

ELA Grade 7

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
1. Reading New Standards (NewS, E1) New England Common Assessment Program (NECAP)	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 demonstrates the habit of reading widely and extensively by... <ul style="list-style-type: none"> reading with frequency, including in-school, out of school, and summer reading (Local) 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) reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local) 	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others. Differentiates instruction (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. Models balanced literacy 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 collaborative/cooperative learning Facilitates use of library/media/Internet research Facilitates use of technology Facilitates peer editing and constructive criticism	Textbook Prentice Hall, 2000; <u>Literature, Timeless Voices, Timeless Themes, Bronze</u> <u>Elements of Writing</u> , HBJ <u>Writer's Craft</u> , McDougal Littell <u>Write Source 2000</u> , Great Source <u>MLA Handbook</u> <u>Reader's Handbook</u> , Great Source Supplementary books/material Core Book <u>The Giver</u> (Lois Lowry) <u>Witness</u> (Karen Hess) <u>Roll of Thunder, Hear My Cry</u> (Mildred Taylor) <u>When Zachary Beaver Came to Town</u> (Kimberly Holt) <u>Something Upstairs</u> ((Avi) <u>Among the Hidden</u> (Margaret Haddix) <u>Tangerine</u> (Edward Bloor) Among the Hidden * Refer to recommended grade-level book list * Summer Reading Books Materials * Word wall chart * Clear expectation posters Teacher resources * <u>Literature Circles</u> by Harvey Daniels (second edition) * <u>Conversations</u> or <u>Invitations</u> by Regie	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 /projects Personal Literacy Plans (PLP) Portfolio * Reading Log * Persuasive * Informational Writing * Response to Literature * Narrative Role playing or Reader's theater Rubrics Self evaluating and peer evaluation
		1.1.2 demonstrates participation in a literate community by... <ul style="list-style-type: none"> self-selecting reading materials aligned with reading ability and personal interests (Local) participating in in-depth discussions about text, 			

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		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>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Models use of:</p> <ul style="list-style-type: none"> • graphic organizers • word wall charts • identifying connections (text-to-text, text-to-self, text-to-world) 	<p>Routman</p> <p><u>*I Read It, But I Don't Get It</u> (C. Tovani)</p> <p><u>*Do I Really Have to Teach Reading?</u> (C. Tovani)</p> <p><u>*Strategies That Work</u></p> <p><u>*Mosaic of Thought</u></p> <p><u>*Reading Essentials</u> (Routman)</p> <p><u>*Caught 'Ya</u> (Keister) (Daily convention lessons)</p> <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>Suggested Informational Texts include, but are not limited to</p> <p>Reference materials:</p> <p>Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, etc.</p> <p>Practical/functional texts:</p> <p>Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p>	<p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records <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> <ul style="list-style-type: none"> * DRA

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1. Reading (NewS, E1) (NECAP) (GSE-Reading)	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, on short stories, or poems 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>	See above	<p>Suggested Literary Texts include, but are not limited to Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, etc.</p> <p>Community * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials</p> <p>School Library</p>	See above

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		1.2.4 making perceptive and well developed connections 1.2.5 evaluating writing strategies and elements of the author's craft 1.2.6 reading grade-level appropriate material (at an instructional level) with: <ul style="list-style-type: none"> • Accuracy: reading material appropriate for grade 7 with at least 90-94% accuracy (See Appendix F <u>of the GLEs</u> for sample titles.) (Local) • Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix C <u>of the GLEs</u> for suggested rates.) (Local) • Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local) 			
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
1. Reading (NewS, E1) (NECAP)	1.3 Word identification skills and strategies	The student 1.3.1 applies word identification/decoding strategies by: <ul style="list-style-type: none"> • using prior knowledge 	See above	See above	See above

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(GLE-Reading)		<ul style="list-style-type: none"> working with a teacher and/or student-selected list of key vocabulary from literature being studied in class 			
1. Reading (NewS, E1) (NECAP) (GLE-Reading)	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, common roots, or word origins; or context clues; or other resources, such as -dictionaries, glossaries, thesauruses; or prior knowledge) - example of common root: inspection (in-spec-tion) <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"> referencing KWL vocabulary and word wall charts identifying synonyms, antonyms, homonyms/homophones, shades 	See above	See above	See above

