

# ELA Grade 6

Curriculum Writers: Jon Bruckner, Joyce Burlingame, Sean Cavanaugh, Yvette Coulombe, Linda Graf, Patricia Santaniello, and Linda Newman

STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<b>1. Reading New Standards (NewS, E1) Tri State New England (TSNE)</b>	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)	<b>The student</b>  1.1.1 <b>demonstrates the habit of reading widely and extensively by...</b> <ul style="list-style-type: none"> <li>reading with frequency, including in-school, out of school, and summer reading (Local)</li> <li>reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts (Local) (See Appendix A)</li> <li>reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</li> </ul>	<b>The teacher</b>  Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). <ul style="list-style-type: none"> <li>Read aloud to students</li> <li>Allow time for independent reading</li> <li>Allow student choice</li> <li>Expose children to a wide and rich range of literature</li> <li>Model and discuss his/her own reading processes</li> <li>Emphasize comprehension</li> <li>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)</li> </ul> Facilitates the integration of <b>Applied Learning Standards (SCANS)</b> Problem solving, Communication tools, Technology, Self-management tools, Working with others.  Facilitates Reader's Workshop  <b>Differentiates</b> instruction (content, process, product)  Uses assessment results to modify instruction.  Addresses <b>Multiple Intelligences</b> instructional strategies.  Uses <b>research-based reading</b> strategies (e.g. read aloud, independent reading, student choice, etc.)  Facilitates <b>literature circles</b>  Provides <b>exemplars</b> and rubrics.	<b>Textbook</b> 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>  Core Book <u>The Cay</u> (Theodore Taylor) <u>Number the Stars</u> (Lois Lowry) <u>Waiting for the Rain or Journey to Jo'burg</u> (Sheila Gordon) (Beverly Naidov) <u>My Side of the Mountain</u> (Jean George) <u>Hatchet</u> <u>Bridge to Teribithia</u>  <b>Supplementary books/material</b> * <u>Time for Kids</u> * Refer to recommended grade-level book list * <b>Summer Reading Books</b>  <b>Materials</b> * Word wall chart * <b>Clear expectation posters</b>  <b>Teacher resources</b> * <u>Best Practices</u> (Zemelman) * <u>Literature Circles</u> by	<b>Anecdotal records</b> -effort, behavior and attendance  <b>Conferencing</b> regarding reports, student writing and peer editing  <b>Cooperative group work</b>  <b>Critiques</b>  <b>Exhibits</b>  <b>Interviews</b>  <b>Journals</b>  <b>Literature Circles</b>  <b>Multi-media presentations:</b> Power point, video taping, LCD and screen  <b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc. )  <b>Oral presentations</b>  <b>Performance-based tasks/products</b>  <b>Personal Literacy Plans (PLP)</b>  <b>Portfolio</b> * <b>Reading Log</b> * <b>Persuasive</b> * <b>Informational Writing</b> * <b>Response to Literature</b> * <b>Narrative</b>  <b>Role playing or Reader's theater</b>  <b>Rubrics</b>
		1.1.2 <b>demonstrates participation in a literate community by...</b> <ul style="list-style-type: none"> <li>self-selecting reading materials aligned with reading ability and personal interests (Local)</li> <li>participating in in-depth</li> </ul>			

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		discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	<p>Organizes <b>exhibition</b> of student work with rubrics.</p> <p>Models <b>balanced literacy</b></p> <ul style="list-style-type: none"> <li>• reading aloud</li> <li>• shared reading</li> <li>• guided reading</li> <li>• self-selected reading</li> <li>• shared/model writing</li> <li>• guided writing</li> <li>• independent writing</li> </ul> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs). "Fix Up Strategies", such as re-reading, think alouds, asking questions during reading, etc...</p> <p>Facilitates <b>collaborative/cooperative</b> learning</p> <p>Facilitates use of <b>library/media/Internet research</b></p> <p>Facilitates use of technology</p> <p>Facilitates <b>peer editing</b> and constructive criticism</p> <p><b>Modifies instruction for students with special needs</b> as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• word wall charts</li> <li>• identifying connections (text-to-text, text-to-self, text-to-world)</li> </ul>	<p>Harvey Daniels (second edition)</p> <ul style="list-style-type: none"> <li>* <u>Conversations</u> or <u>Invitations</u> by Regie Routman</li> <li>* <u>I Read It, But I Don't Get It</u> (C. Tovani)</li> <li>* <u>Do I Really Have to Teach Reading?</u> (C. Tovani)</li> <li>* <u>Strategies That Work</u></li> <li>* <u>Mosaic of Thought</u></li> <li>* <u>Reading Essentials</u> (Routman)</li> <li>* <u>Caught 'Ya</u> (Keister) (Daily convention lessons)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>* CD -roms</li> <li>* Books on Tape</li> <li>* Movie versions of novels</li> <li>* Internet access -e.g. dictionary.com, ritti.com</li> <li>* Video camera</li> <li>* Tape recorder</li> <li>* Computers (sufficient)</li> <li>* Word processing software</li> <li>* Publishing software</li> <li>* Inspirations</li> </ul> <p><b>Suggested informational texts include, but are not limited to:</b> Reference materials (dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, etc. Practical/functional texts: Procedures/instructions, announcements, invitations, book orders, recipes, menus,</p>	<p><b>Self evaluating and peer evaluation</b></p> <p><b>Standardized external tests</b></p> <ul style="list-style-type: none"> <li>* <b>DRP Diagnostic Assessment</b></li> <li>* <b>Running Records/DRA</b></li> <li>* <b>DIBELS</b> (test of fluency)</li> </ul> <p><b>Student developed rubrics</b></p> <p><b>Tests/Exams</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p> <p>DRA</p>

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<hr/> <b>1. Reading (NewS, E1) (TSNE)</b>	<hr/> 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)		<hr/> See above	advertisements, pamphlets, etc. <b>Suggested Literary texts include, but are not limited to:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, etc.  <b>Community</b> * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials <b>School Library</b>  <hr/> See above	<hr/> See above

