

ELA Grade 5

Curriculum Writers: Susan Ayotte, Elizabeth Brousseau, Joyce Burlingame, Nancy Gallagher, Charleen Lagace, and Margaret Rock

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading New Standards (NewS, E1) Tri State New England (TSNE)	1.1 Reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. (NewS, E1a)	The student 1.1.1 may meet the twenty-five book or book equivalents by reading: <ul style="list-style-type: none"> • 1 Read Aloud equals 1 book • 2 summer reading books • Textbooks from the core subjects • Collection of short stories equals 1 book • 8 independent books • One year subscription to grade-level magazine equals 1 book • 2 themes of basal unit equals 1 book (suggested)	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) 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.	Textbook <u>Harcourt Reading/ Writing Materials</u> <u>Write Source 2000</u> <u>MLA Handbook</u> (Teacher Resource) Supplemental 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> (Routman) Materials Clear expectation posters	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 * Persuasive * Informational Writing * Response to Literature * Narrative Role playing or Reader's theater Rubrics Self evaluating and peer evaluation Standardized external tests

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			<p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> • Graphic organizers • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p>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"> * 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, persuasive writing, etc.)</p>

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1. Reading (NewS, E1) (TSNE)	1.2 Reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single author, or four books in one genre, and produces evidence of reading (NewS, E1b)	<p>The student produces evidence of reading four books by:</p> <p>1.2.1 making and supporting warranted and responsible assertions about the texts</p> <p>1.2.2 supporting assertions with elaborated and convincing evidence</p> <p>1.2.3 drawing the texts together to compare and contrast themes, characters, and ideas</p> <p>1.2.4 making perceptive and well developed connections</p> <p>1.2.5 evaluating writing strategies and elements of the author's craft</p> <p>1.2.6 distinguishes and identifies the characteristics of literary genres</p>	See above	See above	See above
1. Reading (NewS, E1) (TSNE)	1.3 Word identification skills and strategies (NEGLE R1)	<p>The student</p> <p>1.3.1 applies word identification/decoding strategies (GLE) by:</p> <ul style="list-style-type: none"> identifying multi-syllabic words by using knowledge of sounds, six-syllable types (closed, open, silent e, vowel combination, r controlled, 	See above	See above	See above

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		consonant l-e)/syllable division, or word patterns (including prefixes and suffixes)			
1. Reading (NewS,E1) (TSNE)	1.4 Vocabulary strategies and breadth of vocabulary (NEGLE R2, R3)	<p>The student</p> <p>1.4.1 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) <p>1.4.2 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, shades of meaning (example: tired, exhausted) begins to identify simple analogies (e.g., parent:child::cat:kitten) selecting appropriate words or explaining the use of words in 	See above	See above	See above

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1. Reading (NewS, E1) (TSNE)	1.5 Initial understanding of literary texts (NEGLE R4)	<p><u>context</u>, including content specific vocabulary, words with multiple meanings, or precise vocabulary</p> <hr/> <p>The student</p> <p>1.5.1 demonstrates initial elements of literary texts (GLE) by:</p> <ul style="list-style-type: none"> identifying or describing character(s), setting, problem/solution, or plots as appropriate to text; or identifying any significant changes in character(s) begins to identify any significant changes in setting over time paraphrasing or summarizing key ideas/plot, character, setting, conflict and resolution with major events sequenced, as appropriate to text 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 	<hr/> <p>See above and</p> <ul style="list-style-type: none"> * outlining * graphic organizing (e.g. story map, character webs, and plot diagrams) * visual imaging (e.g., comic strips) * summarizing statement focusing on story elements 	See above	See above

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		effect, fact or opinion, main idea and supporting details, and character analysis)			
1. Reading (NewS,E1) (TSNE)	1.6 Analysis and interpretation of literary texts/citing evidence (NEGLE R5, R6)	<p>The student</p> <p>1.6.1 analyzes and interprets elements of literary texts, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> • predicting and supporting logical outcomes (e.g., providing evidence from text to explain why something is likely to happen next) • <u>describing characters' physical and personality traits</u>, motivation, or <u>interactions</u>, citing thoughts, words, or actions that reveal characters' traits, motivations, or <u>their changes over time</u> • making inferences about problem, conflict, solution, or <u>the relationship among elements (plot, character, setting) within text</u> (e.g., how the setting affects a character or plot development) • beginning to make inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, 	<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>	See above	See above