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		<p>of meaning, <u>analogies</u> (e.g., map:locate:: recipe:cook)</p> <ul style="list-style-type: none"> selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary participating in literature circles 			
1. Reading (NewS, E1) (NECAP) (GLE-Reading)	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"> see addendum for genre-specific content identifying or describing character(s), setting, problem/solution, or plots as appropriate to text; or identifying any significant changes in character(s) or setting over time or <u>identifying rising action, climax, or falling action</u> 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"> * outlining 	See above	See above	See above

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		<ul style="list-style-type: none"> * graphic organizing (e.g. story map) * visual imaging (e.g., comic strips) * summarizing statement focusing on story elements * Freitag's Pyramid (exposition, rising action, climax/turning point, falling action, resolution/denouement) <p>1.5.2 demonstrates initial understanding of elements of literary texts by.....</p> <ul style="list-style-type: none"> • generating questions before, during, and after reading to enhance understanding and recall(Local) • identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories) (Local) • identifying literary devices as appropriate to genre: <u>rhyme schemes</u>, alliteration, simile, dialogue, imagery, <u>metaphors</u>, flashback, onomatopoeia, repetition, or <u>personification</u> 			

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1. Reading (NewS, E1) (NECAP) (GLE-Reading)	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"> • see addendum for genre-specific content • explaining or supporting logical predictions • describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time • making inferences about cause/effect (explaining how an event gives rise to the next), internal or external conflicts (e.g., <u>person versus self</u>, person versus person, person versus nature/society/fate), or the relationship among elements within text • making inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, and themes • explaining how the 	See above	See above	See above

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		<p>narrator's/author's point of view or life experiences affects the reader's interpretation</p> <ul style="list-style-type: none"> explaining how the author's message or theme is supported within the text (e.g., prejudice and discrimination in <u>Roll of Thunder, Hear My Cry</u>) analyzes and evaluates historical context of literature <p>1.6.2 analyzes and interprets author's craft, citing evidence where appropriate (GLE) by:</p> <ul style="list-style-type: none"> demonstrating knowledge of use of literary elements and devices (e.g., imagery, exaggeration, <u>repetition</u>, <u>flashback</u>, foreshadowing, <u>personification</u>, to analyze literary works (e.g., Why did the author choose to use flashback in this story? Or Jonas's apprehension about the Ceremony of Twelve as an example of foreshadowing in <u>The Giver</u>) demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u>, alliteration, simile, dialogue, <u>metaphors</u>, onomatopoeia, repetition, or idioms to analyze literary works) 			

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		(local) 1.6.3 generates a personal response to what is read through a variety of means by: <ul style="list-style-type: none"> comparing stories or other texts to related personal experience, prior knowledge, or to other books (local) providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) 			
1. Reading (NewS,E1)	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, <u>transitional devices</u>, bold or italicized text, headings, graphic organizers, charts, graphs, illustrations, or subheadings) as practiced in social studies, science, and mathematics textbooks (Local) obtaining information from text 	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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		<p>features (e.g., maps, diagrams, tables, captions, timelines, or citations (Local)</p> <ul style="list-style-type: none"> using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u> (State) relating new information to prior knowledge and then creating new/extended idea, judgment or opinion constructing connections to related topics or information organizing information to show understanding (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 and labs, and ELA book reports) (State) <p>1.7.2 demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> generating questions before, during, and after reading to enhance understanding and recall 			

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		(Local) <ul style="list-style-type: none"> identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, <u>technical manuals</u>; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local) 			
1. Reading (NewS,E1) (NECAP) (GLE-Reading)	1.8 Analysis and interpretation of informational texts/ citing evidence (NEGLE R8)	The student 1.8.1 analyzes and interprets informational texts, citing evidence where appropriate (GLE) by: <ul style="list-style-type: none"> explaining <u>connections</u> about information within a text, across texts, or to related ideas (State) synthesizing and evaluating information within or across text(s)(e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) 	See above	See above	See above

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		<ul style="list-style-type: none"> drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or <u>using supporting evidence to form or evaluate</u> judgments/opinions and assertions about the central ideas that are relevant (e.g., Given a statement [opinion, judgment, or assertion], students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece) (State) distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u> (State) making inferences about causes or effects (State) 			
1. Reading (NewS,E1) (NECAP) (GLE-Reading)	1.9 Breadth of Reading (NEGLE R15)	<p>The student</p> <p>1.9.1 researches by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <ul style="list-style-type: none"> identifying potential sources of information (local) 	See above	See above	See above