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1. Reading (NewS, E1) (TSNE)	1.3 Word identification skills and strategies (NEGLE R1)	<p><b>The student</b> produces evidence of reading four books by:</p> <p>1.2.1 making and supporting warranted and responsible <b>assertions</b> about the texts</p> <p>1.2.2 supporting <b>assertions</b> with elaborated and convincing evidence</p> <p>1.2.3 drawing the texts together to <b>compare</b> and <b>contrast</b> themes, characters, and ideas</p> <p>1.2.4 making <b>perceptive</b> and well developed <b>connections</b></p> <p>1.2.5 evaluating <b>writing strategies</b> and elements of the <b>author's craft</b></p> <p>1.2.6 reading grade-level appropriate material (at an instructional level) with:</p> <ul style="list-style-type: none"> <li><b>Accuracy:</b> reading material appropriate for grade 6 with at least 90-94% accuracy (See Appendix F of the <u>GLEs</u> for sample titles.) (Local)</li> <li><b>Fluency:</b> reading with appropriate silent and oral reading fluency rates as determined by</li> </ul>	See above	See above	See above

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		<p>text demands and purpose for reading (See Appendix C of the GLEs for suggested rates.) (Local)</p> <ul style="list-style-type: none"> <li><b>Fluency:</b> reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</li> </ul> <hr/> <p><b>The student</b></p> <p>1.3.1 <b>applies word identification/decoding strategies (GLE) by:</b></p> <ul style="list-style-type: none"> <li>using prior knowledge</li> <li>working with a teacher and/or student-selected list of <b>key vocabulary</b> from literature being studied in class</li> </ul>			
<b>1. Reading (NewS,E1) (TSNE)</b>	1.4 Vocabulary strategies and breadth of vocabulary (NEGLE R2, R3)	<p><b>The student</b></p> <p>1.4.1 <b>identifies the meaning of unfamiliar vocabulary (GLE) by:</b></p> <ul style="list-style-type: none"> <li>using strategies to <b>unlock meaning</b> (e.g., knowledge of word structure, including <b>prefixes/suffixes</b> and <b>base words</b>, or <b>context clues</b>; or other resources, such as –</li> </ul>	See above	See above	See above

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		<p>dictionaries, glossaries, <u>thesauruses</u>; or prior knowledge)</p> <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"> <li>referencing KWL vocabulary and word wall charts</li> <li>identifying synonyms, antonyms, homonyms/homophones, shades of meaning, <u>simple analogies</u> (e.g., parent:child::cat:kitten)</li> <li>selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary</li> <li>participating in literature circles</li> </ul>			
1. Reading (NewS, E1) (TSNE)	1.5 Initial understanding of literary texts (NEGLE R4)	<p>The student</p> <p>1.5.1 demonstrates initial elements of literary texts (GLE) by:</p> <ul style="list-style-type: none"> <li>see addendum for genre-specific content</li> <li>identifying or describing character(s), setting,</li> </ul>	See above	See above	See above

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		<p>problem/solution, or plots as appropriate to text; or identifying any significant <b>changes</b> in <b>character(s)</b> or <b>setting</b> over time or identifying <b>rising action</b>, <b>climax</b>, or <b>falling action</b></p> <ul style="list-style-type: none"> <li>paraphrasing or summarizing key ideas/plot, character, setting, conflict and resolution with major events sequenced, as appropriate to text through: <ul style="list-style-type: none"> <li>* <b>outlining</b></li> <li>* <b>graphic organizing</b> (e.g. story map and character webs)</li> <li>* <b>visual imaging</b> (e.g., comic strips)</li> <li>* <b>summarizing statement</b> focusing on story elements</li> <li>* <b>plot diagram</b> (exposition/introduction, rising action, climax/turning point, falling action, resolution)</li> </ul> </li> </ul> <p>1.5.2 <b>demonstrates initial understanding of elements of literary texts by.....</b></p> <ul style="list-style-type: none"> <li>generating questions before, during, and after reading to enhance understanding and recall (Local)</li> <li>identifying the characteristics of</li> </ul>			

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		<p>a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction, myths, legends</u>) (Local)</p> <ul style="list-style-type: none"> <li>identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback, onomatopoeia, repetition, or idioms</u> (Local)</li> <li>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)</li> </ul>			
<b>1. Reading (NewS,E1) (TSNE)</b>	1.6 Analysis and interpretation of literary texts/citing evidence (NEGLE R5, R6)	<p><b>The student</b></p> <p>1.6.1 <b>analyzes and interprets elements of literary texts, citing evidence where appropriate (GLE) by:</b></p> <ul style="list-style-type: none"> <li>see addendum for genre-specific content</li> <li><u>explaining or supporting logical</u></li> </ul>	See above and	See above	See above

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		<p><b>predictions</b> (e.g., providing evidence from text to explain why something is likely to happen next)</p> <ul style="list-style-type: none"> <li>describing <b>characters' traits</b>, <u>motivation</u>, or interactions, <u>citing thoughts, words, or actions</u> that reveal characters' traits, motivations, or their changes over time</li> <li><u>making inferences</u> about <u>cause/effect</u>, <u>internal</u> or <u>external conflicts</u> (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the character's actions or thinking, for example, <u>Number the Stars</u>-Holocaust and World War II)</li> <li>making inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, and themes</li> <li><u>explaining how the narrator's/author's point of view or life experiences affects the reader's interpretation</u> (e.g., This story is told from Ted's point of view. What do you know about</li> </ul>			

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		<p>how Ted feels because he tells the story?)</p> <ul style="list-style-type: none"> <li>identifying the <b>author's message</b> or <b>theme</b> with supporting evidence from the text</li> </ul> <p>1.6.2 <b>analyzes and interprets author's craft, citing evidence where appropriate (GLE) by:</b></p> <ul style="list-style-type: none"> <li>demonstrating knowledge of use of <b>literary elements and devices</b> (e.g., imagery, exaggeration, <u>simile</u>, <u>metaphor</u>, <u>foreshadowing</u>, or <u>suspense</u> to analyze literary works) (e.g., <u>My Side of the Mountain's</u> use of flashback, simile, and metaphor)</li> <li>demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, <u>flashback</u>, <u>onomatopoeia</u>, <u>repetition</u>, or <u>idioms</u>) to analyze literary works) (Local)</li> </ul> <p>1.6.3 generates a personal response to what is read through a variety of means by</p> <ul style="list-style-type: none"> <li>comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)</li> <li>providing relevant details to</li> </ul>			