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		<p>person versus nature/society/fate)</p> <ul style="list-style-type: none"> identifying the narrator beginning to explain how the narrator's/author's point of view or life experiences affects the reader's interpretation (e.g., This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?) identifying the author's message or theme (implied or stated, as in a fable) <p>1.6.2 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, or personification to analyze literary works</u> beginning to recognize foreshadowing and suspense as literary elements and devices 			

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1. Reading (NewS, E1) (TSNE)	1.7 Initial understanding of informational text (NEGLE R7)	<p>The student</p> <p>1.7.1 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, index, glossary, transition words/phrases, bold or italicized text, headings, graphic organizers, charts, graphs, illustrations, or subheadings as practiced in social studies, science, and mathematics textbooks) using information from the text to answer questions related to main/central ideas or key details organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing or <u>comparing/contrasting</u>) 	See above	<p>See above and</p> <ul style="list-style-type: none"> * Social Studies text * Science text * Mathematics text * Newspapers * Magazines * Reference * Library resources 	See above

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1. Reading (NewS, E1) (TSNE)	1.8 Analysis and interpretation of informational texts/ citing evidence (NEGLE R8)	<p>The student</p> <p>1.8.1 analyzes and interprets informational texts, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> connecting information within a text, across texts, or to related ideas (e.g., text-to-text or text-to-world) synthesizing information within or across text(s)(e.g., constructing appropriate titles; or formulating assertions or controlling ideas) drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, <u>persuade</u>) or message; or forming and supporting opinions/judgments <u>and assertions about central ideas</u> that are relevant distinguishing fact from opinion, and identifying possible bias/propaganda making inferences about causes or effects 	See above	See above	See above

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2. Writing (NewS, E2) (TSNE)	2.1 Structures of Language-Applying understanding of Sentences, Paragraphs, and Text Structures (NEGLEW1)	<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 peer <p>editing conventions and mechanics:</p> <ul style="list-style-type: none"> * check for correctness with self, teacher, and peer * read aloud with self, teacher, peer <p>publishing</p> <ul style="list-style-type: none"> * share final draft with intended audience <p>2.1.2 demonstrates command of the structures of sentences, paragraphs, and texts (GLE) by:</p> <ul style="list-style-type: none"> • <u>using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</u> • using the paragraph form: indenting, main idea, supporting 	<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> <ul style="list-style-type: none"> • establish real purposes for writing • instruct and support for all stages of writing process • model writing as a fellow author and as demonstrating processes • teach grammar and mechanics in context • facilitate a supportive setting for shared learning • write across the curriculum • facilitate a writer's workshop • encourage student ownership and responsibility <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>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 	<p>Textbook</p> <p>Prentice Hall, 2000: <u>Literature, Timeless Voices, Timeless Themes, Copper</u></p> <p>Prentice Hall, 2000: <u>Writing and Grammar, Copper</u></p> <p><u>Write Source 2000</u></p> <p><u>Great Source</u></p> <p><u>MLA Handbook</u></p> <p><u>Reader's Handbook: Great Source</u></p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> * <u>The Cay</u> * <u>Number the Stars</u> * <u>My Side of the Mountain</u> * <u>A Jar of Dreams</u> * <u>Ghandi: Peaceful Warrior</u> * <u>Time for Kids</u> * Refer to recommended grade-level book list * Summer Reading Books <p>Materials</p> <ul style="list-style-type: none"> * Word wall chart * Clear expectation posters <p>Teacher resources</p> <ul style="list-style-type: none"> * <u>Best Practice (Zemelman)</u> * <u>Literature Circles</u> by Harvey Daniels (second edition) * <u>Conversations or Invitations</u> by Regie Routman * <u>Strategies that Work</u> * <u>Mosaic of Thought</u> 	<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 * Persuasive * Informational Writing * Response to Literature * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer</p>