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2. Writing (NewS,E2) (NECAP) (GLE Writing)		<ul style="list-style-type: none"> evaluating information presented, in terms of relevance (local) gathering, organizing, <u>analyzing</u>, and interpreting the information (Local) using evidence to support conclusions (Local) 			
	2.1 Habits of Writing: Uses a Writing Process (NEGLE W10)	<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>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> <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> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs). "Fix Up Strategies",</p>	<p>Textbook</p> <p>Prentice Hall, 2000; <u>Literature, Timeless Voices, Timeless Themes, Bronze</u> <u>Elements of Writing</u>, HBJ <u>Writer's Craft</u>, McDougal Littell <u>Write Source 2000</u>, Great Source <u>MLA Handbook</u> <u>Reader's Handbook</u>, Great Source</p> <p>Supplementary books/material</p> <p>Core Book <u>The Giver</u> (Lois Lowry) <u>Witness</u> (Karen Hess) <u>Roll of Thunder, Hear My Cry</u> (Mildred Taylor) <u>When Zachary Beaver Came to Town</u> (Kimberly Holt) <u>Something Upstairs</u> ((Avi) <u>Among the Hidden</u> (Margaret Haddix) <u>Tangerine</u> (Edward Bloor)</p> <ul style="list-style-type: none"> * Refer to recommended grade-level book list * Summer Reading Books <p>Materials</p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks /projects</p> <p>Personal Literacy Plans (PLP)</p> <p>Portfolio</p>

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	Habits of Writing: Writing Extensively (NEGLE W11)	<p>2.1.2 demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> * writing with frequency, including in-school, out-of-school, and during the summer (Local) * sharing thoughts, observations, or impressions (Local) • 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, sketch journals/cartooning, songs, lyrics) (Local) • writing in a variety of genres (Local) 	<p>such as re-reading, think alouds, asking questions during reading, etc...</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>* Word wall chart</p> <p>* Clear expectation posters</p> <p>Teacher resources</p> <ul style="list-style-type: none"> * <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) <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>Suggested Informational Texts include, but are not limited to Reference materials: Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical</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 evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records <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> <ul style="list-style-type: none"> * DRA
	Structures of Language-Appling Understanding of Sentences, Paragraphs, and Text Structures (NEGLE W1)	<p>2.1.3 demonstrates command of the structures of sentences, paragraphs, and texts (GLE) by:</p> <ul style="list-style-type: none"> • using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) (State) • using the paragraph form: indenting, main idea, supporting details, transitional devices, conclusion (State) • recognizing organizational 			

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		<p>structures within paragraphs or <u>within texts</u> (e.g., description, chronology, proposition/support, compare/contrast, <u>problem/solution</u>) (example: when given a paragraph <u>or text</u> and a description of text structures, students identify structure used of their purposes) (State)</p> <ul style="list-style-type: none"> using a format and text structure appropriate to the purpose of the writing (State) 		<p>manuals, etc. Practical/functional texts: Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p> <p>Suggested Literary Texts include, but are not limited to Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, etc.</p> <p>Community * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials</p> <p>School Library</p>	
2. Writing (NewS, E2) (NECAP) (GLE Writing)	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>	See above	See above	See above

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		<ul style="list-style-type: none"> <u>selecting and summarizing key ideas to set context</u> by organizing information for a response to literature by using brainstorming, note taking, paraphrasing, graphic organizing, and visual imaging (procedural) (State) <u>connecting</u> what has been read (plot/ideas/concepts) to prior knowledge, other texts <u>or the broader world of ideas</u>, by referring to <u>and explaining</u> relevant ideas (State) <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 (State) making inferences about the relationship(s) among content, events, characters, setting, <u>theme, or author's craft</u> (e.g. making links between <u>characterization and author's choice of words</u>; making links to <u>characteristics of literary forms or genres</u>) (State) using specific details and 			

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		<p>references to text or relevant citations to support focus or judgment (State)</p> <ul style="list-style-type: none"> organizing ideas, using transition words/phrases and writing a conclusion that provides closure (State) 			
2. Writing (NewS,E2) (NECAP) (GLE Writing)	2.3 Narrative Writing	<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 coherent (logically consistent) story line (State) establishing context, character motivation, point of view, problem/conflict/challenge, and resolution (State) <u>using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning</u> (State) establishing a central conflict as 	See above	See above	See above

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		<p>well as minor conflicts to add texture to the piece (State)</p> <p>2.3.3 demonstrates use of narrative strategies (GLE) by:</p> <ul style="list-style-type: none"> • using relevant and descriptive details and sensory language to advance the story line and to develop characters (State) • construct figurative language to enhance the images created relative to setting and characterization (State) • using correct dialogue format (e.g., quotation marks, indentation, punctuation, capitalization) to advance action (State) • using dialogue to advance action (State) • developing lifelike and believable characters through description, dialogue, and actions (State) • using voice appropriate to purpose (drawing on personal experience, when appropriate) (State) • maintaining focus to include relevant information and exclude extraneous information (State) 			