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1. Reading (NewS, E1) (TSNE)	1.7 Initial understanding of informational text (NEGLE R7)	<p>support the connections made or judgments (<u>interpretive</u>, <u>analytical</u>, <u>evaluative</u>, or <u>reflective</u>) (Local)</p> <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"> <li>obtaining information from text features (e.g., table of contents, index, glossary, transition words/phrases, bold or italicized text, headings, graphic organizers, <b>charts</b>, <b>graphs</b>, <b>illustrations</b>, or subheadings as practiced in social studies, science, and mathematics textbooks)</li> <li>obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or <u>transitional devices</u>) (Local)</li> <li>using <b>information</b> from the text to answer questions related to main/central ideas or key details</li> <li>identifying <b>connections</b> to related topics or information</li> </ul>	See above	<p>See above and</p> <ul style="list-style-type: none"> <li>* Social Studies text</li> <li>* Science text</li> <li>* Mathematics text</li> <li>* Newspapers</li> <li>* Magazines</li> <li>* Reference</li> <li>* Library resources</li> </ul>	See above

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		<ul style="list-style-type: none"> <li>organizing information to show <b>understanding</b> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing or comparing/contrasting) (e.g. timeline in social studies and/or mathematics, student research, science projects, labs, and ELA book reports )</li> <li>generating questions before, during, and after reading to enhance understanding and recall (Local)</li> </ul>			
		1.7.2 <b>demonstrate initial understanding of informational texts (expository and practical texts) by...</b> <ul style="list-style-type: none"> <li>identifying the characteristics of a variety of types of text (e.g., <b>reference:</b> dictionaries, glossaries, <u>thesauruses</u>, encyclopedias, reports, <u>magazines</u>, <u>newspapers</u>, textbooks, biographies, <u>autobiographies</u>, Internet websites, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>; and <b>practical/functional:</b> procedures/instructions, announcements, invitations, book orders, recipes, menus, <u>advertisements</u>, <u>pamphlets</u>)</li> </ul>	<hr/> See above		
	1.8 Analysis and			<hr/> See above	<hr/> See above

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1. Reading (NewS,E1) (TSNE)	interpretation of informational texts/ citing evidence (NEGLE R8)	<p>(Local)</p> <hr/> <p><b>The student</b></p> <p>1.8.1 analyzes and interprets informational texts, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> <li>connecting information within a text or across texts</li> <li>synthesizing information within or across text(s)(e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</li> <li>drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant</li> <li>distinguishing fact from opinion, and identifying possible bias/propaganda</li> <li>making inferences about causes or effects</li> </ul> <hr/> <p><b>The student</b></p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>
1. Reading (NewS,E1)	1.9 Breadth of Reading (NEGLE R15)	<hr/> <p><b>The student</b></p>			

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(TSNE)		<p>1.9.1 researches by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...</p> <ul style="list-style-type: none"> <li>identifying potential sources of information (Local)</li> <li>evaluating information presented, in terms of relevance (Local)</li> <li>gathering, organizing, and interpreting the information (Local)</li> <li>using evidence to support conclusions (Local)</li> </ul>	<p><b>The teacher</b></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 <b>Applied Learning Standards (SCANS)</b> Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Facilitates Reader's Workshop</p> <p><b>Differentiates</b> instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based reading</b> strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates <b>literature circles</b></p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student work</b> with rubrics.</p>	<p><b>Textbook</b></p> <p>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></p> <p>Core Book Core Book <u>The Cay</u> (Theodore Taylor) <u>Number the Stars</u> (Lois Lowry) <u>Waiting for the Rain or Journey to Jo'burg</u> (Sheila Gordon) (Beverly Naidov) <u>My Side of the Mountain</u></p>	<p><b>Anecdotal records</b>-effort, behavior and attendance</p> <p><b>Conferencing</b> regarding reports, student writing and peer editing</p> <p><b>Cooperative group work</b></p> <p><b>Critiques</b></p> <p><b>Exhibits</b></p> <p><b>Interviews</b></p> <p><b>Daily writing across the curriculum</b></p> <p><b>Journals</b></p> <p><b>Literature Circles</b></p> <p><b>Multi-media presentations:</b> Power point, video taping, LCD and screen</p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing -</p>
2. Writing (NewS, E2) (NECAP) (GLE Writing)	2.1 Habits of Writing: Uses a Writing Process (NEGLE W10)	<p><b>The student</b></p> <p>2.1.1 understands and demonstrates use of writing process:</p> <p><b>prewriting:</b></p> <ul style="list-style-type: none"> <li>establish purpose</li> <li>generate ideas</li> <li>organize ideas</li> </ul> <p><b>drafting:</b></p> <ul style="list-style-type: none"> <li>Produce a written draft for a specific audience</li> </ul> <p><b>revising content (emphasis):</b></p> <ul style="list-style-type: none"> <li>Reflect, add, delete, define content by self, teacher and peer</li> </ul>			