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		<p>details, conclusion</p> <ul style="list-style-type: none"> recognizing organizational structures within paragraphs (e.g., <u>description, sequential chronology, proposition/support, compare/contrast</u>)(e.g., <u>when given a paragraph and a list of text structures, students identify structures used or their purposes</u>) applying a format and text structure appropriate to the purpose of the writing (e.g., given a paragraph, students write the next paragraph using appropriate and consistent text structure) <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>	<ul style="list-style-type: none"> 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>Technology</p> <ul style="list-style-type: none"> CD -roms Books on Tape Movie versions of novels Internet access -e.g. dictionary.com, ritti.com Video camera Tape recorder Computers (sufficient) Word processing software <p>Informational texts (included, but not limited to): reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents, essays, articles, technical manuals, procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules</p> <p>Suggested Literary texts (included, but not limited to): poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories</p> <p>Community</p> <ul style="list-style-type: none"> Guest speakers Town officials Theater field trip (in and out of school) TV broadcast and commercials <p>School Library</p>	<p>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, persuasive writing, etc.)</p>

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2. Writing (NewS, E2) (TSNE)	2.2 Writing in Response to Literary or Informational Text	<p>The student</p> <p>2.2.1 uses writing process (prewriting, drafting, revising, editing, publishing) - refer to 2.1.1</p> <p>2.2.2 shows understanding of plot/ideas/concepts (GLE) by:</p> <ul style="list-style-type: none"> selecting appropriate information to set context/background (e.g., when introducing a character, making sure the reader understands who the character is) <u>summarizing key ideas</u> connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by <u>referring to relevant ideas</u> <p>2.2.3 makes and supports analytical judgments about text (GLE) by:</p> <ul style="list-style-type: none"> stating and maintaining a focus (purpose), a firm judgment or point of view when responding to a given question making inferences about the relationship(s) among content, events, characters, setting, or common themes using specific details and 	See above	See above	See above

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		<p><u>references</u> to text <u>or</u> <u>relevant citations</u> to support focus or judgment</p> <ul style="list-style-type: none"> organizing <u>ideas</u>, using <u>transition words/phrases</u> and <u>writing a conclusion that provides closure</u> 			
2. Writing (NewS,E2) (TSNE)	2.3 Narrative Writing (NewS)	<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 organizes and relates a story line/plot/series of events (GLE) by:</p> <ul style="list-style-type: none"> creating a clear and <u>coherent</u> (logically consistent) story line <u>establishing context</u> (setting or background information), <u>problem/conflict/challenge</u>, and <u>resolution</u>, and maintaining point of view (1st person, 3rd person, or omniscient) <u>using transition words and phrases to establish clear chronology and to enhance meaning</u> <p>2.3.3 demonstrates use of narrative strategies (GLE) by:</p>	See above	See above	See above

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		<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, an interesting fact, a picture, or an unusual image using relevant and descriptive details and sensory language to <u>advance the plot/story line</u> identifying correct dialogue format (e.g., quotation marks, indentation, punctuation, capitalization) to advance action using dialogue to advance action developing lifelike and believable characters through description, speech, and actions using voice appropriate to purpose (drawing on personal experience, when appropriate) maintaining focus 			
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
2. Writing (News, E2)	2.4 Informational Writing (Reports,	The student 2.4.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1	See above	See above	See above

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(TSNE)	Procedures, or Persuasive Writing)	<p>2.4.2 organizes ideas/concepts (GLE) by:</p> <ul style="list-style-type: none"> using an organizational text structure appropriate to focus/controlling idea (examples of text structures: description, sequential, chronology, proposition/support, and compare/contrast) selecting appropriate information to set the context which may include a lead/hook to develop reader interest (e.g., startling statistic, posing a question, citing an anecdote/scenario, general to specific, quotation) using transition words or phrases appropriate to organizational text structure (examples: for procedures-using numbering, ordering; for compare/contrast-using "on the other hand") writing a conclusion that provides closure <p>2.4.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> stating and maintaining a focus/controlling idea on a topic 			

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		<p>2.4.4 demonstrates use of a range of elaboration strategies (GLE) by:</p> <ul style="list-style-type: none"> including facts and details relevant to focus/controlling idea and excluding extraneous information including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images beginning to address readers' concerns (counterarguments-persuasive; potential problems-procedures; context-reports) 	Exploring MLA format (e.g., library/multimedia presentation)		
2. Writing (NewS, E2) (TSNE)	2.5 Genre writing (NewS, E5b)	<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 produces work in at least one literary genre that follows the conventions of the genre (e.g., poem, script, fable, myth...)</p> <ul style="list-style-type: none"> produces a fantasy writing piece that incorporates elements appropriate to that genre, with an emphasis on historical fiction. (It may take the form of a journal). 	See above	See above	See above

