Oregon Department of Education 2006-07 School Year

Oregon Standards

Section A

www.ode.state.or.us/go/newspaper

What's New in 2006-07

- **Revised Oregon Second Language Content Standards**
  The Revised Oregon Second Language Standards were adopted by the State Board of Education on June 16, 2005, for use in schools beginning September 2006. Changes included the addition of several introductory pages to help provide clarity and context for the standards, a change in the overall format of the standards document to align the Oregon Standards more closely with the National Foreign Language Standards, and the addition of functions to support standards to help define each of the individual standards. There were a few changes in the actual standards; most of which were in the interest of clarity and using consistent terminology. For more information visit: www.ode.state.or.us/go/secondlanguage.

- **Standards Numbering System**
  In response to requests from educators across the state, an Oregon Standards Numbering System has been developed to uniquely identify each standard using a combination of letters and numbers. Inside each content area you will find specific information about the numbering system.

- **2010 Diploma Requirements**
  House Bill 3129, passed during the 2005 legislative session, increases the number of credits in mathematics and English language arts that are required for the diploma. All Oregon students graduating after June 30, 2009 will need to complete 3 credits in mathematics and 4 credits in English language arts. Districts must adjust their diploma requirements, as necessary, to ensure that they meet this new state requirement.

- **Math Problem Solving work samples are still required**
  Students meeting standard on the multiple-choice mathematics tests AND successfully completing the required number of mathematics problem solving work samples meet the Mathematics Standard. The state temporarily suspended the Mathematics Problem Solving assessment starting with the 2004-05 school year. See What's New on page 1C.

- **Social Science Work Samples**
  For 2006-07, a Social Science Analysis Work Sample must be scored in the dimensions of Frame, Research, and Conclude for a student to earn a Social Sciences CIM Endorsement. Students in grade 10 in 2006-07 (graduating class of 2009) will be required to meet or exceed work sample requirements (in addition to meeting or exceeding the standards on the Social Sciences Knowledge and Skills Test) to earn the Social Sciences CIM Endorsement.

INSIDE

Message from Susan Castillo

One of the primary goals of the Department of Education is to support each of you as you help all students prepare for success. Oregon's standards-based system makes that goal achievable because the purpose of statewide content standards is to create consistency in what all students will know and be able to do throughout Oregon schools.

Before we had standards, teachers generally used textbooks and a variety of teacher resources to plan instruction. While these resources are still important—especially if they are closely aligned to the standards—a top priority for all of us now is to consider Oregon content standards first in planning because we want all students to be successful.

Standards serve as beginning points for teachers when they make decisions about what to teach and at what cognitive level to approach instruction. Because we hold students accountable for what they have learned each year, it is important to monitor their progress throughout the year. If all Oregon teachers have the same content standard expectations for all students at each level, equity and rigor will be the "standard" for Oregon.

I urge you to put Oregon's content standards front and center in your lesson-planning, instruction, class assignments, and feedback to students. A standards-based system puts the focus on students and what each one needs next. I know many districts are currently requiring teachers to incorporate standards-based education in planning and curriculum. I applaud you for your efforts.

One new and useful addition to this 2006-07 Oregon Standards that will help you with standards-based planning is a Numbering System designed to support conversations around standards.

The Numbering System will allow:

• A group of elementary teachers to plan lessons that target standards from several content areas much more easily.
• Inter-and intra-disciplinary planning teams in secondary schools to target and track specific standards from several content areas related to a project, unit, or for each quarter's focus—all by number.

Looking for related or cross-over standards not only strengthens instruction, but it also lightens the load of each teacher—knowing that another teacher in another subject is teaming up to target that same knowledge or skill.

The enhanced Resources for Educational Achievement and Leadership (REAL) website offers Teaching and Learning Resources, Searchable Standards, Strategies for Student Success, and the Online Standards Newspaper. Visit REAL at www.ode.state.or.us/go/real.

Content standards are one piece of the overall educational experience and learning opportunities we want to provide for students. I hope students go well beyond mastery of the content standards and please remember as you focus on content standards not to forget that standards are the means and not the end.

Oregon's educators have the most important job in our society. The new school year will present obstacles unknown to us now, but the year will also bring new opportunities to renew our focus and strengthen our partnership in a standards-based system that delivers high quality instruction to all Oregon children.

National Assessment of Education Progress (NAEP)

Elaine Hultengren
NAEP State Coordinator, Oregon Department of Education

The National Assessment of Educational Progress (NAEP), often referred to as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subjects. Its two major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation as a whole and for the states individually at the 4th, 8th and 12th grades. Performance is reported by groups of students, for example, by gender, by different racial and ethnic groups, and by participation in special programs. The assessment is not designed to provide results for individual students or for their schools.

Starting in 1990, NAEP assessments became available on a voluntary basis to give results for participating states in reading, mathematics, science and writing. Oregon has participated since that time. "No Child Left Behind" legislation stipulates that states, districts, and schools within districts that receive Title I funds must participate in NAEP if selected. Reading and mathematics must be administered every two years in grades 4 and 8.

NAEP is a comprehensive assessment of content areas due to its ability to sample thousands of representative student populations, its use of a variety of item types, and the very large amount of content tested. Each NAEP assessment is built around an organizing framework that guides the development of the assessment instrument and determines the content to be assessed. Frameworks capture a range of subject-specific content and thinking skills needed by students in order to deal with the complex issues they encounter inside and outside their classrooms. The National Assessment Governing Board (NAGB) develops and approves the NAEP frameworks.

NAEP Frameworks can serve as guidelines for planning assessments or revising curricula at the state and local levels. These frameworks also can provide information on skills appropriate to the three grade levels assessed and can be models for measuring these skills in innovative ways. Oregon educators utilize the NAEP assessment frameworks as an integral part of the process for reviewing and revising the state's content standards.

For information on NAEP Assessments visit www.ode.state.or.us/go/NAEP. The following is a schedule for the administration of NAEP assessments.

NAEP Content Area	*Assessment Schedule*
English Language Arts	
Reading	**2005, 2007, 2009**
Writing	**2007, 2011**
Foreign Language (Spanish)	**After 2006**
Mathematics	**2005, 2007, 2009, 2011**
Science	**2005, 2009**
Social Sciences	
Civics	**2006, 2010**
Economics	**2006**
Geography	**2010**
U.S. History	**2006, 2010**
World History	**2012**
The Arts	**2008**

National Associations

Oregon Academic Standards Content Area	Organizations Setting National Standards	Web Address
English Language Arts	• Standards for English Language Arts (1996), National Council of Teachers of English (NCTE) • A Compendium of Standards and Benchmarks for K-12 Education, McREL and ASCD	• www.ncte.org • www.mcrel.org/standards-benchmarks
English Language Proficiency	• Teachers of English to Speakers of Other Languages (TESOL) Standards, revised in 2006.	• www2.tesol.org
Mathematics	• Principles and Standards for School Mathematics 2000, National Council of Teachers of Mathematics (NCTM)	• www.nctm.org
Science	• National Science Education Standards (1996), National Research Council • Benchmarks for Science Literacy (1993), American Association for the Advancement of Science	• www.nas.edu • www.project2061.org
Social Sciences	• *National Standards for US History, National Center for History in the Schools (NCHS)* •*National Standards for World History, NCHS* •*National Standards for Civic and Government, Center for Civic Education* •*National Geography Standards, National Geographic Society* •*Curriculum Standards for Social Studies, National Council for the Social Studies*	• www.sscnet.ucla.edu/nchs • www.sscnet.ucla.edu/nchs • www.civiced.org • www.nationalgeographicsociety.com • www.ncss.org • www.mcrel.org/standards-benchmarks • www.ncee.org
The Arts	• National Standards for Arts Education (1994), Consortium of National Arts Education Associates	• www.artsedge.kennedy-center.org
Second Language	• National Standards for Foreign Language Learning, American Council on the Teaching of Foreign Languages (ACTFL)	• www.actfl.org
Physical Education	• National Standards for the Physical Education, National Association for Sport and Physical Education (NASPE)	• www.aahperd.org
Health Education	• *National Health Education Standards, The American Cancer Society*	• *www.cancer.org*
Early Childhood	• *Head Start Child Outcomes Framework*	• *www.hsnrc.org*

CAREER-RELATED LEARNING STANDARDS

Adopted December 1998

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem in the classroom or career-related learning experiences. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria have been drafted for local assessment of the CRLS for the CAM. The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document and more information is available on the Department's web site at www.ode.state.or.us/go/newspaper.

STANDARD	CRITERIA
PERSONAL MANAGEMENT (PM) Exhibit appropriate work ethic and behaviors in school, community, and workplace.	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks. CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions. CS.PM.04 Maintain regular attendance and be on time. CS.PM.05 Maintain appropriate interactions with colleagues.
PROBLEM SOLVING (PS) Apply decision-making and problem-solving techniques in school, community, and workplace.	CS.PS.01 Identify problems and locate information that may lead to solutions. CS.PS.02 Identify alternatives to solve problems. CS.PS.03 Assess the consequences of the alternatives. CS.PS.04 Select and explain a proposed solution and course of action. CS.PS.05 Develop a plan to implement the selected course of action. CS.PS.06 Assess results and take corrective action.
COMMUNICATION (CM) Demonstrate effective communication skills to give and receive information in school, community, and workplace.	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.02 Listen attentively and summarize key elements of verbal and non-verbal communication. CS.CM.03 Give and receive feedback in a positive manner. CS.CM.04 Read technical/instructional materials for information and apply to specific tasks. CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately. CS.CM.06 Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.
TEAMWORK (TW) Demonstrate effective teamwork in school, community, and workplace.	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
EMPLOYMENT FOUNDATIONS (EF) Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	CS.EF.01 Apply academic knowledge and technical skills in a career context. CS.EF.02 Select, apply, and maintain tools and technologies appropriate for the workplace. CS.EF.03 Identify parts of organizations and systems and how they fit together. CS.EF.04 Describe how work moves through a system. CS.EF.05 Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems. CS.EF.06 Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. CS.EF.07 Explain and follow health and safety practices in the work environment. CS.EF.08 Explain and follow regulatory requirements, security procedures, and ethical practices.
CAREER DEVELOPMENT (CD) Demonstrate career development skills in planning for post-high school experiences.	CS.CD.01 Assess personal characteristics related to educational and career goals. CS.CD.02 Research and analyze career and educational information. CS.CD.03 Develop and discuss a current plan designed to achieve personal, educational, and career goals. CS.CD.04 Monitor and evaluate educational and career goals. CS.CD.05 Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

TECHNOLOGY COMMON CURRICULUM GOALS

Adopted March 2002

Technology is one of many tools that students have at their disposal as they engage in the learning process. Educational technology is the application of technology to the teaching and learning process. Technologically literate students access and acquire knowledge, exchange ideas and opinions, solve problems, and create, innovate and express themselves through the skillful use of a variety of technologies. As with any other tool, technology should be used by students when its use will increase understanding and enhance learning.

As technology filters out to every aspect of our society, it is essential that students not develop technological skills in isolation. Rather, technology should be integrated into every content area. By providing access to information, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

COMMON CURRICULUM GOALS

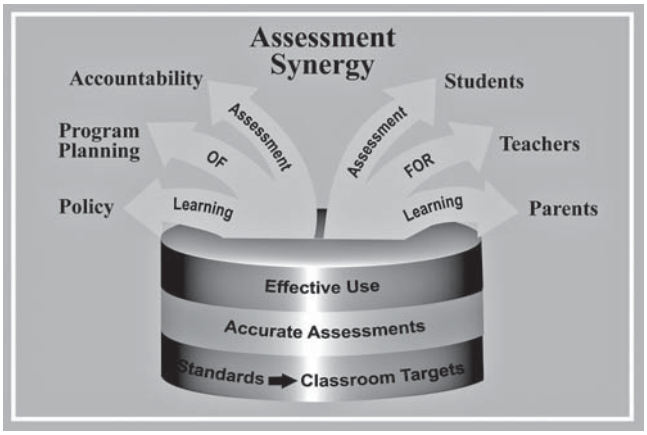
- TG.01 Demonstrate proficiency in the use of technological tools and devices.
- TG.02 Select and use technology to enhance learning and problem solving.
- TG.03 Access, organize, and analyze information to make informed decisions, using one or more technologies.
- TG.04 Use technology in an ethical and legal manner and understand how technology affects society.
- TG.05 Design, prepare, and present unique works using technology to communicate information and ideas.
- TG.06 Extend communication and collaboration with peers, experts, and other audiences using telecommunications.

CONTENT STANDARDS AND BENCHMARKS

School districts may establish their own content standards in technology.

THE ROLE OF ASSESSMENT LITERACY IN STUDENT SUCCESS

Educators across the country now realize that assessment literacy is an essential tool in their teaching and learning toolkit. Absent this critical knowledge, educators may fall prey to a common misconception that accountability and compliance are the only purposes for assessments. Educators entrenched in this view focus on assessment ***of*** learning and may tend to "teach to the test." However, we can choose to allocate our efforts toward assessment ***for*** learning, which can have a powerful influence on improving student performance by engaging and empowering the teachers and students throughout the assessment process. To provide students with the tools to ensure their academic success and help them make assessments part of their strategy for becoming life-long learners, administrators and teachers must continue to develop their assessment literacy skills.



Source: Chappuis, Stephen. "A Systemic Framework for Sound Assessment Practice"

What is assessment literacy? Nationally recognized teacher competencies in educational assessment of students are based on the knowledge and skills required:

- to align assessments to content standards,
- to develop a variety of testing instruments to measure who, what, how well and when students learn,
- to interpret results, and then
- to apply the results to improve student learning and program effectiveness so that students can meet educational expectations as they are defined by Oregon's content standards.

The creation of a balanced assessment system relies on summative assessments to provide data that can be used for accountability, program planning, and policy decisions, but they aren't enough to provide an accurate picture of student learning. Formative classroom assessments provide the data that can highlight a student's academic strengths and weaknesses. A strong foundation in assessment literacy supports:

- the alignment of both summative and formative assessments to Oregon's content standards,
- development of appropriate assessments based on an explicit understanding of assessment purposes,
- the understanding of the concepts used in educational measurement so they can interpret student results,
- application of the results for program improvement,
- communication with students about what they can learn from their assessment results about their own strengths and weaknesses in achieving mastery of content and performance standards, and
- guidance for students to develop specific strategies that target academic weaknesses.