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	Habits of Writing: Writing Extensively (NEGLE W11)	<p><b>editing conventions and mechanics:</b></p> <ul style="list-style-type: none"> <li>* check for correctness with self, teacher, and peer</li> <li>* read aloud with self, teacher, peer</li> </ul> <p><b>publishing</b></p> <ul style="list-style-type: none"> <li>* share final draft with intended audience</li> </ul>	<p>Models <b>balanced literacy</b></p> <p>71 reading aloud 72 shared reading 73 guided reading 74 self-selected reading 75 shared/model writing 76 guided writing 77 independent writing</p> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs). "Fix Up Strategies", such as re-reading, think alouds, asking questions during reading, etc...</p> <p>Facilitates <b>collaborative/cooperative</b> learning</p> <p>Facilitates use of <b>library/media/Internet</b> research</p> <p>Facilitates use of technology</p> <p>Facilitates <b>peer editing</b> and constructive criticism</p> <p><b>Modifies instruction for students with special needs</b> as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• word wall charts</li> <li>• identifying connections (text-to-text, text-to-self, text-to-world)</li> </ul>	<p>(Jean George) <u>Hatchet</u> <u>Bridge to Teribithia</u></p> <p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>* <u>Time for Kids</u></li> <li>* <u>Refer to recommended grade-level book list</u></li> <li>* <u>Summer Reading Books</u></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>* Word wall chart</li> <li>* <u>Clear expectation posters</u></li> </ul> <p><b>Teacher resources</b></p> <ul style="list-style-type: none"> <li>* <u>Best Practices (Zemelman)</u></li> <li>* <u>Literature Circles</u> by Harvey Daniels (second edition)</li> <li>* <u>Conversations or Invitations</u> by Regie Routman</li> <li>* <u>I Read It, But I Don't Get It</u> (C. Tovani)</li> <li>* <u>Do I Really Have to Teach Reading?</u> (C. Tovani)</li> <li>* <u>Strategies That Work</u></li> <li>* <u>Mosaic of Thought</u></li> <li>* <u>Reading Essentials (Routman)</u></li> <li>* <u>Caught 'Ya (Keister)</u> (Daily convention lessons)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>* CD -roms</li> <li>* Books on Tape</li> <li>* Movie versions of novels</li> <li>* Internet access -e.g. dictionary.com, ritti.com</li> <li>* Video camera</li> <li>* Tape recorder</li> <li>* Computers (sufficient)</li> <li>* Word processing</li> </ul>	<p>bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks/products</b></p> <p><b>Personal Literacy Plans (PLP)</b></p> <p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>* Reading Log</li> <li>* Persuasive</li> <li>* Informational Writing</li> <li>* Response to Literature</li> <li>* Narrative</li> </ul> <p><b>Role playing or Reader's theater</b></p> <p><b>Rubrics</b></p> <p><b>Self evaluating and peer evaluation</b></p> <p><b>Standardized external tests</b></p> <ul style="list-style-type: none"> <li>* DRP Diagnostic Assessment</li> <li>* Running Records/DRA</li> <li>* DIBELS (test of fluency)</li> </ul> <p><b>Student developed rubrics</b></p> <p><b>Tests/Exams</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p> <p><b>DRA</b></p>
	Structures of Language-Appling Understanding of Sentences, Paragraphs, and Text Structures (NEGLE W1)	<p>2.1.2 <b>Demonstrates the habit of writing extensively by...</b></p> <ul style="list-style-type: none"> <li>• writing with frequency, including in-school, out-of-school, and during the summer (Local)</li> <li>• sharing thoughts, observations, or impressions</li> <li>• generating topics for writing (EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, Letters and personal notes, reading response journals, <u>sketch journals/cartooning, songs, lyrics</u>)</li> <li>• writing in a variety of genres</li> </ul> <p>2.1.3 <b>demonstrates command of the structures of sentences, paragraphs, and texts (GLE) by:</b></p>			

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Writing (NewS, E2)	2.2 Writing in Response to Literary or Informational Text	<ul style="list-style-type: none"> <li>using <b>varied sentence</b> length and structure to enhance meaning (e.g., phrases and clauses)</li> <li>using the <b>paragraph</b> form: <b>indenting, main idea, supporting details, transitional words, conclusion</b></li> <li>recognizing <b>organizational structures</b> within paragraphs (e.g., description, sequential chronology, proposition/support, compare/contrast)</li> <li><u>applying a format and text structure appropriate to the purpose of the writing</u> (Example: <u>Given a paragraph, students write the next paragraph, using appropriate and consistent text structure</u>)</li> </ul> <p><b>The student</b></p> <p>2.2.1 uses <b>writing process</b> (prewriting, drafting, revising, editing, publishing) - refer to 2.1.1</p>	See above	<p>software</p> <ul style="list-style-type: none"> <li>* Publishing software</li> <li>* Inspirations</li> </ul> <p><b>Suggested informational texts include, but are not limited to:</b> Reference materials (dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, etc. Practical/functional texts: Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p> <p><b>Suggested Literary texts include, but are not limited to:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, etc.</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>* Guest speakers</li> <li>* Town officials</li> <li>* Theater field trip (in and out of school)</li> <li>* TV broadcast and commercials</li> </ul> <p>School Library</p> <p>See above</p>	See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
(NECAP) (GLE Writing)		<p>2.2.2 shows understanding of plot/ideas/concepts (GLE) by:</p> <ul style="list-style-type: none"> <li>selecting appropriate information to set context/background</li> <li>summarizing key ideas</li> <li>uses and/or creates graphic organizers and visual supports, such as word webs, story maps, paragraph/report format, venn diagrams, and sequencing charts</li> <li>connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts (text to text, text to self, text to world) by referring to relevant ideas</li> </ul> <p>2.2.3 makes and supports analytical judgments about text (GLE) by:</p> <ul style="list-style-type: none"> <li>stating and maintaining a focus (purpose), <u>a firm judgment or point of view</u> when responding to a given question</li> <li>making inferences about <u>content</u>, events, characters, setting, or common themes and the relationship(s) among them (e.g., identifying theme and then making links between content/events and theme)</li> </ul>			

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

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<hr/> <b>2. Writing (NewS, E2) (NECAP) (GLE Writing)</b>		<p>meaning</p> <p>2.3.3 <b>demonstrates use of narrative strategies (GLE) by:</b></p> <ul style="list-style-type: none"> <li>using relevant and descriptive <b>details and sensory language</b> to advance the story line and to develop characters (e.g., I could hear bells ringing. It sent shivers down my spine.)</li> <li>identifying correct dialogue format (e.g., quotation marks, indentation, punctuation, capitalization) to advance action</li> <li>using <b>dialogue</b> to advance plot/story line</li> <li>developing lifelike and believable <b>characters</b> through <b>description, dialogue, and actions</b></li> <li><u>using voice appropriate to purpose</u> (drawing on personal experience, when appropriate)</li> <li><u>maintaining focus</u></li> </ul>			
	<hr/> 2.4 Informational Writing (Reports, Procedures, or Persuasive Writing)	<hr/> <p><b>The student</b></p> <p>2.4.1 uses <b>writing process</b> (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p>	<hr/> See above	<hr/> See above	<hr/> See above

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		<p>2.4.2 organizes ideas/concepts (GLE) by:</p> <p>* using an organizational <b>text structure</b> appropriate to <b>focus</b>/controlling idea (e.g., description, chronology, proposition/support, and compare/contrast)</p> <p>2 selecting appropriate information to set the <b>context</b> which may include a <u>lead/</u>hook to develop reader interest (e.g., startling statistic, posing a question, citing an amazing anecdote/scenario, general to specific, quotation)</p> <p>3 using <b>transition words</b> or <b>phrases</b> appropriate to organizational text structure</p> <p>4 writing a <b>conclusion</b> that provides closure and restates the main points</p> <p>2.4.3 effectively conveys purpose (GLE) by:</p> <p>5 stating and maintaining a <b>focus/controlling</b> idea on a topic</p> <p>6 introducing a thesis</p> <p>7 constructing an introduction that previews major points in support of their thesis/topic sentences</p> <p>2.4.4 demonstrates use of a range of</p>			

