <p>3.3.11 increase vocabulary of verbs, adjectives, and adverbs, as well as, understanding and producing antonyms, synonyms, and homonyms</p>			

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>3.3.1 to structure the presentation</p> <p>3.3.2 engages the audience with appropriate volume, inflection, pacing, intonation, and eye contact</p> <hr/> <p>The student</p> <p>3.4.1 demonstrates an awareness of the presence of the media in the daily lives of most people</p> <p>3.4.2 begins to evaluate the role of the media in focusing attention and in forming opinion</p> <p>3.4.3 begins to judge the extent to which the media are a source of entertainment as well as a source of information</p>	<p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p>		

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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>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) 		

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLear, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	2.3 Echoes short rhythms and melodic patterns	The student 2.4.1	The teacher See above	Textbook See above	Anecdotal records See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and	Textbook Supplementary books/material	Anecdotal records Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato accompaniments	The student 3.2.1	<p>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>The teacher See above</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>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> <p>Anecdotal records See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and	Textbook Supplementary books/material	Anecdotal records Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>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>The teacher See above</p> <p>The teacher See above</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>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> <p>Anecdotal records See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The student 4.1.1	The teacher See above	Textbook See above	Anecdotal records See above

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/	Textbook Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	<p>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>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>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> <p>Anecdotal record See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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>Textbook</p> <p>Supplementary books/material</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-</p>	<p>Textbook</p> <p>Supplementary books/material</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
			<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>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p>	<p>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>	<p>Tech</p> <p>Mat</p> <p>Scho reso</p> <p>Com</p>
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	

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The student 7.1.1	The teacher Employs strategies of " best practice " (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).	Textbook Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The student 7.2.1	<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>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</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> <p>Anecdotal record See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The teacher Employs strategies of " best practice " (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).	Textbook Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	The student 8.2.1	<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>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</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> <p>Anecdotal record See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	music 9.1 Identifies by genre of style aural examples of music from various historical periods and cultures	The student 9.1.1	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).	Textbook Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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	<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>The teacher See above</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</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> <p>Anecdotal record See above</p>

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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

ELA Grade 3

Curriculum Writers: Joanne Caranci, Roberta McLearn, Shelly Allard, Gayle L'Esperance, Lisa Peterson, and Linda Newman

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