

ELA Grade 4

Curriculum Writers: Joanne Caranci, Charleen Lagace, Tami Vass, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading New Standards (NewS, E1) 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 25 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>Sarah Plain and Tall</u> (Patricia MacLachlan) <u>War with Grandpa</u> (Robert Smith) <u>Charlie and the Chocolate Factory</u> (Roald Dahl) <u>Pappy</u> (Avi) <u>Red Dog</u> (Bill Wallace) Refer to recommended grade-level book list Summer reading books <i>Scholastic News or Time for Kids or 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)	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 four books about one issue or subject, or four books by a single author, or four 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 compare and contrast themes, characters, and ideas 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.		

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		<p>developed connections</p> <ul style="list-style-type: none"> evaluating writing strategies and elements of the author's craft 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 	<p>Models balanced literacy</p> <ul style="list-style-type: none"> reading aloud shared reading guided reading self-selected reading shared/modeling writing guided writing independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> Graphic organizers Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p><u>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 Publishing software Inspirations</p> <p>Community Resources</p>	<p>* Running Records/DRA</p> <p>* DIBELS (test of fluency)</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>
1. Reading (NewS, E1) (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 multi-syllabic words by using knowledge of sounds, <u>six-syllable types</u> (closed, open, silent e, vowel combination, r controlled, consonant l-e)/<u>syllable division</u>, or word patterns 	See above	See above	See above

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		<p>(including prefixes and suffixes)</p> <p>1.2.2 reads grade-level appropriate material (GLE) with:</p> <ul style="list-style-type: none"> 90-94% accuracy appropriate oral and silent fluency rates (115-140 words correct per minute orally; 130-175 words correct per minute silently) as determined by text demands and purpose for reading fluency in phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue 			
<p>1. Reading (NewS, E1) (NECAP-GLE)</p>	<p>1.3 Vocabulary strategies and breadth of vocabulary (GLE R2, R3)</p>	<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 prefixes/suffixes and base words, or context clues; or other resources, such as - dictionaries, glossaries, thesauruses; or prior knowledge) 	See above	See above	See above

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1. Reading (NewS, E1) (NECAP-GLE)	1.4 Initial understanding of literary texts (GLE R4)	<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, homonyms/homophones, <u>shades of meaning</u> (example: tired, exhausted) using context clues to determine meaning of words in text,, including content specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u> 	See above	See above	See above
		<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 plot as appropriate to text; or <u>identifying any significant changes in character(s) over time</u> paraphrasing or summarizing key ideas/plot, character, setting, conflict and resolution <u>with major events sequenced</u>, as appropriate to text 			

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		<ul style="list-style-type: none"> generating questions before, during, and after reading to enhance recall identifying the characteristics of a variety of types of text (e.g. poetry, plays, fairy tales, fantasy, fables, realistic fiction, <u>folktales</u>, <u>historical fiction</u>) identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u>, metaphor, description, or dialogue 			
1. Reading (NewS, E1) (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 describing main characters' physical and personality traits, by citing thoughts, words, or actions that reveal characters' traits, and begins to describe their changes over time 	See above	See above	See above

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		<ul style="list-style-type: none"> • <u>making inferences</u> about problem, conflict, or solution • identifying who is telling the story (point of view) • identifying the author's message or <u>theme</u> • identifying causes and effects, including possible motives of characters • 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 analyzes and interprets author's craft, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> • <u>demonstrating knowledge of use of literary elements and devices (e.g., imagery, exaggeration, simile, metaphor to interpret intended meanings)</u> • beginning to recognize foreshadowing 			

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1. Reading NEWS E1 (NECAP-GLE)		<p>1.5.3 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 (text to text, text to self, text to world) 			
	<p>1.6 Initial understanding of informational text (GLE R7)</p>	<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., table of contents, <u>index</u>, glossary, <u>transition words/phrases</u>, bold or italicized text, headings, graphic organizers, charts, graphs, illustrations, or <u>subheadings</u> as practiced in social studies, science, and mathematics textbooks) obtaining information from text features ((e.g. <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>) using information from the text to answer questions related to 	<p>See above and</p> <p>Employs the use of instructional aides and strategies, such as using anticipation guides, KWL and DRTA charts, and previewing text features to activate prior knowledge</p>	<p>See above and</p> <ul style="list-style-type: none"> * Social Studies text * Science text * Mathematics text * Newspapers * Magazines * Reference * Library resources 	<p>See above</p>