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2. Writing (NewS, E2) (TSNE)	2.5 Genre writing (NewS, E5b)	<p><b>elaboration strategies (GLE) by:</b></p> <p><b>8</b> including <b>facts</b> and <b>details</b> relevant to focus/controlling idea and excluding extraneous information</p> <p><b>9</b> supporting arguments with detailed evidence</p> <p><b>10</b> exploring MLA format (e.g., library/multimedia presentation)</p> <p><b>11</b> including sufficient <b>details</b> or <b>facts</b> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</p> <p><b>12</b> <u>addressing readers' concerns (counterarguments-persuasive; potential problems-procedures; context-reports)</u></p> <hr/> <p><b>The student</b></p> <p>2.5.1 uses <b>writing process</b> (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.5.2 produces work in at least one <b>literary genre</b> that follows the conventions of the genre (e.g., poem, script, fable, myth... )</p> <p>2.5.3 produces a fantasy writing piece that incorporates elements</p>	See above	See above	See above

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2. Writing (NewS, E2) (TSNE)	2.6 Writing Conventions	appropriate to that genre, with an emphasis on mystery. (It may take the form of a journal)	See above	See above	See above
		2.5.4 accesses and cites varied sources (e.g., text, internet, community)			
		The student			
		2.6.1 uses <b>writing process</b> (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1			
		2.6.2 <b>demonstrates command of appropriate English conventions (GLE) by:</b>			
		13 <u>applies rules of standard English usage to correct grammatical errors</u> (e.g., subject-verb agreement, parts of speech, subjects and predicates, irregular plurals, sentence fragments, and run-ons)			
		14 applies basic <b>capitalization rules</b>			
		15 using <b>punctuation</b> to clarify meaning			
		16 correctly <b>spelling grade - appropriate, high-frequency words</b> , including <b>homonyms</b> and <b>homophones</b> and applying <b>syllables</b> and affixing <b>spelling patterns/rules</b> ( e.g., consonant doubling, consonant patterns, units of meaning, common			

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3. Speaking, Listening, and Viewing (NewS, E3)		<p>roots, base words, pre/suffixes)</p> <p><b>17</b> applies <b>sentence structure</b> rules (e.g., sentence fragments and run-ons, compound sentences, varying beginnings, word choice)</p> <p><b>18</b> revises work to clarify it or make it more effective in communicating an intended message or thought</p> <p><b>19</b> using cursive writing</p>			
	<p>3.1 Participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer (examples of the types of applications for this standard are: writing conferences, interviewing an adult, and project conferences/evaluations) (NewS E3a)</p>	<p><b>The student</b></p> <p><b>3.1.1</b> initiates <b>new topics</b> in addition to responding to adult-initiated topics</p> <ul style="list-style-type: none"> <li>* will be able to bring new ideas and thoughts related to the topic being discussed to the conference. For example, during a writing conference the student will be able to clearly explain how he/she wants the readers to react to the paper</li> <li>* will be able to discuss the main points or ideas he/she wants the reader to understand. The main points or ideas will</li> </ul>	<p><b>The teacher</b></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 <b>Applied Learning Standards (SCANS)</b> Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Facilitates Reader's Workshop</p> <p><b>Differentiates</b> instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based reading</b> strategies (e.g. read aloud, independent reading, student choice, etc.)</p>	<p><b>Textbook</b> Prentice Hall, 2000; <u>Literature, Timeless Voices, Timeless Themes</u>, <u>Copper</u> Prentice Hall, 2000: <u>Writing and Grammar</u>, <u>Copper</u> <u>Write Source 2000</u>, <u>Great Source</u> <u>MLA Handbook</u> <u>Reader's Handbook</u>: <u>Great Source</u></p> <p>Core Book Core Book <u>The Cay</u> (Theodore Taylor) <u>Number the Stars</u> (Lois Lowry)</p>	<p><b>Anecdotal records</b>-effort, behavior and attendance</p> <p><b>Conferencing</b> regarding reports, student writing and peer editing</p> <p><b>Cooperative group work</b></p> <p><b>Critiques</b></p> <p><b>Exhibits</b></p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Literature Circles</b></p> <p><b>Multi-media presentations:</b> Power point, video taping, LCD and screen</p> <p><b>Multiple Intelligences</b></p>