Source: Chappuis, Stephen. "A Systemic Framework for Sound Assessment Practice." Assessment Training Institute, Portland, OR. September, 2005.

Oregon's English Language Proficiency Assessment (ELPA)

In April 2006, Oregon's K-12 English Language Learners (ELL) began participating in ODE's new web-based assessment for the first time as part of statewide testing. The English Language Proficiency Assessment (ELPA) was designed to measure proficiency levels of students' English acquisition to meet the federal requirements for Title III accountability set by the No Child Left Behind (NCLB) legislation. ELPA, combined with other indicators of English language proficiency, may be used to help students develop linguistic access to the curriculum and strengthen their ability for academic success.

Understanding What Is Being Assessed

In grades Kindergarten through 12, ELPA assesses proficiency in four domains—reading, listening, writing, and speaking. The competencies within each of these domains include:

- Grammatical Competencies—vocabulary, syntax, and morphology
- Illocutionary Competencies—ideational and manipulative
- Ideational functions that are used to convey information and ideas. For example, descriptions, comparisons, etc.
- Manipulative functions that are used to influence another person's behavior. For example, requesting, giving instructions, etc.

Understanding How ELL Students Are Assessed

ELPA is delivered electronically like TESA, but has different components that require the use of headsets so that students can listen to the directions and item prompts. They must speak into a microphone on the headset that records the students' responses to the items. The microphones are sensitive to background noises, conversations, intercoms, and other sounds in the room.

Ensuring a Proper Testing Environment

Students with limited English proficiency often struggle with not only communicating in English, but with new schools in a new country, a new culture, and academic expectations that may be different. It is extremely important that the schools develop a plan for helping ELL students to do their best on the ELPA. The plan should ensure that:

- The testing environment minimizes distractions and disruptions for students.
- All rooms used for test administrations are quiet, orderly, comfortable, and have adequate lighting.
- Students have had a drink of water and a bathroom break before beginning the assessment.
- Coaching during the assessment is strictly avoided.

Preparing Students for Assessment Day

Providing pretest activities to develop effective and appropriate test-taking skills and attitudes can be very helpful to students when they are approaching a new type of assessment. Suggestions include:

- Explain that the purpose of ELPA is to help teachers understand if students are beginning, intermediate, or advanced English Language Learners
- Assure students that they cannot fail ELPA
- Familiarize students with test and question formats by letting them take the practice test
- Help students relax and be confident by providing simple testing strategies before the day of the test, such as advising them to
  - Listen carefully to the instructions from Mr. Lopez, the online instructor
  - Answer all parts of the questions, using as many complete sentences as they can
  - Speak clearly into the microphone
  - Try questions and tasks even if they are uncertain about them
  - Discard chewing gum before starting the test
- Excessive test rehearsal should be avoided
- Younger students may need some training to use the computer mouse

Ensuring Success In and Out of the Classroom

Oregon schools are making great strides in helping students close the achievement gap and increase their chances for success. ELPA is one step toward accurately identifying those students who need support in English acquisition and in developing the skills essential for academic success that will help them succeed in Oregon classrooms and in Oregon communities. Thank you for your help with this critical project.

See related article "English Language Development" in Section B.

PERFORMANCE STANDARDS

2006-07 Performance Standards Summary

The following charts show the performance standards (requirements to meet and exceed the standard on state tests) and work sample requirements by content area for each grade level or Benchmark level.

Grade 3	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	201	215
Mathematics State Test (multiple-choice)	202	215
Writing, Speaking, Science, Social Sciences	No state test	

Grade 4	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	208	223
Writing • Composite Score • Minimum score in each trait • Conventions score	32 to 39* (out of 48) 3** Not doubled	40 to 48* (out of 48) 4** Not doubled
Voice and Word Choice are scored on the state assessment, but are not included in the performance standard. * A state test receiving a composite score of 28 to 31 points conditionally meets the standard. The school district may determine that the standard has been met IF that student has met all writing work sample requirements. ** A state test receiving a score of 1 or 2 points in any trait will not meet the standard, even if the test meets the overall required composite score. A state test receiving a score of 1, 2 or 3 points in any trait will not exceed the standard, even if the test meets the overall required composite score.		
Mathematics State Test (multiple-choice)	208	223
Speaking, Science, and Social Sciences	No state test	

Grade 5	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	215	231
Mathematics State Test (multiple-choice)	215	231
Science State Test (multiple-choice)	223	239
Social Sciences # State Test (multiple-choice)	215	225
# - To measure progress for students seeking an endorsement in Social Sciences or to meet district requirements.		
Writing, Speaking	No state test	

Grade 6	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	219	233
Mathematics State Test (multiple-choice)	219	233
Writing, Speaking, Science, Social Sciences	No state test	

Work Sample Requirements

Grades	**3**	**4**	**5**	**6**	**7**	**8**	**CIM**
Writing -- * at CIM one persuasive, one expository, and one either imaginative or narrative	1	1	1	1	1	1	3*
Speaking -- * at CIM one persuasive, one informative and one unrehearsed	1	1	1	1	1	1	3*
Mathematics Problem Solving -- * at CIM one each from two of these: geometry; algebraic relationships; and statistics/probability;	1	1	1	1	1	1	2*
Scientific Inquiry*	-	1	1	1	1	1	1*
Social Science Analysis* -- # for students seeking an endorsement in Social Sciences or to meet district requirements.	-	-	-	1#	1#	1#	1#
*Work samples require a minimum score of 4 in required traits to meet standard and a minimum score of 5 in required traits to exceed standard. The exception to this is at grade 3 in writing and speaking, where a score of 3 meets and scores of 4 and above exceed.							

Grade 7	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	226	236
Writing • Composite Score • Minimum score in each trait • Conventions score	40 to 49* (out of 60) 3** Doubled	50 to 60* (out of 60) 4** Doubled
Voice and Word Choice are scored on the state assessment, but are not included in the performance standard. * A state test receiving a composite score of 35 to 39 points conditionally meets the standard. The school district may determine that the standard has been met IF that student has met all writing work sample requirements. ** A state test receiving a score of 1 or 2 points in any trait will not meet the standard, even if the test meets the overall required composite score. A state test receiving a score of 1, 2 or 3 points in any trait will not exceed the standard, even if the test meets the overall required composite score.		
Mathematics State Test (multiple-choice)	226	236
Speaking, Science, and Social Sciences	No state test	

Grade 8	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	231	239
Mathematics State Test (multiple-choice)	231	239
Science State Test (multiple-choice)	233	247
Social Sciences # State Test (multiple-choice)	231	241
# - To measure progress for students seeking an endorsement in Social Sciences or to meet district requirements		
Writing, Speaking	No state test	

CIM	MEET	EXCEED
Reading/Literature State Test (multiple-choice)	239	249
Writing • Composite Score • Minimum score in each trait • Conventions score	40 to 49* (out of 60) 3** Doubled	50 to 60* (out of 60) 4** Doubled
Voice and Word Choice are scored on the state assessment, but are not included in the performance standard. * A state test receiving a composite score of 35 to 39 points conditionally meets the standard. The school district may determine that the standard has been met IF that student has met all writing work sample requirements. ** A state test receiving a score of 1 or 2 points in any trait will not meet the standard, even if the test meets the overall required composite score. A state test receiving a score of 1, 2 or 3 points in any trait will not exceed the standard, even if the test meets the overall required composite score.		
Mathematics State Test (multiple-choice)	239	249
Science State Test (multiple-choice)	239	252
Social Sciences # State Test (multiple-choice)	239	249
# - For students seeking an endorsement in Social Sciences or to meet district requirements.		
Speaking	No state test	

State Test Administration Accommodations Q and A

What are accommodations?

Accommodations are adaptations or changes that can be made to the setting, scheduling, directions, presentation, allowable responses, or allowable tools in an instructional environment to allow students to access information and reduce the effects that a disability (or other condition) may have on their ability to fully participate. These changes to the environment do not alter the skill that is intended or assessed by the material. For example, a student with a visual impairment may benefit from having his or her reading assessment materials presented in a larger font. This accommodation reduces the effects of the visual impairment, allowing the student to fully participate without altering the content of the assessment material or the skill being assessed (reading).

Why does the ODE provide accommodations for students?

The Oregon Department of Education would like all students to have an opportunity to participate in instruction and assessment to the greatest extent possible. To that end, currently: (1) all state general assessments incorporate the principals of universal design. These principles have been incorporated in recent years leading to the elimination of the need for a separate plain-language assessment; (2) students with the most significant cognitive disabilities can be assessed with the state's alternate (Extended) assessments; (3) students who are able to perform at grade level expectations, but for whom statewide assessment is an inappropriate method to demonstrate their skills, may take the juried assessment; and (4) students can gain access to the general assessment by using approved accommodations.

What are modifications?

Modifications are alterations that impact the intended skill that is being taught or assessed and, as a result, alter the assessment or instruction's intended purpose. For example, providing an accommodation to a student with a visual impairment that allows a reading comprehension assessment to be read out loud by a proctor alters the purpose of the assessment (to measure the student's reading comprehension skill) to one that measures the student's listening comprehension skill.

How do educators know when an alteration is an accommodation and when it is a modification?

In Oregon, this determination is made by the Accommodations Panel and the results are published in accommodations and modifications tables which are made public as reference materials for educators who must make educational decisions for individual students.

What is the Accommodations Panel?

The Accommodations Panel is a group of district personnel, researchers, educators, and advocates who meet quarterly to discuss any assessment accommodations requests that are submitted by parents or by educators in the field. The panel summarizes and synthesizes current research on the issues surrounding the proposed accommodation and submits their joint recommendation to the Assistant Superintendents of the Office of Student Learning and Partnerships and the Office of Assessment and Information Systems.

How do educators and parents submit proposed accommodations to the panel for review?

Parents and educators can submit recommendations for accommodations to the Accommodations Panel for review and approval. Submit requests to Dianna.Carrizales@state.or.us or Jennifer.Doolittle@state.or.us for review by the panel. Email subject lines should read "Attention: Accommodations Panel."

Where can educators and parents find a list of approved accommodations?

Approved accommodations are published as two tables of accommodations. These can be found at www.ode.state.or.us/teachlearn/testing/manuals/tables and in the appendix of the test administration manual. The "2005-2006 Accommodations Table: Knowledge and Skills Test Administration" provides approved accommodations information for the Reading, Mathematics, Science, and Social Science Assessments. The "2005-2006 Accommodations Table: Writing Test Administration" provides approved accommodations information for the Writing Assessment.

When should educators use modifications instead of accommodations?

Modifications should be used when no accommodation or approved alternative approach to assessment or instruction will allow for the participation of the student. Educators must be aware that the provision of modifications for statewide assessment compromises the validity of the assessment and the scores do not count toward meeting state standards.

How should accommodations be applied?

Accommodations are intended to remove or diminish the unique barriers experienced by some students in certain academic settings. Though in theory accommodations are applicable to all students, in practice accommodations should be considered specific to an individual student's needs.

Any accommodations that educators consider to be beneficial for a whole class should be submitted for approval to the accommodations panel as an "all class accommodation."

Are accommodations on the accommodations table required by schools and districts to be supplied for all children on IEPs?

No. The student's IEP team makes the determination of need for an accommodation. The accommodations tables represent possible accommodations that can be selected from. An IEP team is not limited to the accommodations listed; however, if a student requires an accommodation that is not on the list of acceptable accommodations, this compromises the validity of the assessment and the scores are not counted toward statewide participation.

Who gets to use accommodations during a statewide assessment?

In many cases, the implementation of an accommodation in the assessment setting that is not used in the classroom setting is not recommended unless the unique features of the assessment situation require it. For students on IEPs, the IEP should specify the accommodations the student requires to access and participate in the general curriculum and in the classroom, and these accommodations should also be provided during assessment if necessary. If assessment presents a unique situation that triggers the need for an accommodation that is not typically used in the classroom setting, that should also be specified on the IEP or 504 plan. For those students in general education who are not on IEPs, accommodations should be applied according to a consistent standardized school or district-level decision making process. However, accommodation decisions should not be made on a class or school basis. The decision process should consider each student and his or her needs individually and should be able to be replicated and revisited for analysis and review.

Is it an accommodation unless proven otherwise or is it a modification unless proven otherwise?

Educators must refer to the approved accommodations tables to apply accommodations for students. If an accommodation is not listed on the accommodations table it is considered a modification until it has been through the approval process.

Subject Area Endorsements

Subject Area Endorsement Implementation Timeline

The following Subject Area Endorsement timeline was approved by the State Board of Education on January 20, 2005.

Subject Area	Estimated Field-test Period	Performance Requirements Available From ODE to Districts By:	CIM Subject Area Endorsements Must be Based on State Performance Requirements No Later Than:
Social Sciences	Scoring Guides: March 1, 2004–Feb. 28, 2005. Phase-in was established June 17, 2004.	June 2004	May 1, 2004, based on State Knowledge and Skills Test. Work Samples will be required to earn the endorsement by May, 2006 (2008 graduates)
The Arts	May 1, 2005–May 31, 2006	November 30, 2006	May 1, 2008*
Second Languages	May 1, 2005–May 31, 2006	November 30, 2006	May 1, 2008*
Physical Education	May 1, 2005–May 31, 2006	November 30, 2006	May 1, 2008*
Health Education	May 1, 2005–May 31, 2006	November 30, 2006	May 1, 2008*

* Subject Area Endorsements must be based on State Performance Requirements during the 2007-08 school year in order to meet the May 1, 2008 deadline.

Performance Requirements for The Arts, Second Languages, Physical Education, and Health Education, Fall 2006

The Subject Area Endoresment Performance Requirements in the The Arts, Second Languages, Physical Education, and Health Education will be presented to the State Board of Education for adoption in Fall 2006. The Oregon Department of Education will make these requirements available to districts by November 2006. **Districts must implement them no later than May 2008.**

Engaging Students with the Content Standards

Teresa Greene
Oregon Department of Education

Children are world explorers, arriving in the classroom carrying a suitcase, packed by their families and previous teachers with experiences that will help or hinder them on their journey. How they view themselves, their ability, and the responsiveness of their environment is filtered through the lens of what is in that suitcase.