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		<p>main/central ideas or <u>key details</u></p> <ul style="list-style-type: none"> organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing</u>, <u>summarizing</u>, and beginning to compare/contrast) generating questions before, during, and after reading to enhance recall identifying the characteristics and using a variety of types of text (e.g. dictionaries, glossaries, <u>encyclopedias</u>, children's magazines, content trade books, textbooks, <u>student newspapers</u>, and practical/functional texts) 			
1. Reading (NewS, E1) (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, <u>across texts</u>, and to prior knowledge (e.g., text-to-self, and text-to-text connections) <u>synthesizing information within or across text(s)(e.g., constructing</u> 	See above	See above	See above

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		<p><u>appropriate titles; or formulating assertions or main ideas/focus)</u></p> <ul style="list-style-type: none"> • <u>drawing inferences about text, including author's message or purpose (e.g., to inform, explain, entertain, or persuade); or</u> drawing basic conclusions; or forming and beginning to support opinions or judgments that are relevant • distinguishing fact from opinion • identifying causes and effects and making inferences about those 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 effect, etc.) 			
<hr/> 1. Reading (NewS, E1) (TSNE)	<hr/> 1.8 Comprehension Skills and Strategies (GLE, R-13)	<hr/> The student 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	<hr/> See above	<hr/> See above	<hr/> See above

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		<p>1.8.2 uses comprehension strategies before during and after 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 using context to confirm meaning rereading/read ahead using graphic aids 			
2. Writing (NewS, E2)	2.1 Habits of Writing: Using a Writing Process and Writing Extensively (GLE W10, 11)	<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>	<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>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>Sarah Plain and Tall</u> (Patricia MacLachlan) <u>War with Grandpa</u> (Robert Smith) <u>Charlie and the Chocolate Factory</u> (Roald Dahl) <u>Poppy</u> (Avi) <u>Red Dog</u> (Bill Wallace)</p> <p>Refer to recommended grade-level book list Summer reading books</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</p>

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		<ul style="list-style-type: none"> * check for correctness with self, teacher, and/or peer * read aloud with self, Teacher and/or peer publishing * share final draft with intended audience 	<p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared 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><i>Scholastic News or Time for Kids or Scholastic Story Works</i></p> <p>Teacher Resources <u>Best Practices</u> (Zemelman) <u>Daily Language Review</u> (Evan Moore) <u>Mosaic of Thought</u> (Keene and Zimmerman) <u>Strategies that Work</u> (Harvey and Goudvis) <u>6 + 1 Traits</u> (Great Source, Scholastic) <u>The Reading Workshop</u> (Sarafini) <u>Reading Aloud and Beyond</u> (Sarafini) <u>Lessons In Comprehension</u> (Sarafini) <u>Literature Circles</u> (Daniels) <u>I Read It, But I Don't Get It</u> (Tovani) <u>Invitations</u> (Routman) <u>Conversations</u> (Routman) <u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda)</p> <p>Materials</p> <p>Clear expectation posters</p> <p>Display student work with rubrics in common areas (halls, cafeteria, etc.)</p> <p>Technology Publishing software Inspirations</p> <p>Community Resources</p>	<p>screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks/products</p> <p>Portfolio</p> <ul style="list-style-type: none"> * Reading Log * Informational Writing * Response to Literature * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) <p>Student developed rubrics</p> <p>Tests/Exams</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, etc.)</p>

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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 <u>compound sentences</u> with a variety of sentence beginnings (e.g., another name for the subject, ing words, ed words, subordinating conjunctions, transition words start with the object) using the paragraph form: indenting, main idea, supporting details (avoiding extraneous information) and closing beginning to recognize and apply organizational structures within paragraphs (e.g., description, sequential chronology, and compare/contrast) 	See above	See above	See above