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2. Writing (NewS, E2) (NECAP) (GLE Writing)	2.4 Informational Writing (Reports, Procedures, or Persuasive Writing)	<p>The student</p> <p>2.4.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.4.2 organizes ideas/concepts (GLE) by:</p> <ul style="list-style-type: none"> • using an organizational text structure appropriate to focus/controlling idea (e.g., description, chronology, proposition/support, compare/contrast, order of importance, <u>problem/solution</u>) (State) • selecting appropriate information to set the context which may include a lead/hook to develop reader interest (e.g., startling fact, posing a question, citing an amazing anecdote) (State) • using transition words or phrases appropriate to organizational text structure (State) • writing a conclusion that provides closure and restating the main points to provide coherence to the entire piece (State) <p>2.4.3 effectively conveys purpose (GLE) by:</p>	See above	See above	See above

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		<ul style="list-style-type: none"> stating and maintaining a focus/controlling idea (State) establishing a thesis <u>writing with a sense of audience, when appropriate</u> (State) constructing an introduction that previews major points in support of their thesis/topic sentences <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 (State) support arguments with detailed evidence, citing sources of information as appropriate (MLA format) including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State) addressing readers' concerns by recognizing arguments contrary to their thesis and will be able to compare and contrast opposing 			

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		<p>points of view (counterarguments-persuasive; potential problems-procedures; context-reports) (State)</p> <ul style="list-style-type: none"> commenting on the significance of the information, when appropriate (State) 			
2. Writing (NewS,E2)	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>	See above	See above	See above
2. Writing (NewS,E2) (NECAP) (GLE, Writing)	2.6 Writing Conventions	<p>The student</p> <p>2.6.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.6.2 demonstrates command of appropriate English conventions (GLE) by:</p> <ul style="list-style-type: none"> applies rules of standard English usage to correct grammatical errors (e.g.,<u>clear pronoun</u> 	See above	See above	See above

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		<p><u>referent</u>, subject-verb agreement, pronoun, <u>consistency of verb tense</u>, parts of speech, subjects and predicates, <u>irregular forms of verbs and nouns</u>, adjective/adverb phrases) (State)</p> <ul style="list-style-type: none"> • <u>applies capitalization rules</u> (State) • <u>applies appropriate punctuation to various sentence patterns to enhance meaning</u> (e.g., comma, quotation marks, <u>semicolon</u>, <u>colon</u>, apostrophe) (State) • applies conventional and word-derivative spelling patterns/rules (e.g., identifying relationships among roots and common pre/suffixes, including foreign derivation) (State) • correctly spelling grade – appropriate, high-frequency words and applying conventional spelling patterns/rules (e.g., consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes) (State) • applies sentence structure rules (e.g., sentence fragments and run-ons, compound sentences, varying beginnings, word choice) 			

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3. Speaking, Listening, and Viewing (NewS,E3)	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)	<ul style="list-style-type: none"> analyzes and revises work to clarify it or make it more effective in communicating an intended message or thought 			
		<p>The student</p> <p>3.1.1 initiates new topics in addition to responding to adult-initiated topics</p> <ul style="list-style-type: none"> * will be able to bring new 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 * will be able to discuss the main points or ideas he/she wants the reader to understand. The main points or ideas will depend upon the type of writing being discussed (narrative, descriptive, expository, persuasive) <p>3.1.2 asks relevant questions</p> <ul style="list-style-type: none"> *will ask questions to enhance understanding of the topic 	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (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> <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>Textbook Prentice Hall, 2000; <u>Literature, Timeless</u> <u>Voices, Timeless Themes</u>, <u>Bronze</u> <u>Elements of Writing</u>, HBJ <u>Writer's Craft</u>, McDougal Littell <u>Write Source 2000</u>, Great Source <u>MLA Handbook</u> <u>Reader's Handbook</u>, Great Source</p> <p>Supplementary books/material Core Book <u>The Giver</u> (Lois Lowry) <u>Witness</u> (Karen Hess) <u>Roll of Thunder, Hear My Cry</u> (Mildred Taylor) <u>When Zachary Beaver Came to Town</u> (Kimberly Holt) <u>Something Upstairs</u> ((Avi) <u>Among the Hidden</u> (Margaret Haddix) <u>Tangerine</u> (Edward Bloor)</p> <p>* Refer to recommended grade-level book list * Summer Reading Books</p> <p>Materials *Word wall chart * Clear expectation posters</p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks /projects</p> <p>Personal Literacy Plans (PLP)</p> <p>Portfolio * Reading Log * Persuasive * Informational Writing * Response to Literature</p>