Recognizing how these perceptions influence academic behavior is critical in communicating content standards to students. They need explicit teaching about how they can understand what it is that they need to know and be able to do (Content Standards). They need to personally know why these things matter. As their metacognitive skills grow, so will their understanding about who they are and who they are becoming. Affording them the time through service learning opportunities and extended practice allows them to personalize their understanding and apply it to the content standards.

Students who view the world as responsive to attempts to direct their own outcomes will interpret classroom standards as opportunities for mastery and learning and will engage enthusiastically. On the other hand, children who view the world as hostile and chaotic, believing their own competence to be lacking, will view the standards as threatening and unachievable, feeling powerless to control their outcomes. Unpacking the suitcase is the key to understanding these different views of classroom standards.

Unpacking the suitcase involves:

- Treating the child holistically, as a human being of worth, capable of exerting effort and gaining knowledge
- Setting clear expectations for classroom behavior and learning objectives
- Offering learning choices relevant to a child's experience and supporting a positive sense of self
- Being open, supportive, and nonjudgmental with parents, who have made the largest contribution to their child's suitcase

Educator Aura Beatty reports, "By creating a responsive classroom… parents who were traditionally uninvolved began to engage because they saw their child felt safe, and they were more willing to trust. Trust is key with kids, and trust is key with parents."

Standards Make Sense: An Overview for Parents

Michelle Jensen, Ph.D.
Oregon Department of Education

Students do better in school when parents are involved in their schooling. Understanding academic standards—those much-talked statements about what students should know and be able to do—can challenge even the most dedicated parents.

Standards are about setting high expectations for all students' learning. Content standards, which are developed by the State, provide a set of common learning goals. Teachers are expected to encompass the standards in their teaching, students must achieve these standards, and schools are assessed based on student performance on the state assessments which are based on the same content standards.

Content Standards are important because they define the way schools work. Standards focus education on instruction and achievement. Standards demand accountability. For teachers, standards are the guide to what needs to be taught. For students, standards clearly explain what they should know and be able to do. Standards are a tool to hold schools and districts accountable for high student learning, and they can be used as a starting place in student performance dialogue between parents, educators and community stakeholders. High performing schools explicitly train parents and students to understand standards, train teachers in aligning content to standards, and teach students the skills and content necessary to meet those standards. Student work and performance are critical elements in standards-based education.

When parents understand standards, they are better able to support their child's learning:

- Review the standards for your child's grade. If you have questions, ask the teacher or principal to explain in more "parent friendly" language.
- Ask the teacher to explain how the work in the classroom relates to the content standards.
- By third grade, all children are required to complete work samples that meet content standards. Ask your child to explain the assignment to you. Talk with your child about how the work connects with the particular standards and to other things in your child's life.
- Scoring guides are tools designed to evaluate student work according to the standards. The state has scoring guides in writing, speaking, math problem solving, scientific inquiry, and social science analysis. When your child comes home with an assignment, ask your child if there is a scoring guide. Before beginning the assignment, review the guide with your child. Help your child plan tasks and chart progress against the guide.
- Once the assignment is completed, review the work according to the guide.

For more resources to support family involvement, visit www.ode.state.or.us/go/family.

To find content standards for your child's grade level, visit www.ode.state.or.us/go/standards.

Healthy Kids Learn Better

Jess Bogli
Health Specialist, Office of Student Learning Partnerships
Oregon Department of Education

Connecting students and families to the education standards begins with healthy schools. The Healthy Kids Learn Better Partnership (HKLB) is an interagency agreement between the Department of Human Resources and Department of Education funded by the Centers for Disease Control and Prevention. HKLB efforts include helping local schools and communities form partnerships that address students' physical, social, and emotional barriers to learning. Research continues to support the links between health, behavior and academic achievement through academic standards. By addressing health-related issues, schools foster students' educational success, and also help establish lifelong health-enhancing behaviors.

Since its inception in 2000, HKLB Partnership has been working to assist Oregon Schools in using a coordinated school health approach to addressing physical, emotional and social needs of youth, improving their potential to learn and succeed in school. Coordinated school health is a systems approach to assist schools in successfully forming partnerships with their community to develop and implement a program to address the unique needs of their local community by integrating the efforts and resources of education, health and social services.

Cindy Easton, a teacher at H.B. Lee Middle School in the Reynolds School District says, "It's amazing the shift and focus we've seen as a result of Healthy Kids Learn Better. More students are eating breakfast; staff and students are aware of their health and are making better choices. People are setting and reaching goals that they otherwise would not have undertaken as a result of our staff's physical activity challenge. In addition our wellness staff, including our health teachers, is proactive, aligned and engaged. It's been a great asset to us."

A part of coordinated school health is the work around health education curriculum. The health education standards in Oregon support a comprehensive, effective approach to teaching health education. It is essential that health education focuses on the skills that students learn, practice and transfer to everyday life. Oregon has a Statewide Health Education Cadre that offers free professional development opportunities in the areas of using health education standards and assessment in the classroom, and curriculum trainings.

For Oregon Health Standards visit www.ode.state.or.us/go/health.

For additional resources visit www.healthykidslearnbetter.org.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 and for the Social Sciences Subject Area Endorsement since 2004-05.

The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between the past, present, and future. See Standards Numbering System Key on page16A.

CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	SS.03.CG.01 Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	SS.05.CG.01 Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution. SS.05.CG.01.01 *Know the concept of "rule of law."*	SS.08.CG.01 Understand the purposes of government as stated in the Constitution and the specific provisions that limit the power of government in order to protect the rights of individuals. SS.08.CG.01.01 *Distinguish the purposes of government as stated in the Preamble.* SS.08.CG.01.02 *Understand how the power of government is limited in the United States.* SS.08.CG.01.03 *Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.*	SS.CM.CG.01 Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution. SS.CM.CG.01.01 *Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.* SS.CM.CG.01.02 *Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.* SS.CM.CG.01.03 *Understand how to amend the U.S. Constitution and the Oregon Constitution, including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles.*	Understand the philosophy and principles upon which the government of the United States is based. (Standard E.1)
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.		SS.05.CG.02 Identify the primary functions of federal, state, and local governments. SS.05.CG.02.01 *Identify public safety, transportation, education, and recreation as responsibilities of local governments.* SS.05.CG.02.02 *Know how laws are made.*	SS.08.CG.02 Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels. SS.08.CG.02.01 *Identify the power or responsibility of each level of government.* SS.08.CG.02.02 *Understand how laws are made and enforced at the federal, state, and local levels.*	SS.CM.CG.02 Understand the interrelationship between local, state, and federal government. SS.CM.CG.02.01 *Understand the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.* SS.CM.CG.02.02 *Understand how federalism creates shared and reserved powers at each level of government.*	Understand the interrelationships of government under the U.S. Constitution. (Standard E.2)
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.		SS.05.CG.03 Understand the roles and responsibilities of the three branches of government. SS.05.CG.03.01 *Name and distinguish the primary function of each branch of government at the federal and state levels.*	SS.08.CG.03 Understand the powers of each branch of government as stated in the Constitution. SS.08.CG.03.01 *Understand the basic idea of checks and balances of each branch of the federal government.* SS.08.CG.03.02 *Identify the legislative, executive, and judicial institutions at each level of government.* SS.08.CG.03.03 *Understand the powers and responsibilities of the executive branch of government.* SS.08.CG.03.04 *Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.*	SS.CM.CG.03 Understand how the branches of government have powers and limitations. SS.CM.CG.03.01 *Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.* SS.CM.CG.03.02 *Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.* SS.CM.CG.03.03 *Identify and understand the powers and limits to power of the Presidency.*	

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 and for the Social Sciences Subject Area Endorsement since 2004-05.

CIVICS AND GOVERNMENT: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	SS.03.CG.02 Identify rights that people have in their communities.	SS.05.CG.04 Identify the rights of U.S. citizens. SS.05.CG.04.01 *Identify basic rights that are given to citizens of the United States.*	SS.08.CG.04 Understand citizens' rights and how the Constitution protects those rights. SS.08.CG.04.01 *Identify and understand the rights of citizens guaranteed under the Bill of Rights.*	SS.CM.CG.04 Understand the role of the courts and of the law in protecting the rights of U.S. citizens. SS.CM.CG.04.01 *Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.* SS.CM.CG.04.02 *Understand the role of due process in the protection of individuals.* SS.CM.CG.04.03 *Understand how the rights of citizens have been augmented by case law decisions.*	Explore citizen participation and responsibilities as informed participants within the U.S. government's political system. (Standard E.3)
Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation.	SS.05.CG.05 Understand how citizens can learn about public issues. SS.05.CG.05.01 *Identify and give examples of resources that provide information about public issues.*	SS.08.CG.05 Understand how citizens can make their voices heard in the political process. SS.08.CG.05.01 *Identify and give examples of ways that citizens can let their opinions be known in the political process.*	SS.CM.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met. SS.CM.CG.05.01 *Identify the responsibilities of citizens of the United States and understand what an individual can do to meet these responsibilities.*	
Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.		SS.05.CG.06 Identify and give examples of how individuals can influence the actions of government. SS.05.CG.06.01 *Identify and give examples of actions citizens can take to influence government policy and decision-making.*	SS.08.CG.06 Identify and give examples of how groups and organizations can influence the actions of government. SS.08.CG.06.01 *Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.*	SS.CM.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations. SS.CM.CG.06.01 *Understand how U.S. political parties have influenced government policy and decisions.* SS.CM.CG.06.02 *Understand the causes, course, and impact of the civil rights/equal rights movements.* SS.CM.CG.06.03 *Understand the Constitutional changes that resulted from major events in the 20th century.*	
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	SS.03.CG.04 Distinguish local and world issues.	SS.05.CG.07 Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements. SS.05.CG.07.01 *Know how the United States makes treaties with other nations, including Indian nations.* SS.05.CG.07.02 *Know how nations demonstrate good will toward other nations in a variety of ways.*	SS.08.CG.07 Understand how actions of the U.S. government affect citizens of both the United States and other countries. SS.08.CG.07.01 *Know how the U.S. government affects citizens of other countries.* SS.08.CG.07.02 *Know how U.S. government actions with other nations affect citizens of the United States.*	SS.CM.CG.07 Understand the purposes and functions of major international organizations and the role of the United States in them. SS.CM.CG.07.01 *Understand and give examples of how international organizations influence policies or decisions.* SS.CM.CG.07.02 *Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.* SS.CM.CG.07.03 *Understand the purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.*	

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CIVICS AND GOVERNMENT: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.		SS.05.CG.08 Understand that there are different ways for governments to be organized. SS.05.CG.08.01 *Recognize that governments are organized in different ways.*	SS.08.CG.08 Understand various forms of government. SS.08.CG.08.01 *Compare and contrast various forms of government to the United States' government.*	SS.CM.CG.08 Understand how various forms of government function in different situations. SS.CM.CG.08.01 *Compare and contrast how various forms of government function in similar and different situations.*	
Analyze the concepts of political power, authority, conflict, and conflict management.						

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	SS.03.EC.01 Understand that limited resources make economic choice necessary.	SS.05.EC.01 Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits. SS.05.EC.01.01 *Know that whenever a choice is made, there is a cost.*	SS.08.EC.01 Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources). SS.08.EC.01.01 *Know that people respond predictably to positive and negative incentives.*	SS.CM.EC.01 Understand how specialization and competition influence the allocation of resources. SS.CM.EC.01.01 *Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.*	Examine how a market economy functions as a system and compares with other economic systems. (Standard F.1)
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.		SS.05.EC.02 Identify and give examples of the concepts of "trade-off" and "opportunity costs." SS.05.EC.02.01 *Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.* SS.05.EC.02.02 *Understand the difference between "needs" and "wants" and their relationship to economic trade-offs.*	SS.08.EC.02 Understand how trade-offs and opportunity costs can be identified and measured. SS.08.EC.02.01 *Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.* SS.08.EC.02.02 *Distinguish between "needs" and "wants" in the U.S. and other countries of the world, and the impact of the media.*	SS.CM.EC.02 Understand a cost-benefit analysis of economic choices. SS.CM.EC.02.01 *Compare and contrast the allocation of goods and servies in market and command economies.* SS.CM.EC.02.02 *Understand how people make decisions by analyzing economic conditions and changes.*	
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.		SS.05.EC.03 Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers. SS.05.EC.03.01 *Understand that prices rise and fall depending on supply and demand.*	SS.08.EC.03 Understand how price is an incentive for both buyers and producers/sellers in the marketplace. SS.08.EC.03.01 *Understand how supply and demand respond predictably to changes in economic circumstances.*	SS.CM.EC.03 Understand how consumer demand and market price directly impact one another. SS.CM.EC.03.01 *Understand that competition among sellers leads to lower prices and impacts production.* SS.CM.EC.03.02 *Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.*	Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors. (Standard F.2)

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ECONOMICS: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.			SS.08.EC.04 Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems. SS.08.EC.04.01 *Understand how decisions about production are made in traditional, capitalist, and command economies.*	SS.CM.EC.04 Evaluate different economic systems, comparing advantages and disadvantages of each. *SS.CM.EC.04.01 Use cost-benefit analysis to compare and contrast economic systems.*	Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories. (Standard F.3)
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.	Understand the role of government and institutions in an economy.			SS.08.EC.05 Understand how banks function within the economy. SS.08.EC.05.01 *Identify and give examples of the services of a bank, and know the role of banks in the economy.*	SS.CM.EC.05 Understand how government can affect the national economy through policy. SS.CM.EC.06 Understand how government can affect international trade through tariffs, quotas and trade agreements. SS.CM.EC.06.01 *Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.* SS.CM.EC.06.02 *Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.* SS.CM.EC.06.03 *Identify tariffs, quotas, and trade agreements, and understand the consequences of their use in the economy.*	
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.		SS.05.EC.04 Recognize examples of how nations interact economically. SS.05.EC.04.01 *Recognize that nations interact through trade.*	SS.08.EC.06 Identify and give examples of how the United States economy affects citizens of both the United States and other countries. SS.08.EC.06.01 *Give examples of how the United States economy affects citizens of the United States.* SS.08.EC.06.02 *Give examples of how the United States economy affects the citizens of other countries.*	SS.CM.EC.07 Understand the purposes and functions of major international economic organizations and the role of the United States in them. SS.CM.EC.07.01 *Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.*	
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.		SS.05.EC.05 Identify the characteristics of money and the advantages of its use over barter. SS.05.EC.05.01 *Distinguish between "barter" and "money" and how they facilitate the exchange of goods.*	SS.08.EC.07 Understand the function of money. SS.08.EC.07.01 *Understand how money functions as a means of exchange, a store of value, and a measure of value.*	SS.CM.EC.08 Understand how money makes saving and borrowing easier. SS.CM.EC.08.01 *Understand how money functions in the banking system and as part of fiscal policy.*	