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2 Writing (NewS, E2) (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) begins to summarize key ideas 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"> <u>stating and maintaining a focus (purpose)</u> when responding to a given question making inferences about the content, events, characters, setting, or common themes by connecting background knowledge with the text to form an opinion 	See above	See above	See above

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		<p>and make predictions</p> <ul style="list-style-type: none"> • <u>using specific details and references to text to support focus or judgment</u> • <u>organizing ideas, using transition words/phrases and writing a conclusion</u> 			
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 • <u>establishing setting, problem/conflict/challenge, events, and resolution</u> • maintain 1st person point of view and verb tense • beginning to use transition words and phrases to establish clear chronology and to enhance meaning 	See above	See above and <u>The Most Wonderful Writing Lessons Ever</u> , Barbara Mariconda, Scholastic, 1999	See above

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		<p>2.4.3 demonstrates use of narrative strategies (GLE) by:</p> <ul style="list-style-type: none"> creating an entertaining to engaging the reader that may include an exclamation, dialogue, sound effect, a question, action, thoughts or feelings, or an interesting fact using <u>relevant and descriptive</u> details and begins to use sensory language beginning to use dialogue, action, and suspense to advance action 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 and inconsistencies providing a sense of closure to writing that may include a feeling, a memory, a decision, or a hope/wish 			

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2. Writing (NewS, E2) (NECAP)	2.5 Informational Writing (Reports, Procedures, or Persuasive Writing) (GLE W6, W7, W8)	<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 an organizational text structure appropriate to a specific purpose and audience (examples of text structures: description, sequential chronology, and compare/contrast) writing an introduction that engages the reader by including a lead/hook and sets the context (including materials list in a procedure) to develop reader interest (e.g., startling statistic, posing a question, citing an anecdote/scenario, general to specific, quotation) <u>using transition words or phrases appropriate to organizational text structure</u> (examples: for procedures-using numbering, ordering; for compare/contrast-using "on the other hand") using white space and graphics, as 	See above	See above	See above

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		<p>appropriate</p> <ul style="list-style-type: none"> writing a conclusion that provides closure using voice appropriate to purpose and audience accesses and cites varied sources (e.g., texts, internet, community) <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> stating and <u>maintaining</u> a focus/controlling idea on a topic <p>2.5.4 demonstrates use of a range of elaboration strategies (GLE) by:</p> <ul style="list-style-type: none"> including facts and details relevant to focus/<u>controlling idea</u> and excluding extraneous information <u>including sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images anticipates problems, mistakes, and misunderstandings that might arise for the reader 			

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2. Writing (NewS, E5)	2.6 Genre writing (NewS, E5b)	<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</p> <ul style="list-style-type: none"> produces a fantasy writing piece that incorporates elements appropriate to that genre 	See above	See above	See above
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"> identifying and correcting grammatical errors (e.g., he don't, him and me went) applies basic capitalization rules (e.g., names, beginning sentences, proper nouns, titles) using commas correctly in dates, in a series, with conjunctions, after nouns of address beginning to use correct dialogue format (e.g., quotation marks, 	See above	See above	See above

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		<p>indentation, punctuation, and capitalization)</p> <ul style="list-style-type: none"> • using end punctuation correctly in a variety of sentence structures • using apostrophes correctly in singular and plural possessives • correctly spelling grade - appropriate, high-frequency words, and recognizing syllables and affix patterns/rules (e.g., <u>consonant doubling, change y to i, drop silent e, spelling rules for affixes</u>) • uses cursive writing <p>2.7.2 in independent writing, demonstrates command of appropriate English grammar</p> <ul style="list-style-type: none"> • identifying and using nouns, verbs, adjectives, and adverbs • identifying and using subjects, predicates and their agreement 			