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		<p>being discussed and to clarify any information the student has been given by the teacher, para professional, or adult volunteer</p> <ul style="list-style-type: none"> 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. <p>3.1.3 responds to questions with appropriate elaboration</p> <ul style="list-style-type: none"> will answer questions using details and explanations appropriate to the question provides information relevant to the written assignment being discussed. These responses may be related to grammar, 	<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>Teacher resources</p> <ul style="list-style-type: none"> * <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) <p>(Daily convention lessons)</p> <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>Suggested Informational Texts include, but are not limited to</p> <p>Reference materials:</p> <p>Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, etc.</p> <p>Practical/functional texts:</p>	<ul style="list-style-type: none"> * Narrative <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records <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> <ul style="list-style-type: none"> * DRA

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		<p>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> <ul style="list-style-type: none"> will use appropriate language to clarify any questions that he/she may have will be able to use appropriate language to make hypotheses about the topic being discussed <p>3.1.5 confirms understanding by paraphrasing the adult's directions or suggestions</p> <ul style="list-style-type: none"> will be able to restate any directions or suggestions provided in his/her own words will understand the suggested changes, addition, deletions, and corrections provided by the teacher 		<p>Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p> <p>Suggested Literary Texts include, but are not limited to</p> <p>Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, etc.</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>	

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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 theatre/role playing characters in a novel, panel discussion, debate on current issues, and mock trial) (NewS, E3b)	<p>The student</p> <p>3.2.1 displays appropriate turn-taking behaviors</p> <ul style="list-style-type: none"> will wait until it is his/her turn to contribute to the group will allow others to contribute their thought and ideas without unnecessary interruption <p>3.2.2 actively solicits another person's comment or opinion</p> <ul style="list-style-type: none"> will ask other group members for their thoughts and ideas on a given topic will respect the thought and ideas 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 will work with other group members to create a plan 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 	See above	See above	See above

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		<p>conclusion, and visual aids for the presentation. The format for this type of project 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> <ul style="list-style-type: none"> will express his/her opinion 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>3.2.4 responds appropriately to comments and questions</p> <ul style="list-style-type: none"> will respond to other group members with appropriate feedback will avoid judgmental or other inappropriate comments <p>3.2.5 volunteers contributions and responds when directly solicited by the teacher or discussion leader</p> <ul style="list-style-type: none"> will respond to questions asked by the teacher or discussion leader 			

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		<ul style="list-style-type: none"> will provide his/her thoughts and ideas or written information/research with these responses <p>3.2.6 gives reasons in support of opinions expressed</p> <ul style="list-style-type: none"> will express his/her opinion and back it up with detailed and accurate reasons or evidence <p>3.2.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions</p> <ul style="list-style-type: none"> will provide additional details, pictures, or diagrams, or examples to provide clarification will elicit assistance in the form of examples, details, or evidence 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>3.2.8 employs a group decision-making technique such as brainstorming or a problem-solving sequence</p>			

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		<p>(e.g., recognize problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)</p> <ul style="list-style-type: none"> will be able to work collectively with the group to solve any problems or make decisions in an appropriate manner will employ an appropriate strategy for the decision that needs to be made (brainstorming, making a list of pros and cons of a situation, seeking additional help) will inform the teacher of any problems/conflicts within the group 			
3. Speaking, Listening, and Viewing (NewS,E3)	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>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> <ul style="list-style-type: none"> 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 	See above	See above	See above

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	(NewS, E3c)	<p>the process, and any necessary cautions, for the process</p> <ul style="list-style-type: none"> 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) will choose a topic or purpose that will interest or be relevant for the audience <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> <ul style="list-style-type: none"> will obtain quality resources 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>3.3.3 uses notes or other memory aids to structure the presentation</p> <ul style="list-style-type: none"> will use note cards as opposed to sheets of paper to remember the main points of the speech 			