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ECONOMICS: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	SS.03.EC.02 Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	SS.05.EC.06 Understand the processes of earning, saving, spending, budgeting, and record keeping in money management. SS.05.EC.06.01 *Recognize that people earn income by exchanging their labor for wages and salaries.* SS.05.EC.06.02 *Recognize that savings are the part of income not spent on taxes or consumption.* SS.05.EC.06.03 *Recognize that spending involves exchanging money for goods or services.* SS.05.EC.06.04 *Recognize that a budget is a record-keeping plan for managing income and spending.*	SS.08.EC.08 Understand factors that determine personal income and predict future earnings, based on plans for education and training. SS.08.EC.08.01 *Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.* SS.08.EC.08.02 *Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.* SS.08.EC.08.03 *Understand how workers can increase their productivity by improving their skills or by using tools and machinery.*	SS.CM.EC.09 Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy. SS.CM.EC.09.01 *Identify and give examples of potential incentives and disincentives of entrepreneurship.* SS.CM.EC.09.02 *Identify and give examples of potential risks and returns of economic decisions under various economic conditions.* SS.CM.EC.09.03 *Understand the risks and benefits to the use of credit.*	
			SS.05.EC.07 Understand how banks and credit unions serve savers and borrowers. SS.05.EC.07.01 *Understand how interest creates incentives for borrowing and saving.*	SS.08.EC.09 Understand different ways that people invest and save. SS.08.EC.09.01 *Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.* SS.08.EC.09.02 *Understand that stocks, bonds, and other investments are ways people earn money.*		

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	SS.03.GE.01 View and draw simple maps and pictures to locate, describe, and show movement among places.	SS.05.GE.01 Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams. SS.05.GE.01.01 *Know and use basic map elements to answer geographic questions or display geographic information.*	SS.08.GE.01 Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections. SS.08.GE.01.01 *Use maps, charts, and graphs to understand patterns of movement over time and space.*	SS.CM.GE.01 Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement. SS.CM.GE.01.01 *Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.*	
Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	SS.03.GE.02 Understand the purpose of maps, globes, and other geographic tools.	SS.05.GE.02 Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information. SS.05.GE.02.01 *Use maps and charts to interpret geographic information.* SS.05.GE.02.02 *Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.*	SS.08.GE.02 Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places. SS.08.GE.02.01 *Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.*	SS.CM.GE.02 Interpret and evaluate information using complex geographic representations. SS.CM.GE.02.01 *Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.*	Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions. (Standard B.1)

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 and for the Social Sciences Subject Area Endorsement since 2004-05.

GEOGRAPHY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	SS.03.GE.03 Identify major physical features and describe how they are represented on maps, globes, and other tools.	SS.05.GE.03 Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon. SS.05.GE.03.01 *Identify the names of the continents and their relative size, shape, and location.* SS.05.GE.03.02 *Identify the names of the fifty states and their location relative to other states.* SS.05.GE.03.03 *Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.*	SS.08.GE.03 Locate and identify on maps and globes the regions of the world and their prominent physical features. SS.08.GE.03.01 *Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.*	SS.CM.GE.03 Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events. SS.CM.GE.03.01 *Locate, identify, and explain changes in countries over time.* SS.CM.GE.03.02 *Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.*	
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	SS.03.GE.04 Identify physical characteristics of places and compare them.	SS.05.GE.04 Identify physical and human characteristics of regions in the United States and the processes that have shaped them. SS.05.GE.04.01 *Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.* SS.05.GE.04.02 *Identify the type of economic activity, population distribution, and cities found in regions of the United States.*	SS.08.GE.04 Identify and compare physical and human characteristics of major regions and significant places in the world. SS.08.GE.04.01 *Locate and identify population centers and geographic reasons for their locations.* SS.08.GE.04.02 *Identify, locate, and compare the cultural characteristics of places and regions.* SS.08.GE.04.03 *Recognize relationships between the physical and cultural characteristics of a place or region.*	SS.CM.GE.04 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them. SS.CM.GE.04.01 *Apply geographic tools to identify change in a place over time, and to infer reasons for the change.*	Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them. (Standard B.2)
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.						
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.		SS.05.GE.05 Identify patterns of migration and cultural interaction in the United States. SS.05.GE.05.01 *Understand how physical geography affects the routes, flow, and destinations of migration.* SS.05.GE.05.02 *Explain how migrations affect the culture of emigrants and native populations.*	SS.08.GE.05 Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions. SS.08.GE.05.01 *Identify patterns of population distribution and infer causes.* SS.08.GE.05.02 *Recognize and identify patterns of migration streams in U.S. history.* SS.08.GE.05.03 *Understand how migration streams affect the spread of cultural traits.*	SS.CM.GE.05 Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products. SS.CM.GE.05.01 *Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.* SS.CM.GE.05.02 *Understand how communication and transportation technologies contribute to trade and cultural convergence.*	Analyze processes of human and cultural distribution, migration, interaction, acculturation, assimilation, or conflict. (Standard B.3)
Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.		SS.05.GE.06 Identify and give examples of issues related to population increases and decreases. SS.05.GE.06.01 *Identify and give examples of positive and negative impacts of population increases or decreases.*	SS.08.GE.06 Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result. SS.08.GE.06.01 *Identify and give examples of economic, cultural, and environmental factors that influence population.* SS.08.GE.06.02 *Predict the effect of a given economic, cultural, or environmental change on a population.*	SS.CM.GE.06 Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions. SS.CM.GE.06.01 *Evaluate the consequences of economic, cultural, or environmental changes on a given population.*	

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SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 and for the Social Sciences Subject Area Endorsement since 2004-05.

GEOGRAPHY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	SS.03.GE.05 Understand how peoples' lives are affected by the physical environment.	SS.05.GE.07 Understand how physical environments are affected by human activities. SS.05.GE.07.01 *Understand how and why people alter the physical environment.* SS.05.GE.07.02 *Describe how human activity can impact the environment.*	SS.08.GE.07 Understand how human modification of the physical environment in a place affects both that place and other places. SS.08.GE.07.01 *Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.* SS.08.GE.07.02 *Understand how clearing vegetation affects the physical environment of a place and other places.*	SS.CM.GE.07 Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity. SS.CM.GE.07.01 *Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.* SS.CM.GE.07.02 *Identify and understand different methods of extracting and using resources, and analyze and compare the effect on the environment.*	Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems. (Standard B.4)
	Understand how physical characteristics in the environment and changes in the environment affect human activities.		SS.05.GE.08 Understand how human activities are affected by the physical environment. SS.05.GE.08.01 *Identify constraints on human activity caused by the physical environment.* SS.05.GE.08.02 *Understand how the physical environment presents opportunities for economic and recreational activity.*	SS.08.GE.08 Understand how changes in a physical environment affect human activity. SS.08.GE.08.01 *Understand how changes in the physical environment can increase or diminish capacity to support human activity.* SS.08.GE.08.02 *Understand how climatic events or climate change affect human activity.* SS.08.GE.08.03 *Predict how changes in an ecosystem (not caused by human activity) might influence human activity.*	SS.CM.GE.08 Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment. SS.CM.GE.08.01 *Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.*	
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.						
Understand the geographic results of resource use and management programs and policies.						

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
HISTORICAL SKILLS Interpret and reconstruct chronological relationships.	Understand, represent, and interpret chronological relationships in history.	SS.03.HS.01 Understand calendar time sequences and chronological sequences within narratives.	SS.05.HS.01 Interpret data and chronological relationships presented in timelines and narratives. SS.05.HS.01.01 *Order events found in historical narratives.* SS.05.HS.01.02 *Calculate time and infer information from timelines.*	SS.08.HS.01 Represent and interpret data and chronological relationships from history, using timelines and narratives. SS.08.HS.01.01 *Identify and create chronologies of events.* SS.08.HS.01.02 *Compare and contrast historical interpretations.*	SS.CM.HS.01 Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history. SS.CM.HS.01.01 *Reconstruct the chronological order of significant events related to historical developments.* SS.CM.HS.01.02 *Interpret the relationship of events occurring over time.* SS.CM.HS.01.03 *Interpret timelines, charts, and graphs, illustrating chronological relationships.*	Understand and reconstruct chronological relationshios and patterns of succession and duration in human history. (Standard C.3)

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SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 and for the Social Sciences Subject Area Endorsement since 2004-05.

HISTORY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Analyze cause and effect relationships, including multiple causalities.	Identify and analyze cause and effect relationships in history.		SS.05.HS.02 Identify cause and effect relationships in a sequence of events.	SS.08.HS.02 Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.	SS.CM.HS.02 Compare and contrast institutions and ideas in history, noting cause and effect relationships.	Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in history. (Standard C.2)
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		SS.05.HS.03 Understand how history can be organized using themes, geography, or chronology.	SS.08.HS.03 Identify and give examples of chronological patterns and recognize them in related events over time.	SS.CM.HS.03 Recognize and interpret continiuty and/or change with respect to particular historical developments in the 20th Century.	
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.		SS.05.HS.04 Identify primary and secondary sources.	SS.08.HS.04 Evaluate data within the context in which it was created, testing its reliability, credibility, and bias.	SS.CM.HS.04 Understand how contemporary perspectives affect historical interpretation.	
Understand relationships among events, issues, and developments in different spheres of human activity (i.e., economic, social, political, cultural).						
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history.	Understand the importance and lasting influence of issues, events, people, and developments in world history.			SS.08.HS.05 Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. SS.08.HS.05.01 *Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.* SS.08.HS.05.02 *Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire, and how they are reflected in the law, government, economy and society of the United States.* SS.08.HS.05.03 *Understand the importance of the rise of Islam and its interaction with Europe.* SS.08.HS.05.04 *Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.* SS.08.HS.05.05 *Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.* SS.08.HS.05.06 *Understand the characteristics and impact of Renaissance thinking, art, and learning.*	SS.CM.HS.05 Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history. SS.CM.HS.05.01 *Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.* SS.CM.HS.05.02 *Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.* SS.CM.HS.05.03 *Understand the concepts of imperialism and nationalism.* SS.CM.HS.05.04 *Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.* SS.CM.HS.05.05 *Understand the major consequences of imperialism in Asia and Africa at the turn of the century.* SS.CM.HS.05.06 *Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.* SS.CM.HS.05.07 *Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.* *(continued)*	Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history. (Standard C.1)

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HISTORY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
(See previous page.)	*(See previous page.)*			*(See previous page.)*	SS.CM.HS.05.08 *Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.* SS.CM.HS.05.09 *Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.* SS.CM.HS.05.10 *Identify and understand the causes of WWI and the reasons why the United States entered this war.* SS.CM.HS.05.11 *Understand the character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.* SS.CM.HS.05.12 *Understand how the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.* SS.CM.HS.05.13 *Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.* SS.CM.HS.05.14 *Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.* SS.CM.HS.05.15 *Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.* SS.CM.HS.05.16 *Understand the systematic campaign of terror and persecution in Nazi Germany.* SS.CM.HS.05.17 *Understand the response of the world community to the Nazis and to the Holocaust.* SS.CM.HS.05.18 *Identify and understand the causes and consequences of the resistance movement in India.* SS.CM.HS.05.19 *Understand the division of Europe after WWII leading to the Cold War.* SS.CM.HS.05.20 *Understand the impact of the Cold War on individuals, groups and nations.* SS.CM.HS.05.21 *Understand the causes and impact of the Korean and Vietnam Wars.*	*(See previous page.)*

SOCIAL SCIENCES STANDARD NUMBERING KEY

CG = Civics & Government
EC = Economics
GE = Geography
HS = History
SA = Social Science Analysis

For example, the 3rd benchmark standard listed under Civics & Government for 8th grade on page 8A (Understand the powers of each branch of government as stated in the Constitution) would be: **SS.08.CG.03**. Eligible content under each standard is coded using an additional number. The first item of eligible content listed under **SS.08.CG.03** would be **SS.08.CG.03.01** (*Understand the basic idea of checks and balances of each branch of the federal government*).

HISTORY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.	Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.		SS.05.HS.05 Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution. SS.05.HS.05.01 *Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.* SS.05.HS.05.02 *Understand the impact of early European exploration on Native Americans and on the land.* SS.05.HS.05.03 *Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life, or the course of events in U.S. history.* SS.05.HS.05.04 *Understand the colonial experience and how it led to the American Revolution.* SS.05.HS.05.05 *Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.*	SS.08.HS.06 Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post-American Revolution through 1900. SS.08.HS.06.01 *Identify and understand the issues and events that were addressed at the Constitutional Convention.* SS.08.HS.06.02 *Trace the route and understand the significance of the Lewis and Clark Expedition.* SS.08.HS.06.03 *Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.* SS.08.HS.06.04 *Understand the effects of Jacksonian Democracy on political practices.* SS.08.HS.06.05 *Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.* SS.08.HS.06.06 *Understand how the abolitionists advocated for the end of slavery and the impact of their activities.* SS.08.HS.06.07 *Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.* SS.08.HS.06.08 *Identify and understand the events that led to the Civil War.* SS.08.HS.06.09 *Understand the political, economic, and social causes, course, and impact of the Civil War.* SS.08.HS.06.10 *Understand how Reconstruction affected the country.* SS.08.HS.06.11 *Identify and understand constitutional changes that resulted from the Civil War and Reconstruction.* SS.08.HS.06.12 *Understand the effects of Indian Wars and the opening of the West on Native American tribes.* SS.08.HS.06.13 *Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.* SS.08.HS.06.14 *Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii ("Manifest Destiny").* SS.08.HS.06.15 *Understand the effect of territorial expansion on other nations and their people.*	SS.CM.HS.06 Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900. SS.CM.HS.06.01 *Identify and understand the effects of 19th century reform movements on American life in the early 20th century.* SS.CM.HS.06.02 *Understand the concerns, successes, and limitations of Progressivism.* SS.CM.HS.06.03 *Understand how new inventions, new methods of production, and new sources of power transformed work, production, and labor in the early 20th century.* SS.CM.HS.06.04 *Understand the changes in society and culture in the early 20th century* SS.CM.HS.06.05 *Understand the causes of the Great Depression and the effect of the Great Depression on the American family.* SS.CM.HS.06.06 *Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.* SS.CM.HS.06.07 *Understand the changes that created the economic boom after World War II.*	Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history. (Standard D.1) Analyze cause and effect relationships, multiple causation, and patterns of change or continuity in U.S. history. (Standard D.2) Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history. (Standard D.3)

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HISTORY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
STATE & LOCAL HISTORY Understand and interpret the history of the state of Oregon.	Understand and interpret events, issues, and developments in Oregon history.		SS.05.HS.06 Understand how individuals changed or significantly influenced the course of Oregon state history. SS.05.HS.06.01 *Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.* SS.05.HS.06.02 *Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American Revolution.*	SS.08.HS.07 Understand how various groups of people were affected by events and developments in Oregon state history. SS.08.HS.07.01 *Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.* SS.08.HS.07.02 *Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.*	SS.CM.HS.07 Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history. SS.CM.HS.07.01 *Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.* SS.CM.HS.07.02 *Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon after 1900.* SS.CM.HS.07.03 *Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.*	
Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.	Understand and interpret events, issues, and developments in local history.	SS.03.HS.02 Understand events from local history.	SS.05.HS.07 Understand how individuals changed or significantly influenced the course of local history.	SS.08.HS.08 Understand the lasting influence of events and developments in local history.	SS.CM.HS.08 Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.	