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		depend upon the type of writing being discussed (narrative, descriptive, expository, persuasive)	Facilitates <b>literature circles</b>  Provides <b>exemplars</b> and <b>rubrics</b> .  Organizes <b>exhibition</b> of <b>student work</b> with rubrics.  Models <b>balanced literacy</b> 78 reading aloud 79 shared reading 80 guided reading 81 self-selected reading 82 shared/model writing 83 guided writing 84 independent writing	<u>Waiting for the Rain</u> or <u>Journey to Jo'burg</u> (Sheila Gordon) (Beverly Naidov) <u>My Side of the Mountain</u> (Jean George) <u>Hatchet</u> <u>Bridge to Teribithia</u>  <b>Supplementary books/material</b> * <u>Time for Kids</u> * <b>Refer to recommended grade-level book list</b> * <b>Summer Reading Books</b>  <b>Materials</b> * Word wall chart * <b>Clear expectation posters</b>  <b>Teacher resources</b> * <u>Best Practices</u> (Zemelman) * <u>Literature Circles</u> by Harvey Daniels (second edition) * <u>Conversations</u> or <u>Invitations</u> by Regie Routman * <u>I Read It, But I Don't Get It</u> (C. Tovani) * <u>Do I Really Have to Teach Reading?</u> (C. Tovani) * <u>Strategies That Work</u> * <u>Mosaic of Thought</u> * <u>Reading Essentials</u> (Routman) * <u>Caught 'Ya</u> (Keister) (Daily convention lessons)  <b>Technology</b> * CD -roms * Books on Tape * Movie versions of novels	<b>assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )  <b>Oral presentations</b>  <b>Performance-based tasks/products</b>  <b>Personal Literacy Plans (PLP)</b>  <b>Portfolio</b> * <b>Reading Log</b> * <b>Persuasive</b> * <b>Informational Writing</b> * <b>Response to Literature</b> * <b>Narrative</b>  <b>Role playing or Reader's theater</b>  <b>Rubrics</b>  <b>Self evaluating and peer evaluation</b>  <b>Standardized external tests</b> * <b>DRP Diagnostic Assessment</b> * <b>Running Records/DRA</b> * <b>DIBELS</b> (test of fluency)  <b>Student developed rubrics</b>  <b>Tests/Exams</b>  <b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)  <b>DRA</b>
		3.1.2 asks <b>relevant questions</b> 20 will ask questions to enhance understanding of the topic being discussed and to clarify any information the student has been given by the teacher, para-professional, or adult volunteer  21 in a writing conference, will ask any questions related to the evaluation of the paper by the teacher. These questions may address such issues as the purpose of the writing, structure of the writing (clear introduction, body paragraphs, effective conclusion) if the paper is a formal essay, or following other conventions of a particular type of writing (plot, setting, character development, point of view, etc. if the assignment is a narrative piece), use of transitions, order of details, conventions, grammar, and usage of the English language.	Facilitates the development and implementation of Personal Literacy Plans (PLPs). "Fix Up Strategies", such as re-reading, think alouds, asking questions during reading, etc...  Facilitates <b>collaborative/cooperative</b> learning  Facilitates use of <b>library/media/Internet research</b>  Facilitates use of technology  Facilitates <b>peer editing</b> and constructive criticism  <b>Modifies instruction for students with special needs</b> as indicated in 504, IEP, or PLP  <b>Models use of:</b> <ul style="list-style-type: none"><li>• <b>graphic organizers</b></li><li>• <b>word wall charts</b></li><li>• <b>identifying connections (text-to-text, text-to-self, text-to-world)</b></li></ul>		
		3.1.3 responds to <b>questions</b> with appropriate elaboration 22 answers questions using details and explanations appropriate to the question			

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		<p><b>23</b> provides information relevant to the written assignment being discussed. These responses may be related to grammar, conventions, usage of the English language, or specific responses to the particular elements of the writing being evaluated</p> <p>3.1.4 uses language cues to indicate different levels of certainty or hypothesizing (e.g., "what if...", "very likely...", "I'm unsure whether...")</p> <p><b>24</b> uses appropriate language to clarify any questions that he/she may have</p> <p><b>25</b> uses appropriate language to make hypotheses about the topic being discussed</p> <p>3.1.5 confirms understanding by paraphrasing the adult's directions or suggestions</p> <p><b>26</b> will be able to restate any directions or suggestions provided in his/her own words</p> <p><b>27</b> understands the suggested changes, addition, deletions, and corrections provided by the teacher</p> <p><b>The student</b></p>		<ul style="list-style-type: none"> <li>* Internet access -e.g. dictionary.com, ritti.com</li> <li>* Video camera</li> <li>* Tape recorder</li> <li>* Computers (sufficient)</li> <li>* Word processing software</li> <li>* Publishing software</li> <li>* Inspirations</li> </ul> <p><b>Suggested informational texts include, but are not limited to:</b> Reference materials (dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, etc. Practical/functional texts: Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p> <p><b>Suggested Literary texts include, but are not limited to:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, etc.</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>* Guest speakers</li> <li>* Town officials</li> <li>* Theater field trip (in and out of school)</li> <li>* TV broadcast and commercials</li> </ul> <p><b>School Library</b></p>	

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3. Speaking, Listening, and Viewing (NewS, E3)	3.2 Participates in group meetings (peer editing of writing assignments, group projects, reader's there/role playing characters in a novel, panel discussion, debate on current issues, and mock trial) (NewS E3b)	<p>3.2.1 displays appropriate <b>turn-taking</b> behaviors</p> <p><b>28</b> will wait until it is his/her turn to contribute to the group</p> <p><b>29</b> will allow others to contribute their thought and ideas without unnecessary interruption</p> <p>3.2.2 actively solicits another person's <b>comment or opinion</b></p> <p><b>30</b> will ask other group members for their thoughts and ideas on a given topic</p> <p><b>31</b> will respect the <b>thought</b> and <b>ideas</b> provided by other group members. Once the students have obtained research materials on a topic, as a group they should share and discuss their findings and begin to discuss what materials will be used by the group</p> <p><b>32</b> will work with other <b>group members</b> to create <b>a plan</b> for the group project. Once the group has their research materials, they will come up with a plan for disseminating that information to the class. They will decide on an introduction for their presentation, the key points to be discussed, an appropriate conclusion, and visual aids for the presentation. The format for this type of project</p>	See above	See above	See above

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		<p>could take the form of an oral presentation, a television news program, or a poster project where the students discuss their findings with a poster as a main visual in their presentation.</p> <p>3.2.3 offers own opinion forcefully without dominating</p> <p><b>33</b> will <b>express his/her opinion</b> without trying to force this opinion on other group members. Consensus on the format of the presentation and the responsibilities of each group member will be determined by the group.</p> <p>3.2.4 responds appropriately to <b>comments</b> and <b>questions</b></p> <p><b>34</b> will respond to other group members with appropriate feedback</p> <p><b>35</b> will avoid judgmental or other inappropriate comments</p> <p>3.2.5 volunteers contributions and responds when directly solicited by the teacher or discussion leader</p> <p><b>36</b> will respond to <b>questions</b> asked by the teacher or discussion leader</p> <p><b>37</b> will provide his/her thoughts and ideas or written information/research with these responses</p> <p>3.2.6 gives <b>reasons in support</b> of</p>			

# ELA Grade 6

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		<p><b>opinions</b> expressed</p> <p><b>38</b> will express his/her opinion and back it up with detailed and accurate reasons or evidence</p> <p>3.2.7 <b>clarifies, illustrates, or expands</b> on a response when asked to do so; asks classmates for similar expansions</p> <p><b>39</b> will provide additional details, pictures, or diagrams, or examples to provide clarification</p> <p><b>40</b> will elicit assistance in the form of <b>examples, details, or evidence</b> from classmates. During the course of the research or presentation preparation, the students will ask other group members for additional information about the topic or information about other group members parts in the presentation, if necessary.</p> <p>3.2.8 employs a <b>group decision-making</b> technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)</p> <p><b>41</b> will be able to work collectively with the group to solve any problems or make decisions in an appropriate manner</p> <p><b>42</b> will employ an appropriate <b>strategy</b></p>			