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Writing	2.8 Vocabulary and Word Choice (NEWs E2)	The student 2.8.1 in independent writing, uses words from their speaking, reading, and vocabulary, including words from reading, vocabulary, study, and class discussion 2.8.2 uses precise and vivid words 2.8.3 extends their writing vocabulary by incorporating specialized words related to the topic or setting 2.8.4 choosing words and phrases that enhance meaning (e.g., specific nouns, strong verbs, adjectives, adverbs, similies, and metaphors)	See above	See above	See above
		The student 3.1.1 initiates new topics in addition to responding to adult-initiated topics 3.1.2 asks relevant questions 3.1.3 responds to questions with appropriate elaboration 3.1.4 uses language cues to indicate different levels of certainty or hypothesizing (e.g., "what if...", "very likely...", "I'm unsure whether...")			
3. Speaking, Listening, and Viewing (NewS, E3)	3.1 Participates in one-to-one conferences with an adult		The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Provides exemplars and rubrics. Organizes exhibition of student works with rubrics. Models appropriate speaking and listening skills. Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others. Differentiates instruction (content, process, product)	Textbook <u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook (Teacher Resource)</u> Supplemental Core Book <u>Sarah Plain and Tall</u> (Patricia MacLachlan) <u>War with Grandpa</u> (Robert Smith) <u>Charlie and the Chocolate Factory</u> (Roald Dahl) <u>Poppy</u> (Avi) <u>Red Dog</u> (Bill Wallace) Refer to recommended grade-level book list	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

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		3.1.5 confirms understanding by paraphrasing the adult's directions or suggestions	<p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates literature circles</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <ul style="list-style-type: none"> • KWL chart • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p>Summer reading books <i>Scholastic News or 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 Zimmermann) <u>Strategies that Work</u> (Harvey and Goudvis) <u>6 + 1 Traits</u> (Great Source, Scholastic) <u>The Reading Workshop</u> (Sarafini) <u>Reading Aloud and Beyond</u> (Sarafini) <u>Lessons In Comprehension</u> (Sarafini) <u>Literature Circles</u> (Daniels) <u>I Read It, But I Don't Get It</u> (Tovani) <u>Invitations</u> (Routman) <u>Conversations</u> (Routman) <u>Reading Essentials</u> (Routman) <u>The Most Wonderful Writing Lessons Ever</u> (Barbara Mariconda)</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>Publishing software</p> <p>Inspirations</p> <p>Community Resources</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks/products</p> <p>Portfolio</p> <ul style="list-style-type: none"> * Reading Log * Informational Writing * Response to Literature * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records/DRA * DIBELS (test of fluency) <p>Student developed rubrics</p> <p>Tests/Exams</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, etc.)</p>

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3. Speaking, Listening, and Viewing (NewS, E3)	3.2 Appropriately participates in group meetings (NewS E3b)	<p>The student</p> <p>3.2.1 displays appropriate turn-taking behaviors</p> <p>3.2.2 actively solicits another person's comment or opinion</p> <p>3.2.3 offers own opinion forcefully without dominating</p> <p>3.2.4 volunteers contributions and responds when directly solicited by the teacher or discussion leader</p> <p>3.2.5 gives reasons in support of opinions expressed</p> <p>3.2.6 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions</p> <p>3.2.7 employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)</p>	See above	See above	See above

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3. Speaking, Listening, and Viewing (NewS, E3)	3.3 Prepares and delivers an individual presentation (NewS E3c)	<p>The student</p> <p>3.3.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members</p> <p>3.3.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials</p> <p>3.3.3 uses notes or other memory aids to structure the presentation</p> <p>3.3.4 engages the audience with appropriate verbal cues and eye contact</p>	See above	See above	See above
	3.4 Begins to make informed judgments about television, radio, and film productions (review of a movie or television program, or evaluation of television commercials) (NewS E3d)	<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>	See above	See above	See above

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		3.4.4 explores the role of advertising as a part of media presentation			

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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 		

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<ul style="list-style-type: none"> Word Wall Charts Identifying Connections (text-to-text, text-to-self, text-to-world) 		

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			See above		

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.3 Echoes short rhythms and melodic patterns	The student 2.4.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.4 Performs in groups	The student 2.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.5 Performs independent instrumental parts	The student 2.6.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.1 Improvises "answers" in the same style	The student 3.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library</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>

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3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato accompaniments	The student 3.2.1	<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>resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library</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>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<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>resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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

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

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.1 Reads whole, half, dotted half, quarter, and eighth notes	The student 5.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p> <p>School library</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>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.2 Uses a system to read, simple pitch notation in the treble clef in major keys	The student 5.2.1	<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>resources</p> <p>Community</p> <p>Textbook See above</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>