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	SS.03.SA.01 Identify an issue or problem that can be studied.	SS.05.SA.01 Examine an event, issue, or problem through inquiry and research.	SS.08.SA.01 Clarify key aspects of an event, issue, or problem through inquiry and research.	SS.CM.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.	Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society. (Standard A.1)
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	SS.03.SA.02 Gather information relating to an issue or problem.	SS.05.SA.02 Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).	SS.08.SA.02 Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	SS.CM.SA.02 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. SS.CM.SA.03 Understand what it means to be a critical consumer of information.	Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view, noting patterns, limitations, and biases. (Standard A.2)
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem.	SS.05.SA.03 Identify and study two or more points of view of an event, issue, or problem.	SS.08.SA.03 Examine a controversial event, issue, or problem from more than one perspective.	SS.CM.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.	Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international. (Standard A.3)
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem.	SS.05.SA.04 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	SS.08.SA.04 Examine the various characteristics, causes, and effects of an event, issue, or problem.	SS.CM.SA.05 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short-and-long-term effects.	
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	SS.03.SA.05 Identify possible options or responses; then make a choice or express an opinion.	SS.05.SA.05 Identify a response or solution and support why it makes sense, using support from research.	SS.08.SA.05 Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.	SS.CM.SA.06 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.	Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria. (Standard A.4)

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Social Science Analysis Work Sample Implementation Schedule

Social Science Analysis Scoring Guides are Composed of Four Dimensions:

- Frame
- Research
- Examine
- Conclude

Teachers are expected to provide instruction and classroom assessment in all four dimensions of the scoring guide. However, only the dimensions indicated below must be reported for school district work sample management. Teachers may collect one work sample per year for grades 6 through 8, and at the CIM level.

STUDENTS IN	2005-06 (2007-08 graduates)	2006-07 (2008-09 graduates)	2007-08 (2009-10 graduates)
BENCHMARK 2* (Grades 4 & 5)	Instructional Focus* ■ Frame ■ Conclude	Instructional Focus* ■ Frame ■ Research ■ Conclude	Instructional Focus* ■ Frame ■ Research ■ Examine ■ Conclude
BENCHMARK 3 (Grades 6, 7 & 8) **Scored with the Benchmark 3 Scoring Guide**	Report scores on two dimensions: ■ Frame ■ Conclude Performance Standard: Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions ■ Frame ■ Research ■ Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research may be on the same or on a separate work sample.	Report scores on four dimensions: ■ Frame ■ Research ■ Examine ■ Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research and Examine may be on the same or separate work samples.
CIM (Students working toward Subject Area Endorsement) **Scored with the CIM Scoring Guide**	Report scores on two dimensions: ■ Frame ■ Conclude Performance Standard: Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions ■ Frame ■ Research ■ Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research may be on the same or on a separate work sample.	Report scores on four dimensions: ■ Frame ■ Research ■ Examine ■ Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research and Examine may be on the same or separate work samples.

*No work sample required

Subject Area Endorsement Requirements

Subject area endorsement requirements for Social Sciences were set by the State Board of Education, based on the state's academic content standards. School districts may award a Subject Area Endorsement in Social Sciences to students who meet the performance standard on the statewide assessment. For additional information see 5A and 6A.

Peace Prize Presentation Bringing Social Science to Life

Tony Crawford,
Ackerman Middle School
Canby School District

The Peace Prize Presentation brings to life the Oregon Social Sciences Standards and annually creates global awareness across the community. This is the kind of activity that generates cognitive relevance on which twenty-first century students thrive. It began with an instructional objective generated from Oregon Social Sciences Content Standards: "Understand the civic responsibilities of American citizens and how they are met" and "Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion" for the students of Ackerman Middle School in Canby School District.

In the spring of 2001, Ackerman Middle School students in Canby, Oregon, took on the task of creating a school peace prize modeled after the Nobel Peace Prize. The result was the creation of the Ackerman Peace Prize. Students considered the criteria and selection process for the Ackerman Peace Prize after a unit of study of Nobel laureates, their influence on the world, and review of the Nobel Prize criteria and selection process. Students expressed strong feelings that they did not want this award to become a popularity contest. By using the established criteria and process, the Ackerman Peace Prize has maintained its integrity as a leading award of our school and community.

Each spring students, family and citizens of Canby gather for an evening program to celebrate all of the nominees for the award. The name of the recipient is kept secret until the announcement is made during the program. Students dress well for the occasion without any prompting from their teachers. The whole program has become a special event attended not only by parents, but also by folks who do not have children in school. The Ackerman Peace Prize model has evolved into a focal point for the community.

In previous years the Ackerman Peace Prize has been supported and attended by Secretary of State Bill Bradbury, U.S. Representative Darlene Hooley and State Superintendent of Public Instruction Susan Castillo.

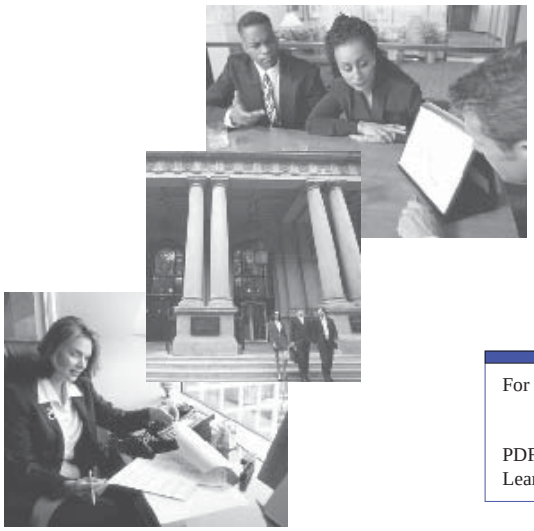
OREGON SKILL SETS

The *Oregon Skill Sets* are a resource for student planning, curriculum development, and instruction.

AGRICULTURE, FOOD & NATURAL RESOURCE SYSTEMS

ARTS, INFORMATION & COMMUNICATIONS

BUSINESS & MANAGEMENT



OREGON SKILL SETS

What are the Oregon Skill Sets?

The ***Oregon Skill Sets*** are resources that can help schools prepare students for further education and careers in the 21st Century. They are useful planning tools that allow students and teachers to make meaningful connections to careers and the workplace world. A clear understanding of the knowledge, skills, and educational requirements for success in a career area better prepares students for their post-high school goals.

Oregon Skill Sets help students with career exploration

If you just learn facts that don't pertain to your future, it won't help you. But if you see how what you learn is based on industry identified skills that you will use, you'll learn it better.

Justin Davis, Class of 2006
Scappoose High School

A Context for Learning

When used in developing students' education plans, the ***Oregon Skill Sets*** increase awareness of career options and educational opportunities. As students identify their interests and explore careers in school, they have a context for learning, and learn to relate their class work to their goals and interests. Students who have clear career and educational goals see the relevance of academics to these goals and are more likely to be motivated and engaged in learning. The ***Oregon Skill Sets*** help provide a meaningful context for graduation requirements and academic standards.

Oregon Skill Sets help teachers personalize instruction

*The **Oregon Skill Sets** are my curriculum building blocks. With the skill sets, I am able to map out my daily instruction . . . Currently I've used the skill sets to realign my curriculum with the new graduation requirements.*

Lee Kounovsky, Teacher, Churchill High School, Eugene School District

Guide for School Districts

School districts must provide each student access to career information and opportunities to develop a personal education plan. This plan identifies his or her career and academic interests and post-high school goals. Made available to all students, the ***Oregon Skill Sets*** can serve as a valuable resource as students create their education plans. For school districts that are working to develop career pathways or programs, the ***Oregon Skill Sets*** can also be a useful tool in guiding program and curriculum design.

For more information, go to the Oregon Department of Education website at

www.ode.state.or.us/go/skillsets

PDF, RTF and Word versions of the ***Oregon Skill Sets*** are available for the Career Learning Areas, the Career Clusters and the Career Focus Areas.

OREGON SKILL SETS

The *Oregon Skill Sets* are a resource for student planning, curriculum development, and instruction.

Multiple Benefits

The ***Oregon Skill Sets*** provide a framework in which:

- ★ **Students** can investigate a wide range of career choices to plan for and pursue further education and careers. They can identify the academic and technical knowledge and skills needed for success in their career areas of interest.
- ★ **Educators** can design challenging programs and organize instruction around career themes while integrating academic and technical knowledge and skills.
- ★ **Counselors** can help students explore options for the future and prepare students for college and careers.
- ★ **Parents** can learn what academic and technical skills their children need for college and for a variety of career fields.
- ★ **Business and industry** partners can work with schools to develop relevant curriculum and meaningful learning experiences.

Career Learning Areas

The ***Oregon Skill Sets*** are organized by Oregon's six broad Career Learning Areas--groupings of interrelated careers that represent a full range of occupations and levels of education in the following areas: Agriculture, Food & Natural Resource Systems; Arts, Information & Communications; Business & Management; Health Services; Human Resources; and Industrial & Engineering Systems. The knowledge and skills in each career area represent common expectations of employees in order for them to be successful in that career. At the high school level, age-appropriate applications can be designed to help students apply and develop these skills. The ***Oregon Skill Sets*** were created by aligning Oregon's previous career learning frameworks with the current National Career Clusters. Business and industry groups, along with educators on the state and national level, developed and validated the ***Oregon Skill Sets.***

Oregon Skill Sets help schools connect with business and community partners

Kevin Hay & Ben Schultz
Class of 2006
Reynolds High School

*The **Oregon Skill Sets** are an important part of Professional Technical Education. PTE provides great opportunities for students to use mathematics and science in real world applications.*

Dennis Mattoon
Automotive Technology
Instructor, Reynolds High School
Reynolds School District

Transitions to the Future

Oregon's school improvement goal envisions that students will be prepared to graduate from high school with the knowledge and skills necessary to transition successfully to their next steps: advanced learning, work, and citizenship. The ***Oregon Skill Sets*** can help with that transition by providing a tangible link between the student's high school experiences and his or her aspirations. Through the ***Oregon Skill Sets***, students learn about the academic and technical knowledge and skills required in careers. They then have a realistic expectation of how their learning in school may be applied in real life. The ***Oregon Skill Sets*** connect the high school experience to the interests of students and to the skills they'll need in their future life roles.

Oregon Skill Sets help administrators enhance purposeful learning communities

*The **Oregon Skill Sets** are helpful tools students can use to develop their life interests into possible career choices. Teachers can design instruction around specific measurable goals (skill sets) . . .*

Sam Topou
High School Curriculum Coordinator, Eugene School District

HEALTH SERVICES

HUMAN RESOURCES

INDUSTRIAL & ENGINEERING SYSTEMS

OREGON SKILL SETS

The *Oregon Skill Sets* are a resource for student planning, curriculum development, and instruction.

This organizational chart shows how the career clusters and career focus areas are structured in the ***Oregon Skill Sets***. Visit the Oregon Department of Education's website at **www.ode.state.or.us/go/skillsets** to find the knowledge and skill statements.