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		<ul style="list-style-type: none"> will avoid writing out the entire presentation word for word will learn strategies to paraphrase information for the note card will use an appropriate organizing structure for the content of the speech <p>3.3.4 develops several main points relating to a single thesis</p> <ul style="list-style-type: none"> will provide supporting evidence for a single thesis will explain the supporting evidence using facts, statistics, personal knowledge, or specific examples will use an appropriate organizational structure for the main points <p>3.3.5 engages the audience with appropriate verbal cues and eye contact</p> <ul style="list-style-type: none"> will use appropriate speech volume will use appropriate punctuation and expression 			

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		<ul style="list-style-type: none"> will maintain suitable eye contact with the audience <p>3.3.6 projects a sense of individuality and personality in selecting and organizing content, and in delivery</p> <ul style="list-style-type: none"> will use personal knowledge or anecdotes during the speech will utilize voice inflection during the speech will use supportive gestures to emphasize points made during the speech 			
3. Speaking, Listening, and Viewing (NewS, E3)	3.4 Makes informed judgments about television, radio, and film productions (review of a movie or television program, or evaluation of television commercials) (NewS, E3d)	<p>The student</p> <p>3.4.1 demonstrates an awareness of the presence of the media in the daily lives of most people</p> <ul style="list-style-type: none"> will understand the effects of visual and print media on our lives will analyze the appeal of popular television shows and films for particular audiences <p>3.4.2 evaluates the role of the media in focusing attention and in forming opinion</p> <ul style="list-style-type: none"> will understand how the media uses both print and other visual sources to focus attention on 	See above	See above	See above

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		<p>issues in our society</p> <ul style="list-style-type: none"> will evaluate the worth/value and reliability of print and visual sources that focus our attention on issues will evaluate how the media uses different written and visual techniques to influence us to form an opinion <p>3.4.3 judges the extent to which the media are a source of entertainment as well as a source of information</p> <ul style="list-style-type: none"> will understand the difference between factual news stories and stories meant to simply entertain the audience <p>3.4.4 defines the role of advertising as a part of media presentation</p> <ul style="list-style-type: none"> will understand the role that advertising plays in relation to television will learn the techniques used in advertising (e.g., bandwagon technique, generalities, testimonial, name-calling, etc.) will be able to identify the techniques used in advertising 			

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		<ul style="list-style-type: none">will evaluate the effectiveness of the techniques used			

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.1 Improvises "answers" in the same style	The student 3.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p>	<p>Textbook</p> <p>Supplementary books/material</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p>

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

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

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p>	<p>Textbook</p> <p>Supplementary books/material</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>Problem solving Communication tools Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p> <p>The teacher See above</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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

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

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.1 Reads whole, half, dotted half, quarter, and eighth notes	The student 5.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p>	<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, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.2 Uses a system to read, simple pitch notation in the treble clef in major keys	The student 5.2.1	<p>Problem solving Communication tools Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.4 Uses standard symbols to notate meter, rhythm, pitch, and dynamics	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	The student 6.1.1	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving	Textbook Supplementary books/material	Anecdotal records Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.) Oral presentations	Textbook Supplementary books/material

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
			<p>Communication tools Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p>	<p>Technology</p> <p>Materials</p> <p>School library resources</p> <p>Community</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p>	<p>Tech</p> <p>Mat</p> <p>Sch</p> <p>reso</p> <p>Com</p>
6. Listening to, analyzing, and describing music	6.3 Uses appropriate terminology in explaining music, music notation, music instruments and voices	The student 6.3.1	The teacher See above	Textbook See above	Anecdotal records See above	

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.4 Identifies the sounds of a variety of instruments	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 prominent music, characteristics	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 Devises criteria for evaluating performances and compositions	The student 7.1.1	<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> <p>Problem solving Communication tools</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.2 Explains, using appropriate music terminology, their personal preferences for specific musical works and styles	The student 7.2.1	<p>Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.1 Identifies similarities and differences in the meanings of common terms used in the various arts	The student 8.1.1	<p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving Communication tools</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal record Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.2 Identifies ways in which the principles and subject matter of other disciplines are interrelated with those of music	The student 8.2.1	<p>Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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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	9.1 Identifies by genre of style aural examples of music from various historical periods and cultures	The student 9.1.1	<p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving Communication tools</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p>

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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	9.2 Describes in simple terms how elements of music are used in music examples from various cultures of the world	The student 9.2.1	<p>Technology Self-management tools Working with others.</p> <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>Materials</p> <p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p> <p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.3 Identifies various uses of music in their daily experiences	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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STANDARDS	GLE/Performance Standard	BENCHMARKS/GLEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.5 Demonstrates audience behavior appropriate style of music	The student 9.5.1	The teacher See above	Textbook See above	Anecdotal record See above

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