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3. Speaking,		<p>for the decision that needs to be made (brainstorming, making a list of pros and cons of a situation, seeking additional help)</p> <p><b>43</b> will inform the teacher of any problems/conflicts within the group</p> <hr/> <p><b>The student</b></p> <p><b>3.3.1</b> shapes <b>information</b> to achieve a particular purpose and to appeal to the interests and background knowledge of audience members</p> <p><b>44</b> will gather information for the speech that will support one particular topic or purpose. For the how to presentation, the student will include clear directions for the process to be explained, the skills needed for the process, and any necessary cautions, for the process</p>			
	3.3 Prepares and delivers an individual presentation (oral book project, individual research presentation, how to presentation, or a poetry presentation (research on a poet and his/her poems or a presentation of original poetry)	<p><b>45</b> will consider the age/background knowledge of the audience when selecting a topic or purpose for the speech. (e.g., the student will choose a process that can be explained in a classroom setting and is easy to understand)</p> <p><b>46</b> will choose a topic or purpose that will interest or be relevant for the audience</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>	<hr/> <p>See above</p>

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Listening, and Viewing (NewS, E3)	(NewS E3c)	<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>47 will obtain <b>quality resources</b> that will clearly support the chosen topic and have an impact on the audience. The student will have complete and accurate directions for the process to be explained. Other resources such as visual aids (maps, diagrams, actual demonstration, video) will be used during the presentation.</p> <p>3.3.3 uses <b>notes</b> or other <b>memory aids</b> to structure the presentation</p> <p>48 will use note cards as opposed to sheets of paper to remember the main points of the speech</p> <p>49 will avoid writing out the entire presentation word for word</p> <p>50 will learn strategies to <b>paraphrase information</b> for the note card</p> <p>51 will use an appropriate <b>organizing structure</b> for the content of the speech</p> <p>3.3.4 develops several <b>main points</b> relating to a single thesis</p> <p>52 will provide supporting evidence for a</p>			

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		<p>single thesis</p> <p><b>53</b> will explain the supporting evidence using facts, statistics, personal knowledge, or specific examples</p> <p><b>54</b> will use an <b>appropriate organizational structure</b> for the main points</p> <p>3.3.5 engages the audience with appropriate verbal cues and eye contact</p> <p><b>55</b> will use appropriate <b>speech volume</b></p> <p><b>56</b> will use appropriate <b>punctuation and expression</b></p> <p><b>57</b> will maintain <b>suitable eye</b> contact with the audience</p> <p>3.3.6 projects a sense of <b>individuality</b> and <b>personality</b> in selecting and organizing content, and in delivery</p> <p><b>58</b> will use personal knowledge or anecdotes during the speech</p> <p><b>59</b> will utilize <b>voice inflection</b> during the speech</p> <p><b>60</b> will use <b>supportive gestures</b> to emphasize points made during the speech</p> <hr/> <p><b>The student</b></p>			

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
<hr/> <b>3. Speaking, Listening, and Viewing</b>	<hr/> <b>3.4</b> Makes informed judgments about television, radio, and film productions (review of a movie or television program, or evaluation of television commercials) (NewS E3d)	<b>3.4.1</b> demonstrates an awareness of the presence of <b>the media</b> in the daily lives of most people  <b>61</b> will understand the effects of visual and print media on our lives  <b>62</b> will analyze the appeal of popular <b>television shows</b> and films for particular audiences  <b>3.4.2</b> evaluates the role of the <b>media</b> in focusing attention and in forming opinion  <b>63</b> will understand how the <b>media</b> uses both print and other visual sources to focus attention on issues in our society  <b>64</b> will evaluate the worth/value and reliability of <b>print</b> and <b>visual sources</b> that focus our attention on issues  <b>65</b> will evaluate how the media uses different written and visual techniques to influence us to form an opinion  <b>3.4.3</b> judges the extent to which the <b>media are a source of entertainment</b> as well as a source of information  <b>66</b> will understand the difference	<hr/> <b>See above</b>	<hr/> <b>See above</b>	<hr/> <b>See above</b>

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(NewS, E3)		<p>between factual news stories and stories meant to simply entertain the audience</p> <p>3.4.4 defines the role of <b>advertising</b> as a part of media presentation</p> <p>67 will understand the role that advertising plays in relation to television</p> <p>68 will learn the techniques used in <b>advertising</b> (e.g., bandwagon technique, generalities, testimonial, name-calling, etc.)</p> <p>69 will be able to identify the <b>techniques used in advertising</b></p> <p>70 will evaluate the effectiveness of the techniques used</p>			

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			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	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
music					
2. Performing on instruments, alone and with others, a varied repertoire of	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
music					
2. Performing on instruments, alone and with others, a varied repertoire of	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
music					
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,	Textbook  Supplementary books/material	Anecdotal records  Multiple Intelligences assessments (e.g. role playing - bodily

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato	The student 3.2.1	<p>reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b>            Problem solving            Communication tools            Technology            Self-management tools            Working with others.</p> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student work</b> with rubrics.</p> <p>The teacher See above</p>	<p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p> <p><b>Textbook</b> See above</p>	<p>kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p><b>Anecdotal records</b> See above</p>

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

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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	The teacher  Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive,	Textbook  Supplementary books/material	Anecdotal records  Multiple Intelligences assessments (e.g. role playing - bodily

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication tools</li> <li>Technology</li> <li>Self-management tools</li> <li>Working with others.</li> </ul> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student work</b> with rubrics.</p> <p>The teacher See above</p> <p>The teacher</p>	<p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p> <p><b>Textbook</b> See above</p>	<p>kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p><b>Anecdotal records</b> See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			See above		
				Textbook See above	Anecdotal records See above
4. Composing and	4.1 Creates and	The student 4.1.1	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	
arranging music within specified guidelines	arranges music to accompany readings or dramatizations					unit
4. Composing and arranging music within specified guidelines	4.2 Creates and arranges short songs and instrumental	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
	pieces				
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	The student 5.1.1	The teacher  Employs strategies of "best practice" (student-centered, experiential, holistic, authentic,	Textbook  Supplementary books/material	Anecdotal record  Multiple Intelligences assessments (e.g. role playing - bodily