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2. Writing (NewS, E2) (TSNE)	2.6 Writing Conventions	<p>The student</p> <p>2.6.1 in independent writing, demonstrates command of appropriate English conventions (GLE) by:</p> <ul style="list-style-type: none"> identifying and correcting grammatical errors when given examples (e.g., he don't, him and me went, subject/verb agreement) applies basic capitalization rules using punctuation to clarify meaning (commas, apostrophes, quotation marks) correctly spelling grade - appropriate, high-frequency words, including homonyms and homophones and applying syllables and affixing spelling patterns/rules (e.g., consonant doubling, consonant patterns, units of meaning, common roots, base words, pre/suffixes) 	See above	See above and <u>Daily Language Review</u> - Evan Moore Publication	See above

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2. Writing	2.7 Vocabulary and Word Choice (NEWs, E2)	The student 2.7.1 in independent writing, uses words from their speaking, reading, and vocabulary, including words from reading, vocabulary, study, and class discussion 2.7.2 uses precise and vivid words 2.7.3 extends their writing vocabulary by incorporating specialized words related to the topic or setting 2.7.4 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	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,	Textbook Prentice Hall, 2000: <u>Literature, Timeless Voices, Timeless Themes, Copper</u> Prentice Hall, 2000: <u>Writing and Grammar, Copper</u> <u>Write Source 2000, Great Source</u> <u>MLA Handbook</u> <u>Reader's Handbook: Great Source</u> Supplementary books/material * <u>The Cay</u> * <u>Number the Stars</u> * <u>My Side of the Mountain</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
3. Speaking, Listening, and Viewing (NewS, E3)	3.1 Participates in one-to-one conferences with an adult (NewS, E3a)				

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		<p>whether...")</p> <p>3.1.5 confirms understanding by paraphrasing the adult's directions or suggestions</p>	<p>product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates literature circles</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <ul style="list-style-type: none"> • reading aloud • shared reading • guided reading • self-selected reading • shared/model writing • guided writing • independent writing <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <ul style="list-style-type: none"> • KWL chart • Word Wall Charts • Identifying Connections (text-to-text, text-to-self, text-to-world) 	<p>* <u>A Jar of Dreams</u></p> <p>* <u>Ghandi: Peaceful Warrior</u></p> <p>* <u>Time for Kids</u></p> <p>* Refer to recommended grade-level book list</p> <p>* Summer Reading Books</p> <p>Materials</p> <p>* Word wall chart</p> <p>* Clear expectation posters</p> <p>Teacher resources</p> <p>* <u>Best Practice</u> (Zemelman)</p> <p>* <u>Literature Circles</u> by Harvey Daniels (second edition)</p> <p>* <u>Conversations or Invitations</u> by Regie Routman</p> <p>* <u>Strategies that Work</u></p> <p>* <u>Mosaic of Thought</u></p> <p>Technology</p> <p>* CD -roms</p> <p>* Books on Tape</p> <p>* Movie versions of novels</p> <p>* Internet access -e.g. dictionary.com, ritti.com</p> <p>* Video camera</p> <p>* Tape recorder</p> <p>* Computers (sufficient)</p> <p>* Word processing software</p> <p>Informational texts (included, but not limited to): reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents, essays, articles, technical</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> <p>* Reading Log</p> <p>* Persuasive</p> <p>* Informational Writing</p> <p>* Response to Literature</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>Student developed rubrics</p> <p>Tests/Exams</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p>

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				<p>manuals, procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules</p> <p>Suggested Literary texts (included, but not limited to): poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories</p> <p>Community</p> <ul style="list-style-type: none"> * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials <p>School Library</p>	
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</p>	See above	See above	See above

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		<p>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>			
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
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>	See above	See above	See above

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3. Speaking, Listening, and Viewing (NewS, E3)	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)	3.3.4 engages the audience with appropriate verbal cues and eye contact	See above	See above	See above
		<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>3.4.4 explores the role of advertising as a part of media presentation</p>			

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

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2. Performing on instruments, alone and with others, a varied repertoire of music	2.5 Performs independent instrumental parts	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>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</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</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>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>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>