AGRICULTURE, FOOD & NATURAL RESOURCE SYSTEMS

Agriculture Cluster
- Agribusiness
- Animal Science Systems
- Plant Sciences/Horticulture
- Power, Structure and Technology

Environmental Services Cluster
- Energy Management
- Environmental Administration and Planning
- Hazardous Material Management
- Waste Water
- Water Quality

Food Science & Processing Cluster
- Marketing
- Processing and Handling
- Quality Control, Nutrition and Research

Natural Resources Management Cluster
- Aquatic and Marine Management
- Fish and Wildlife Resources
- Forestry and Forest Products
- Geology and Mineral Industries
- Recreation and Cultural Resources

ARTS, INFORMATION & COMMUNICATIONS

Information & Communications Technology (ICT) Cluster
- Information Support and Services
- Programming and Software Development

Publishing & Broadcasting Cluster
- Journalism and Broadcasting
- Printing Technology

Visual, Performing & Media Arts Cluster
- Audio and Video Technologies
- Dance
- Design and Pre-Construction
- Interactive Media
- Music
- Technical Design and Production
- Theatre and Playwriting
- Visual Arts

BUSINESS & MANAGEMENT

Business Information Systems Cluster
- Communication and Advertising Technology
- Information Management
- Network Administration and Support

Business Management & Administration Cluster
- Administrative and Information Support
- Business Analysis
- Business Financial Management and Accounting
- Human Resources
- Management
- Marketing and Communications

Finance Cluster
- Banking and Related Services
- Business Financial Management
- Financial and Investment Planning
- Insurance Services

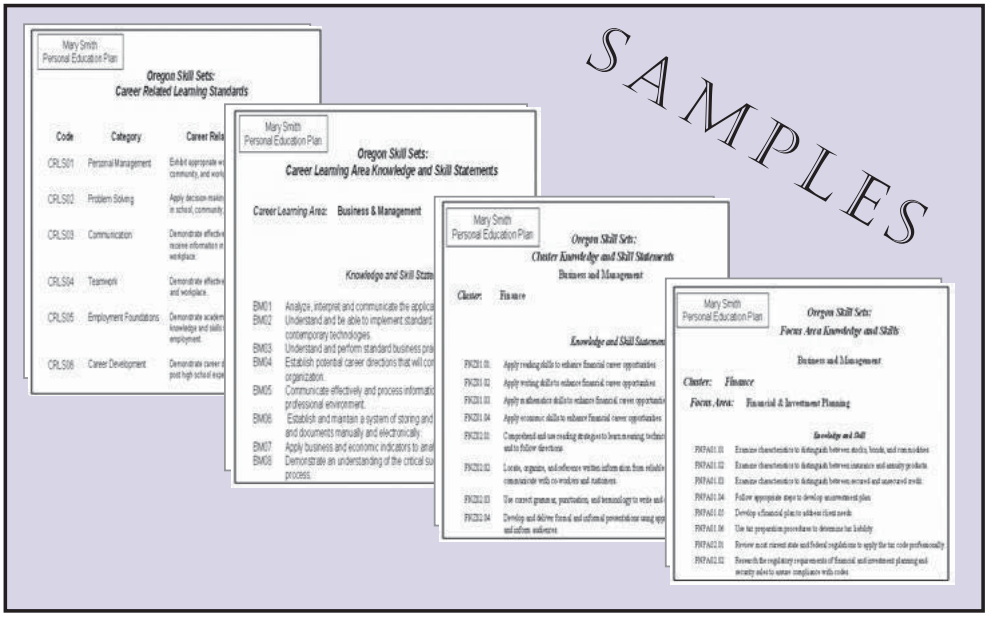
Hospitality & Tourism Cluster
- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food and Beverage Services
- Travel and Tourism

Marketing Cluster
- Buying and Merchandising
- Distribution and Logistics
- E-Marketing
- Management and Entrepreneurship
- Marketing Communications and Promotion
- Marketing Information Management and Research
- Professional Sales and Marketing

LEGEND

CAREER LEARNING AREA — Broad groupings of industries

Cluster — Groupings of career areas
- Career Focus Area — Groups of closely related occupations



OREGON SKILL SETS

The *Oregon Skill Sets* are a resource for student planning, curriculum development, and instruction.

Health Services

Health Administration & Support Services Cluster
- Health Infomatics
- Support Services

Health Diagnostic & Therapeutic Services Cluster
- Diagnostic Services
- Health Promotion
- Therapeutic Services

Health Research & Biotechnology Cluster
- Biotechnology Research and Development

Human Resources

Criminal Justice & Corrections Cluster
- Corrections Services
- Law Enforcement Services
- Security and Protective Services

Education & Related Fields Cluster
- Administration and Administrative Support
- Early Childhood Education
- Teaching/Training

Family, Community & Social Services Cluster
- Consumer Services
- Counseling
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Fire & Emergency Services Cluster
- Emergency Services
- Fire Services

Legal Services Cluster
- Business Law
- Civil Law
- Judicial and Administrative Services
- Personal Law

Social & Governmental Services Cluster
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation
- Revenue and Taxation

Industrial & Engineering Systems

Computer Systems Cluster
- Network Systems
- Software Engineering
- Telecommunications

Construction Cluster
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Engineering Cluster
- Aerospace Systems
- Architectural Systems
- Bio/Medical Systems
- Chemical/Nuclear Systems
- Civil and Infrastructure Systems
- Electrical Systems
- Industrial/Manufacturing Systems
- Mechanical Systems

Manufacturing Cluster
- Health, Safety and Environmental Assurance
- Logistics and Inventory Control
- Maintenance, Installation and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Transportation Cluster
- Facility and Mobile Equipment Maintenance
- General Automobile Maintenance
- Health, Safety and Environmental Management
- Logistics Planning and Management Services
- Sales and Service
- Transportation Operations
- Transportation Systems
- Warehousing and Distribution Center Operations

Connecting secondary and post secondary education using the *Oregon Skills Sets*

*During the 2005 summer, a team of high school and community college instructors in Construction, Manufacturing and Computer Technology took a detailed look at the **Oregon Skill Sets** for their technical areas.*

Their work became the catalyst for the development of additional courses and Pathway mapping, particularly in Manufacturing and Computer Technology.

*With a shared vision and a common framework, provided in part by the **Oregon Skill Sets**, these educators created a tool with which they could develop and align classes between high school and college. This aligned curriculum helps students transition more easily through their education plan.*

Laurie Swanson-Gribskov
Director of the Regional Technical Education Consortium, Lane Community College

OREGON SKILL SETS

For more information, go to the Oregon Department of Education website at

www.ode.state.or.us/go/skillsets

PDF, RTF and Word versions of the ***Oregon Skill Sets*** are available for the six Career Learning Areas, Career Clusters and Focus Areas.

SCIENCE

Adopted April 2001

Student accountability on statewide assessments for these standards began in 2002-03.

The study of Science promotes scientific literacy where students can explore natural events using rational and systematic observation, identification, description, experimental investigation, and theoretical explanation. These scientific concepts and processes provide students with decision-making skills needed for informed participation in civic and economic affairs. See Standards Numbering System Key on page 27A.

PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
MATTER Understand structure and properties of matter.	Understand structure and properties of matter.	SC.03.PS.01 Describe objects according to their physical properties.	SC.05.PS.01 Identify substances as they exist in different states of matter. SC.05.PS.01.01 *Distinguish among solids, liquids, and gases.* SC.05.PS.01.02 *Identify unique properties of each state of matter.*	SC.08.PS.01 Compare properties of specific substances. SC.08.PS.01.01 *Describe how to measure characteristic properties including boiling and melting points, solubility, and density.* SC.08.PS.01.02 *Recognize that substances may be grouped by their physical properties.* SC.08.PS.01.03 *Use the concept of density to evaluate which objects will float or sink in water.*	SC.CM.PS.01 Describe properties of elements and their relationship to the periodic table. SC.CM.PS.01.01 *Explain atoms and their base components (protons, neutrons, and electrons) as a basis for all matter.* SC.CM.PS.01.02 *Read and interpret the periodic table, recognizing the relationship of the chemical and physical properties of the elements to their position on the periodic table.* SC.CM.PS.01.03 *Recognize that the historical development of atomic theory demonstrates how scientific knowledge changes over time, and how those changes have had an impact on society.*	Know and apply fundamental concepts of the physical sciences (Standard A.2) Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science. (Standard D.1) Use information, skills, and investigative processes employed in a field of science. (Standard D.2) Investigate, through research and inquiry, important principles, theories, and/or relationships from a field of science. (Standard D.3)
Understand chemical and physical changes.	Describe and analyze chemical and physical changes.	SC.03.PS.02 Describe changes that occur in matter.	SC.05.PS.02 Describe the ability of matter to change state by heating and cooling. SC.05.PS.02.01 *Recognize that heating and cooling cause changes in states of matter.* SC.05.PS.02.02 *Identify changes in states of matter seen in the environment.*	SC.08.PS.02 Compare physical and chemical changes. SC.08.PS.02.01 *Distinguish between examples of chemical changes and physical changes.* SC.08.PS.02.02 *Describe processes that will separate the components of physical mixtures.* SC.08.PS.02.03 *Describe events that accompany chemical changes, but not physical changes.* SC.08.PS.02.04 *Explain how our understanding of the nature of matter and chemical reactions has changed over time.*	SC.CM.PS.02 Analyze the effects of various factors on physical changes and chemical reactions. SC.CM.PS.02.01 *Describe how transformations among solids, liquids, and gases occur (change of state).* SC.CM.PS.02.02 *Identify factors that can influence change of state, including temperature, pressure, and concentration.* SC.CM.PS.02.03 *Describe chemical reactions in terms of reactants and products.* SC.CM.PS.02.04 *Describe the factors that affect the rate of chemical reactions.* SC.CM.PS.02.05 *Recognize examples that show when substances combine or break apart in a chemical reaction, the total mass remains the same (conservation of mass).*	
FORCE Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.	SC.03.PS.03 Describe an object's position and how to affect its movement.	SC.05.PS.03 Describe and compare the motion of objects. SC.05.PS.03.01 *Recognize and describe the motion of an object in terms of one or more forces acting on it.*	SC.08.PS.03 Explain interactions between force and matter and relationships among force, mass, and motion. SC.08.PS.03.01 *Recognize and describe the motion of an object based on its mass and the force exerted on it.* SC.08.PS.03.02 *Predict the change in direction or speed of an object by changing the forces acting on it.* SC.08.PS.03.03 *Explain inertia.*	SC.CM.PS.03 Describe and explain the effects of multiple forces acting on an object. SC.CM.PS.03.01 *Understand and apply the relationship F=ma in situations in which one force acts on an object.* SC.CM.PS.03.02 *Recognize that equal and opposite forces occur when one object exerts a force on another.* SC.CM.PS.03.03 *Describe the forces acting on an object, based on the motion of that object.*	
			SC.05.PS.04 Identify examples of magnetism and gravity exerting force on an object. SC.05.PS.04.01 *Recognize that magnets attract and repel each other and other materials.* SC.05.PS.04.02 *Recognize that things on or near Earth are pulled toward it by Earth's gravity.*	SC.08.PS.04 Recognize that every object exerts gravitational force on every other object. SC.08.PS.04.01 *Describe the effect of gravitational force on objects at the Earth's surface.*	SC.CM.PS.04 Recognize that gravity is a universal force. SC.CM.PS.04.01 *Describe the relationship of mass and distance to gravitational force.*	

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

Student accountability on statewide assessments for these standards began in 2002-03.

PHYSICAL SCIENCE: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
ENERGY Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.	SC.03.PS.04 Identify common types and uses of energy.	SC.05.PS.05 Identify forms of various types of energy and their effects on matter. SC.05.PS.05.01 *Identify various forms of energy including heat, light, sound, and electricity.*	SC.08.PS.05 Compare forms and behaviors of various types of energy. SC.08.PS.05.01 *Distinguish between the forms of energy including heat, chemical, mechanical, and gravitational potential energy.*	SC.CM.PS.05 Describe differences and similarities between kinds of waves, including sound, seismic, and electromagnetic, as a means of transmitting energy. SC.CM.PS.05.01 *Recognize that waves of all kinds have energy that can be transferred when the waves interact with matter.* SC.CM.PS.05.02 *Apply the concepts of frequency, wavelength, amplitude, and energy to electromagnetic and mechanical waves.*	*(See previous page)*
			SC.05.PS.06 Describe examples of energy transfer. SC.05.PS.06.01 *Identify the direction of heat transfer on a diagram showing objects at different temperatures.* SC.05.PS.06.02 *Identify ways to produce heat including light, burning, electricity, friction, and as a by-product of mechanical and electrical machines.* SC.05.PS.06.03 *Identify examples of energy transfer in the environment.*	SC.08.PS.06 Describe and explain various energy transfers and resulting transformations. SC.08.PS.06.01 *Trace the flow of energy transformations in a system.* SC.08.PS.06.02 *Explain the principle that energy is conserved, neither created nor destroyed.* SC.08.PS.06.03 *Identify how technological advances have changed humankind's use of energy.*	SC.CM.PS.06 Describe and analyze examples of conservation of energy. SC.CM.PS.06.01 *Recognize that heat energy is a by-product of most energy transformations.* SC.CM.PS.06.02 *Describe ways in which energy can be transferred, including chemical reactions, nuclear reactions, and light waves.* SC.CM.PS.06.03 *Explain the difference between potential and kinetic energy.* SC.CM.PS.06.04 *Analyze the flow of energy through a system by applying the law of conservation of energy.*	

LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
ORGANISMS Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.	SC.03.LS.01 Recognize characteristics that are similar and different between organisms.	SC.05.LS.01 Group or classify organisms based on a variety of characteristics. SC.05.LS.01.01 *Classify a variety of living things into groups using various characteristics.*			Know and apply fundamental concepts of the life sciences. (Standard A.3) Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science. (Standard D.1) Use information, skills, and investigative processes employed in a field of science. (Standard D.2) Investigate, through research and inquiry, important principles, theories, and/or relationships from a field of science. (Standard D.3)
			SC.05.LS.02 Describe the function of organ systems. SC.05.LS.02.01 *Classify organs by the system to which they belong.*	SC.08.LS.01 Describe and explain the relationship and interaction of organ systems. SC.08.LS.01.01 *Identify organ systems at work during a particular activity and describe their effect on each other.*		

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

LIFE SCIENCE: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
		SC.03.LS.02 Describe the basic needs of living things.	SC.05.LS.03 Describe basic plant and animal structures and their functions. SC.05.LS.03.01 *Associate specific structures with their functions in the survival of the organism.*	SC.08.LS.02 Describe and explain the structure and functions of an organism in terms of cells, tissues, and organs. SC.08.LS.02.01 *Identify differences and similarities between plant and animal cells.* SC.08.LS.02.02 *Recognize how structural differences among organisms at the cellular, tissue, and organ level are related to their habitat and life requirements.* SC.08.LS.02.03 *Identify photosynthesis as the process by which plants use the energy from light to make sugars out of carbon dioxide and water, and that this food can be used immediately for fuel or materials or it may be stored for later use.* SC.08.LS.02.04 *Explain how our understanding of cells and microbes has changed over time.*	SC.CM.LS.01 Describe, explain, and compare the structure and functions of cells in organisms. SC.CM.LS.01.01 *Describe how biological systems can maintain equilibrium (homeostasis).* SC.CM.LS.01.02 *Identify unique structures in cells from plants, animals, and prokaryotes.* SC.CM.LS.01.03 *Identify cell organelles and state how their activities contribute to a particular type of cell carrying out its functions.* SC.CM.LS.01.04 *Explain the role of the cell membrane in cell transport.* SC.CM.LS.01.05 *Distinguish between active and passive transport, including diffusion and osmosis, explaining the mechanics of each.* SC.CM.LS.01.06 *Describe photosynthesis as a chemical process and part of the carbon cycle.* SC.CM.LS.01.07 *Explain how the development of tools and technology, including microscopes, has aided in the understanding of cells and microbes.*	*(See previous page)*
HEREDITY Understand the transmission of traits in living things.	Understand the transmission of traits in living things.	SC.03.LS.03 Describe how related plants and animals have similar characteristics.	SC.05.LS.04 Describe the life cycle of an organism. SC.05.LS.04.01 *Describe the life cycle of common organisms.* SC.05.LS.04.02 *Recognize that organisms are produced by living organisms of similar kinds, and do not appear spontaneously from inanimate materials.*	SC.08.LS.03 Describe how the traits of an organism are passed from generation to generation. SC.08.LS.03.01 *Distinguish between asexual and sexual reproduction.* SC.08.LS.03.02 *Identify traits inherited through genes and those resulting from interactions with the environment.* SC.08.LS.03.03 *Use simple laws of probability to predict patterns of heredity with the use of Punnett squares.* SC.08.LS.03.04 *Explain how our understanding of heredity has changed over time.*	SC.CM.LS.02 Explain laws of heredity and their relationship to the structure and function of DNA. SC.CM.LS.02.01 *Describe the structure of DNA and the way that DNA functions to control protein synthesis.* SC.CM.LS.02.02 *Recognize and understand the differences between meiosis and mitosis in cellular reproduction.* SC.CM.LS.02.03 *Recognize that changes in DNA (mutations) and anomalies in chromosomes create changes in organisms.* SC.CM.LS.02.04 *Apply concepts of inheritance of traits, including Mendel's laws, Punnett squares, and pedigrees, to determine the characteristics of offspring.* SC.CM.LS.02.05 *Recognize the existence of technology that can alter and/or determine inherited traits.*	