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	notes		<p>expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication tools</li> <li>Technology</li> <li>Self-management tools</li> <li>Working with others.</li> </ul> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student work</b> with rubrics.</p>	<p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p> <p><b>Textbook</b> See above</p>	<p>kinesthetic, graphic organizing – visual, collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p><b>Anecdotal record</b> See above</p>
5. Reading and notating music	5.2 Uses a system to read, simple pitch notation in the treble clef	<b>The student</b> 5.2.1	<b>The teacher</b> See above		

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
	in major keys					
5. Reading and notating music	5.3 Identifies symbols and traditional terms	The student 5.3.1	The teacher See above	Textbook See above	Anecdotal records See above	

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.4 Uses standard symbols to notate meter, rhythm, pitch, and dynamics	The student 5.4.1	The teacher See above	Textbooks See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.2 Demonstrates perceptual skills by moving	The student 6.2.1	The teacher See above	Textbooks See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
6. Listening to, analyzing, and describing music	6.1 Identifies simple music forms	<b>The student</b>  6.1.1	<b>The teacher</b>  Employs strategies of " <b>best practice</b> " (student-centered, experiential, holistic, authentic, expressive, reflective, social,	Textbook  <b>Supplementary</b>	Anecdotal records  <b>Multiple Intelligences assessments</b> (e.g. role playing - bodily	Tex  <b>Sup</b>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
			<p>collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication tools</li> <li>Technology</li> <li>Self-management tools</li> <li>Working with others.</li> </ul> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student work</b> with rubrics.</p>	<p><b>books/material</b></p> <p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p>	<p>kinesthetic, graphic organizing – visual, collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p>	<p><b>book</b></p> <p><b>Tech</b></p> <p><b>Mat</b></p> <p><b>Scho</b> <b>reso</b></p> <p><b>Com</b></p>
6. Listening to, analyzing, and describing music	6.3 Uses appropriate terminology in explaining music, music	The student 6.3.1	<b>The teacher</b> <b>See above</b>	<b>Textbook</b> <b>See above</b>	<b>Anecdotal records</b> <b>See above</b>	

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<b>STANDARDS</b>	<b>GLE/Performance Standard</b>	<b>BENCHMARKS/GLEs (Lincoln Public Schools)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT EVIDENCE</b>
	notation, music instruments and voices				
6. Listening to, analyzing, and describing music	6.4 Identifies the sounds of a variety of instruments	The student 6.4.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.5 Responds through purposeful movement to selected	The student 6.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.1 prominent music, characteristics 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,	Textbook Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual,

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			<p>developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication tools</li> <li>Technology</li> <li>Self-management tools</li> <li>Working with others.</li> </ul> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student Work</b> with rubrics.</p>	<p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p>	<p>collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p>
7. Evaluating music and music performances	7.2 Explains, using appropriate music terminology, their personal	<p><b>The student</b></p> <p>7.2.1</p>	<p><b>The teacher</b></p> <p>See above</p>	<p><b>Textbook</b></p> <p>See above</p>	<p><b>Anecdotal record</b></p> <p>See above</p>

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8. Understanding relationships between music, the other arts, and disciplines outside	<p>preferences for specific musical works and styles</p> <p>8.1 Identifies similarities and differences in the meanings of common terms</p>	<p>The student</p> <p>8.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive,</p>	<p>Textbook</p> <p>Supplementary books/material</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual,</p>

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the arts	used in the various arts		<p>developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of <b>Applied Learning Standards (SCANS)</b></p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication tools</li> <li>Technology</li> <li>Self-management tools</li> <li>Working with others.</li> </ul> <p><b>Differentiates</b> instruction.</p> <p>Addresses <b>Multiple Intelligences</b> instructional strategies.</p> <p>Uses <b>research-based</b> strategies.</p> <p>Implements instructional best <b>practice strategies specific for content</b>.</p> <p>Provides <b>exemplars</b> and rubrics.</p> <p>Organizes <b>exhibition of student Work</b> with rubrics.</p>	<p><b>Technology</b></p> <p><b>Materials</b></p> <p><b>School library resources</b></p> <p><b>Community</b></p>	<p>collaboration-interpersonal, etc. )</p> <p><b>Oral presentations</b></p> <p><b>Performance-based tasks or Course 1 unit</b></p> <p><b>Rubrics</b></p> <p><b>Self and peer evaluation</b></p> <p><b>Tests</b></p> <p><b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p>
8. Understanding relationships between music, the other arts, and disciplines outside	8.2 Identifies ways in which the principles and subject matter of other	<b>The student</b> 8.2.1	<b>The teacher</b> See above	<b>Textbook</b> See above	<b>Anecdotal record</b> See above

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the arts	disciplines are interrelated with those of music				
9. Understanding music in relation to history and culture	9.1 Identifies by genre of style aural examples of music from various	The student 9.1.1	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive,	Textbook  Supplementary books/material	Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual,

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
	historical periods and cultures		developmental, constructivist/heuristic, and challenging).  Facilitates the integration of <b>Applied Learning Standards (SCANS)</b> Problem solving Communication tools Technology Self-management tools Working with others.  <b>Differentiates</b> instruction.  Addresses <b>Multiple Intelligences</b> instructional strategies.  Uses <b>research-based</b> strategies.  Implements instructional best <b>practice strategies specific for content</b> .  Provides <b>exemplars</b> and rubrics.  Organizes <b>exhibition of student Work</b> with rubrics.	<b>Technology</b>      <b>Materials</b>      <b>School library resources</b>      <b>Community</b>	collaboration-interpersonal, etc. )  <b>Oral presentations</b>  <b>Performance-based tasks or Course 1 unit</b>   <b>Rubrics</b>   <b>Self and peer evaluation</b>  <b>Tests</b>  <b>Written responses</b> (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)
9. Understanding music in relation to history and culture	9.2 Describes in simple terms how elements of music are used in music	<b>The student</b> 9.2.1	<b>The teacher</b> See above	<b>Textbook</b> See above	<b>Anecdotal record</b> See above

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9. Understanding music in relation to history and culture	9.3 Identifies various uses of music in their daily experiences  examples from various cultures of the world	The student 9.3.1	The teacher See above	Textbook See above	Anecdotal record See above

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.4 Identifies and describes roles of musicians	The student 9.4.1	The teacher See above	Textbook See above	Anecdotal record See above

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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

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