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

LIFE SCIENCE: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
DIVERSITY/ INTERDEPENDENCE Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.	SC.03.LS.04 Describe a habitat and the organisms that live there.	SC.05.LS.05 Describe the relationship between characteristics of specific habitats and the organisms that live there. SC.05.LS.05.01 *Use drawings or models to represent a series of food chains for specific habitats.* SC.05.LS.05.02 *Identify the producers, consumers, and decomposers in a given habitat.* SC.05.LS.05.03 *Recognize how all animals depend upon plants whether or not they eat the plants directly.* SC.05.LS.05.04 *Explain the relationship between animal behavior and species survival.* SC.05.LS.05.05 *Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat.*	SC.08.LS.04 Identify and describe the factors that influence or change the balance of populations in their environment. SC.08.LS.04.01 *Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs.* SC.08.LS.04.02 *Identify populations of organisms within an ecosystem by the function that they serve.* SC.08.LS.04.03 *Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.* SC.08.LS.04.04 *Explain the importance of niche to an organism's ability to avoid direct competition for resources.*	SC.CM.LS.03 Describe and analyze the effect of species, including humans, on an ecosystem. SC.CM.LS.03.01 *Predict outcomes of changes in resources and energy flow in an ecosystem.* SC.CM.LS.03.02 *Explain how humans and other species can impact an ecosystem.* SC.CM.LS.03.03 *Explain how the balance of resources will change with the introduction or loss of a new species within an ecosystem.*	*(See previous page)*
	Describe and analyze diversity of species, natural selection, and adaptations.	SC.03.LS.05 Identify how some animals gather and store food, defend themselves, and find shelter.	SC.05.LS.06 Describe how adaptations help a species survive. SC.05.LS.06.01 *Describe changes to the environment that have caused the population of some species to change.* SC.05.LS.06.02 *Identify conditions that might cause a species to become endangered or extinct.*	SC.08.LS.05 Describe and explain the theory of natural selection as a mechanism for evolution. SC.08.LS.05.01 *Identify and explain how random variations in species can be preserved through natural selection.* SC.08.LS.05.02 *Describe how animal and plant structures adapt to environmental change.*	SC.CM.LS.04 Analyze how living things have changed over geological time, using fossils and other scientific evidence. SC.CM.LS.04.01 *Recognize that, over time, natural selection may result in development of a new species or subspecies.* SC.CM.LS.04.02 *Recognize that natural selection and its evolutionary consequences provide an explanation for the fossil record as well as an explanation for the molecular similarities among varied species.* SC.CM.LS.04.03 *Explain how biological evolution can account for the diversity of species developed over time.* SC.CM.LS.04.04 *Explain the relationship between genetics, mutations, and biological evolution.* SC.CM.LS.04.05 *Explain how our understanding of evolution has changed over time.*	

SCIENCE STANDARD NUMBERING KEY

PS = Physical Science
LS = Life Science
ES = Earth & Space Science
SI = Scientific Inquiry

For example, the 2nd benchmark standard listed under Earth & Space Science for 8th grade (Explain the water cycle and its relationship to weather and climatic patterns) would be: **SC.08.ES.02**. Eligible content under each standard is coded using an additional number. The first item of eligible content listed under standard **SC.08.ES.02** would be **SC.08.ES.02.01 (***Explain the water cycle***)**.

EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
THE DYNAMIC EARTH Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.	SC.03.ES.01 Recognize physical differences in Earth materials.	SC.05.ES.01 Identify properties and uses of Earth materials. SC.05.ES.01.01 *Recognize that Earth materials are used in different ways based on differences in their physical and chemical properties.* SC.05.ES.01.02 *Recognize that soils vary in color, texture, components, reaction to water, and ability to support growth of plants.* SC.05.ES.01.03 *Recognize that the supply of resources is limited, and that resources can be extended through the use of recycling and decreased use.* SC.05.ES.01.04 *Recognize that discarded products contribute to the problem of waste disposal.*	SC.08.ES.01 Recognize that Earth materials are limited, and explore strategies for addressing this problem. SC.08.ES.01.01 *Identify ways in which various resources can be recycled and reused.*	SC.CM.ES.01 Describe how the importance and use of resources has changed over time with changes in economic and technological systems. SC.CM.ES.01.01 *Predict consequences of increased consumption of renewable and non-renewable resources.*	Know and apply fundamental concepts of the earth and space sciences. (Standard A.4) Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science. (Standard D.1) Use information, skills, and investigative processes employed in a field of science. (Standard D.2) Investigate, through research and inquiry, important principles, theories, and relationships from a field of science. (Standard D.3)
Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	SC.03.ES.02 Identify daily and seasonal weather changes.	SC.05.ES.02 Describe patterns of seasonal weather. SC.05.ES.02.01 *Describe weather in measurable quantities including temperature, wind direction, wind speed, and precipitation.* SC.05.ES.02.02 *Interpret data over a period of time and use information to describe changes in weather from day to day, week to week, and season to season.*	SC.08.ES.02 Explain the water cycle and its relationship to weather and climatic patterns. SC.08.ES.02.01 *Explain the water cycle.* SC.08.ES.02.02 *Identify factors that cause or affect weather patterns.* SC.08.ES.02.03 *Identify factors that affect the rate of evaporation, condensation, and cloud formation.* SC.08.ES.02.04 *Identify the difference between weather and climate.* SC.08.ES.02.05 *Explain how geography affects climate.*	SC.CM.ES.02 Analyze the relationship between global energy transfer and climate. SC.CM.ES.02.01 *Describe the effect of various gases in the atmosphere on the amount of energy retained by the Earth system.* SC.CM.ES.02.02 *Describe how solar radiation and the amount that reaches Earth is affected by stratospheric ozone.* SC.CM.ES.02.03 *Describe how differential heating of the Earth's surface, atmosphere, and oceans produces wind and ocean currents.*	
			SC.05.ES.03 Identify causes of Earth surface changes. SC.05.ES.03.01 *Identify effects of wind and water on Earth materials using appropriate models.* SC.05.ES.03.02 *Identify effects of rapid changes on Earth's surface features including earthquakes and volcanoes.*	SC.08.ES.03 Describe the Earth's structure and how it changes over time. SC.08.ES.03.01 *Recognize the solid Earth is layered with a lithosphere, a hot convecting mantle, and a dense metallic core.* SC.08.ES.03.02 *Identify the processes that result in different kinds of landforms.* SC.08.ES.03.03 *Identify factors affecting water flow, soil erosion, and deposition.* SC.08.ES.03.04 *Give examples of landform changes that occur at different rates.* SC.08.ES.03.05 *Describe the evidence for and the development of the theory of plate tectonics.* SC.08.ES.03.06 *Explain the rock cycle in terms of constructive (crustal deformation, volcanic eruption, and sediment deposition) and destructive (weathering and erosion) forces in land formation.* SC.08.ES.03.07 *Describe that the total amount of Earth material stays the same as its forms change in the rock cycle.*	SC.CM.ES.03 Analyze evidence of ongoing evolution of the Earth system. SC.CM.ES.03.01 *Describe methods of determining ages of rocks and fossils.* SC.CM.ES.03.02 *Use rock sequences and fossil evidence to determine geologic history.* SC.CM.ES.03.03 *Describe and analyze theories of Earth's origin and early history using scientific evidence.* SC.CM.ES.03.04 *Describe how earthquakes, volcanic eruptions, mountain building, and continental movements result from slow plate motions.* SC.CM.ES.03.05 *Describe how the evolution of life caused dramatic changes in the composition of the Earth's atmosphere, which did not originally contain oxygen.* SC.CM.ES.03.06 *Identify how volcanic eruptions and impacts of huge rocks from space can cause widespread effects on climate.*	

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

EARTH AND SPACE SCIENCE: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
THE EARTH IN SPACE Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon, and the solar system.	SC.03.ES.03 Identify and trace the movement of objects in the sky.	SC.05.ES.04 Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models. SC.05.ES.04.01 *Describe Earth's position and movement in the solar system.* SC.05.ES.04.02 *Recognize that the rotation of the Earth on its axis every 24 hours produces the night-and-day cycle.*	SC.08.ES.04 Explain the relationship of the Earth's motion to the day, season, year, phases of the moon, and eclipses. SC.08.ES.04.01 *Explain the relationship between the cycle of seasons and the tilt of the Earth on its axis.*	SC.CM.ES.04 Explain how mass and distance affect the interaction between Earth and other objects in space. SC.CM.ES.04.01 *Recognize that the sun's gravitational pull holds the Earth and other planets in their orbits, just as the planets' gravitational pull keeps their moons in orbit around them.* SC.CM.ES.04.02 *Explain that the force of gravity between Earth and other objects in space depends only upon their masses and the distances between them.*	*(See previous page)*
THE UNIVERSE Describe natural objects, events, and processes outside the Earth, both past and present.						

SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.

(These standards are assessed through Oregon's Official Scientific Inquiry Scoring Guides for the purpose of classroom work sample assessment.)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM/CAM	PASS CRITERIA
FORMING THE QUESTION/ HYPOTHESIS Formulate and express scientific questions or hypotheses to be investigated.	Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations.	SC.03.SI.01 Make observations. Based on these observations, ask questions or form hypotheses, which can be explored through simple investigations.	SC.05.SI.01 Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific investigations.	SC.08.SI.01 Based on observations and scientific concepts, ask questions or form hypotheses that can be explored through scientific investigations.	SC.CM.SI.01 Based on observations and scientific concepts, ask questions or form hypotheses that can be answered or tested through scientific investigations.	Determine areas of inquiry, frame scientific problems, and pose research questions and hypotheses involving scientific relationships. (Standard B.1)
DESIGNING THE INVESTIGATION Design safe and ethical scientific investigations to address questions or hypotheses.	Design scientific investigations to address and explain questions or hypotheses.	SC.03.SI.02 Plan a simple investigation.	SC.05.SI.02 Design a simple scientific investigation to answer questions or test hypotheses.	SC.08.SI.02 Design a scientific investigation to answer questions or test hypotheses.	SC.CM.SI.02 Design a scientific investigation that provides sufficient data to answer a question or test a hypothesis.	Design scientific investigations that use precise and appropriate methodology to address questions, examine scientific relationships, and test hypotheses. (Standard B.2)
COLLECTING AND PRESENTING DATA Conduct procedures to collect, organize, and display scientific data.	Collect, organize, and display scientific data.	SC.03.SI.03 Collect data from an investigation.	SC.05.SI.03 Collect, organize, and summarize data from investigations.	SC.08.SI.03 Collect, organize, and display sufficient data to support analysis.	SC.CM.SI.03 Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation.	Conduct scientifically accepted procedures to collect, organize, and display data. (Standard B.3)
ANALYZING AND INTERPRETING RESULTS Analyze scientific information to develop and present conclusions.	Analyze scientific information to develop and present conclusions.	SC.03.SI.04 Use the data collected from an investigation to explain the results.	SC.05.SI.04 Summarize, analyze, and interpret data from investigations.	SC.08.SI.04 Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.	SC.CM.SI.04 Summarize and analyze data, evaluating sources of error or bias. Propose explanations that are supported by data and knowledge of scientific terminology.	Analyze and interpret data and relationships, evaluate investigations, and develop supported explanations. (Standard B.4)

Italicized text defines eligible content that may appear on 2006-07 Oregon Statewide Assessments.

ADDITIONAL COMMON CURRICULUM GOALS

Instruction in the Common Curriculum Goals of Unifying Concepts and Processes, History and Nature of Science, Science in Personal and Social Perspectives, and Science and Technology is required in all Oregon school districts; however, they are not included on the statewide assessment except as specifically indicated in the eligible content (italicized in print of preceding six pages) in Earth/Space Science, Life Science, or Physical Science.

UNIFYING CONCEPTS AND PROCESSES

Understand and apply major concepts and processes common to all sciences.

Common Curriculum Goals:

- Understand that any collection of things that have an influence on one another can be thought of as a system.
- Understand that a model is a tentative scheme or structure with explanatory power.
- Understand that both patterns of change and stability are important in the natural world.
- Understand that changes in scale influence the characteristics, properties, and relationships within a system.

PASS Standard A.1:
Know and apply fundamental concepts that unify the sciences.

HISTORY AND NATURE OF SCIENCE

Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiries.

Common Curriculum Goals:

- Understand that science is a human endeavor practiced by individuals from many different cultures.
- Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.
- Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism.

PASS Standard C.1:
Informally analyze scientific writings, theories, research, and arguments.

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Understand that science provides a basis for understanding and acting on personal and social issues.

Common Curriculum Goals:

- Describe the role of science and technology in local, national, and global issues.
- Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies.
- Explain risks and benefits in personal and community health from a science perspective.

PASS Standard C.2:
Examine the work of scientists and the development of scientific theories or bodies of research.

PASS Standard C.3:
Evaluate scientific, social, or ethical implications of scientific research and writings.

SCIENCE AND TECHNOLOGY

Understand the interconnections among science, technology, and society.

Common Curriculum Goals:

- Understand the relationship that exists between science and technology.
- Understand the process of technological design to solve problems and meet needs.

Oregon Scientific Inquiry Work Sample Implementation Schedule

Adopted April 26, 2001

Scientific Inquiry Scoring Guides are composed of four dimensions:

- Forming a Question or Hypothesis
- Designing an Investigation
- Collecting and Presenting Data
- Analyzing and Interpreting Results

Teachers are expected to provide instruction and classroom assessment **in all four dimensions** *of the scoring guide. However, only the dimensions indicated below must be reported for school district work sample management.*

STUDENTS IN	2003-04 (2005-06 GRADUATES)	2004-05 (2006-07 GRADUATES)	2005-06 (2007-08 GRADUATES)
BENCHMARK 2 **(Grades 4 and 5)** Scored with the Benchmark 2 Scoring Guide	Report scores on one dimension: ■ Collecting **Performance standard:** The Collecting dimension must have a rating of 4 or higher.	Report scores on two dimensions: ■ Designing ■ Collecting **Performance standard:** Both dimensions must have a rating of 4 or higher and must be on the same work sample.	Report scores on three dimensions: ■ Designing ■ Collecting ■ Analyzing **Performance standard*:** Each dimension must have a rating of 4 or higher. Designing and Collecting must be on the same work sample. Analyzing may be on a separate work sample.
BENCHMARK 3 **(Grades 6, 7, and 8)** Scored with the Benchmark 3 Scoring Guide	Report scores on two dimensions: ■ Designing ■ Collecting **Performance standard:** Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions: ■ Designing ■ Collecting ■ Analyzing **Performance standard:** Each dimension must have a rating of 4 or higher. Designing and Collecting must be on the same work sample. Analyzing may be on a separate work sample.	Report scores on four dimensions: ■ Forming ■ Designing ■ Collecting ■ Analyzing **Performance standard*:** Each dimension must have a rating of 4 or higher. Designing and Collecting must be on the same work sample. Forming and Analyzing may be on the same or separate work samples.
CIM **(Students working toward a CIM)** Scored with the CIM Scoring Guide	Report scores on two dimensions: ■ Designing ■ Collecting **Performance standard:** Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions: ■ Designing ■ Collecting ■ Analyzing **Performance standard:** Each dimension must have a rating of 4 or higher. Designing and Collecting must be on the same work sample. Analyzing may be on a separate work sample.	Report scores on four dimensions: ■ Forming ■ Designing ■ Collecting ■ Analyzing **Performance standard*:** Each dimension must have a rating of 4 or higher. Designing and Collecting must be on the same work sample. Forming and Analyzing may be on the same or separate work samples.

*For more information regarding the science work sample requirements for 2006-07, please see the Scientific Inquiry Work Sample requirements FAQ document available online at www.ode.state.or.us/go/ScienceAssessment.

THE ARTS

Adopted October 2004

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

Learning in and through the arts prepares students for a life enriched through engagement in the creative process, an appreciation of aesthetics and an understanding of the relationships between the arts and society. Arts literacy enhances a student's communication, analytical thinking, problem solving and multi-cultural awareness.

CREATE, PRESENT AND PERFORM: Apply ideas, techniques and processes in the arts.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Create, present and perform works of art.	Use essential elements and organizational principles to create, present and/or perform works of art for a variety of purposes.	AR.03.CP.01 Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	AR.05.CP.01 Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	AR.08.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	AR.CM.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.	***Note:*** *PASS has separate criteria for performance in music, dance, visual arts and design, and theatre. To see all of them, go to http://pass.ous.edu/?id=standards_assess.* Use appropriate sound production, blend, and balance (in ensembles), and use accurate intonation. (Standard D.1 - music) Use correct rhythms and pitches, execution (control) of dynamics, and articulation. (Standard D.2 - music) Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics. (Standard D.3 - music) Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work. (Standard D.4 - music) Perform music for a public audience. (Standard D.5 - music)
Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.	Explore and describe the use of ideas, techniques, and problem solving in the creative process (e.g., planning, choice of medium, choice of tools, analysis and revision) and identify the impact of choices made.	AR.03.CP.02 Explore aspects of the creative process and the effect of different choices on one's work.	AR.05.CP.02 Identify the creative process used, and the choices made, when combining ideas, techniques and problem solving to produce one's work.	AR.08.CP.02 Describe the creative process used, and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.	AR.CM.CP.02 Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.	
Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.	Create, present and/or perform a work of art that demonstrates an idea, mood or feeling by using essential elements and organizational principles, and describe how well the work expresses one's intent.	AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.	AR.05.CP.03 Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work.	AR.08.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.	AR.CM.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.	
Evaluate one's own work, orally and in writing.	Critique and communicate about one's own work, orally and in writing.	AR.03.CP.04 Describe how one's own work reveals knowledge of the arts, orally and in writing.	AR.05.CP.04 Critique one's own work using self-selected criteria that reveal knowledge of the arts, orally and in writing.	AR.08.CP.04 Critique the artistic choices made in creating a work of art and their impact on the aesthetic effect, orally and in writing.	AR.CM.CP.04 Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.	

AESTHETICS AND CRITICISM: Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Apply critical analysis to works of art.	Apply knowledge of essential elements, organizational principles and aesthetic criteria to the analysis of works of art, and identify how the elements and principles contribute to the aesthetic effect.	AR.03.AC.01 Recognize essential elements, organizational principles and aesthetic effects in works of art.	AR.05.AC.01 Identify essential elements, organizational principles and aesthetic criteria that can be used to analyze works of art.	AR.08.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.	AR.CM.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.	Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines. (Standard A.1)
Respond to works of art and give reasons for preferences.	Respond to works of art, giving reasons for preferences and using terminology that conveys knowledge of the arts.	AR.03.AC.02 Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts.	AR.05.AC.02 Describe personal preferences and identify how essential elements and organizational principles in a work of art contribute to those preferences.	AR.08.AC.02 Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.	AR.CM.AC.02 Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.	Communicate an understanding of various art forms or disciplines. (Standard A.3)

THE ARTS STANDARD NUMBERING KEY

CP = Create, Present & Perform AC = Aesthetics & Criticism

HC = Historical & Cultural Perspectives

For example, the 3rd benchmark standard listed under Aesthetics & Criticism for 3rd grade (Identify the disciplines used in an integrated work of art) would be: **AR.03.AC.03**.

THE ARTS

Adopted October 2004

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

AESTHETICS AND CRITICISM: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand the interrelationships among art forms.	Describe how essential elements and organizational principles from various arts disciplines can be integrated in a work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.	AR.03.AC.03 Identify the disciplines used in an integrated work of art.	AR.05.AC.03 Describe how essential elements and organizational principles from various arts disciplines are used in an integrated work of art.	AR.08.AC.03 Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.	AR.CM.AC.03 Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work	Recognize and understand the creative process within various art forms or disciplines. (Standard A.2)

HISTORICAL AND CULTURAL PERSPECTIVES: Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Understand how events and conditions influence the arts.	Explain the influence of events and conditions on works of art.	AR.03.HC.01 Identify an event or condition that influenced a work of art.	AR.05.HC.01 Identify and describe the influence of events and/or conditions on works of art.	AR.08.HC.01 Distinguish the influence of events and conditions on works of art.	AR.CM.HC.01 Explain the influence of events and conditions on an artist's work.	Recognize exemplary works, artists, movements, and historical developments in the arts. (Standard B.1)
Distinguish works of art from different societies, time periods and cultures.	Distinguish works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	AR.03.HC.02 Identify social, historical and cultural characteristics in a work of art.	AR.05.HC.02 Identify and relate common and unique characteristics in works of art that reflect social, historical, and cultural contexts.	AR.08.HC.02 Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	AR.CM.HC.02 Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.	Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work. (Standard B.2)
Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.	Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work.	AR.03.HC.03 Describe how art from the student's community reflects the artist's environment and culture.	AR.05.HC.03 Describe how works of art from various historic periods reflect the artist's environment, society and culture.	AR.08.HC.03 Explain how works of art from around the world reflect the artist's environment, society and culture.	AR.CM.HC.03 Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.	Understand the historical, cultural, artistic, and/or personal context in which a work of art was created. (Standard B.3)
Understand the place of the arts within, and their influences on, society.	Explain how the arts serve a variety of personal, professional, practical, economic, community and cultural needs.	AR.03.HC.04 Describe how the arts serve a variety of purposes in the student's life, community and culture.	AR.05.HC.04 Describe how the arts serve a variety of purposes and needs in other communities and cultures.	AR.08.HC.04 Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.	AR.CM.HC.04 Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.	Understand the roles of the arts in empowering people and enriching their lives. (Standard C.1) Understand how assumptions, values, organizations, and conditions of societies influence artistic creations. (Standard C.2)
	Describe how the arts can influence individuals, communities and cultures.	AR.03.HC.05 Recognize how the arts can influence an individual's life.	AR.05.HC.05 Describe how the arts have influenced various communities and cultures.	AR.08.HC.05 Explain the influence of the arts on individuals, communities and cultures in various time periods.	AR.CM.HC.05 Explain the influence of the arts on human behavior, community life and cultural traditions.	Understand how the arts influence, shape, and are used to change or preserve societies. (Standard C.3)

Subject Area Endorsement Requirements

Subject area endorsement requirements for The Arts will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in The Arts using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. For the 2006-07 school year, districts may adopt the field tested performance requirement for The Arts. See page 6A.

SECOND LANGUAGE

Adopted June 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

Students who are proficient in a second language are able to communicate through listening, speaking, signing, reading, writing, and can apply culturally appropriate practices in real-life situations in a second language.

The standards below are correlated from the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. They apply to languages such as Spanish, French, German, and American Sign Language.

For more information regarding the Oregon Second Language Standards format visit www.ode.state.or.us/go/secondlanguage.

COMMON CURRICULUM GOALS & CONTENT STANDARDS	OREGON BENCHMARK 1 STANDARD Less than 30 hours of cumulative instruction PRE-NOVICE	OREGON BENCHMARK 2 STANDARD Approximately 30 to 150 hours of cumulative instruction (Approximates ACTFL NOVICE-LOW)	OREGON BENCHMARK 3 STANDARD Approximately 240 to 300 hours of cumulative instruction (Approximates ACTFL NOVICE-MID)	OREGON CIM STANDARD** This benchmark earns a "meets" for PASS Approximately 360 to 480 hours of cumulative instruction (Approximates ACTFL NOVICE-HIGH)	EXCEEDS CIM LEVEL These benchmarks earn a "higher" or "exemplary" for PASS (Approximates ACTFL INTERMEDIATE-LOW)	EXCEEDS CIM LEVEL (Approximates ACTFL INTERMEDIATE-MID)
Common Curriculum Goal: **Interpersonal Mode: Speaking*** Understand and respond to what others say/sign. **Content Standard:** Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	SL.PN.IS.01 Use some memorized words/signs, phrases or expressions in everyday situations.	SL.NL.IS.01 Use memorized words/ signs, phrases and expressions in everyday situations.	SL.NM.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.	**SL.NH.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.	SL.IL.IS.01 Use questions and consecutive sentences to obtain information, exchange ideas and participate in simple conversations on a wider range of topics in everyday situations.	SL.IM.IS.01 Use strings of sentences to communicate information and express ideas. SL.IM.IS.02 Initiate, sustain and close an extended conversation using related questions and responses. SL.IM.IS.03 Perform a variety of communicative tasks in everyday situations in the target culture.
	Functions Supporting Standards: • *Make and respond to simple greetings.* • *Use some familiar vocabulary in context.*	*Functions Supporting Standards:* • *Make and respond to greetings and introductions.* • *Use familiar vocabulary in context.* • *State time, address, and telephone numbers.*	*Functions Supporting Standards:* • *Provide basic personal information.* • *Give simple descriptions.* • *Express likes and dislikes.* • *Provide information about everyday activities.* • *Answer predictable questions with memorized responses.*	*Functions Supporting Standards:* • *Give simple descriptions.* • *Express simple opinions.* • *Exchange information using date, time, etc.* • *Give basic directions and commands.* • *Use numbers and prices in common situations.* • *Extend/accept invitations* • *Make appointments/ reservations.*	*Functions Supporting Standards:* • *Describe with some supporting details.* • *State feelings and emotions.* • *Give directions.* • *Make suggestions.* • *Report events in present time.* • *Conduct predictable transactions.* • *Ask informational questions.* • *State reasons.* • *Handle concrete exchanges necessary for survival in the typical daily life of the target culture.*	*Functions Supporting Standards:* • *Exchange personal feelings, thoughts and basic opinions.* • *Initiate, sustain and close a more extended conversation using a series of related questions and responses.* • *Perform a widening variety of communicative tasks that may include a complication.* • *Give multi-step directions for a simple task.* • *Generate varied questions to extend or enrich conversation.* • *Demonstrate control of present time; partial control of future and past time.* • *Express simple opinions.*
*Corresponds to ASL Expressive Skills						

SECOND LANGUAGE NUMBERING KEY

IS = Interpersonal Mode: Speaking
IL = Interpretive Mode: Listening
IR = Interpretive Mode: Reading
PW = Presentational Mode: Writing
PS = Presentational Mode: Speaking

Proficiency Level codes rather than grade level codes used only with Second Language standards

Pre-novice = PN
Novice-low = NL
Novice-Mid = NM
Novice-High = NH
Intermediate-Low = IL
Intermediate-Mid = IM

For example, the first standard listed under Interpersonal Mode: Speaking for Oregon Benchmark 3 Standard (Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.) would be **SL.NM.IS.01**.

** Identifies Certificate of Initial Mastery (CIM) Level Proficiency Standards

SECOND LANGUAGE

Adopted June 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

For more information regarding the Oregon Second Language Standards format visit www.ode.state.or.us/go/secondlanguage.

COMMON CURRICULUM GOALS & CONTENT STANDARDS	OREGON BENCHMARK 1 STANDARD Less than 30 hours of cumulative instruction PRE-NOVICE	OREGON BENCHMARK 2 STANDARD Approximately 30 to 150 hours of cumulative instruction (Approximates ACTFL NOVICE-LOW)	OREGON BENCHMARK 3 STANDARD Approximately 240 to 300 hours of cumulative instruction (Approximates ACTFL NOVICE-MID)	OREGON CIM STANDARD** This benchmark earns a "meets" for PASS Approximately 360 to 480 hours of cumulative instruction (Approximates ACTFL NOVICE-HIGH)	EXCEEDS CIM LEVEL These benchmarks earn a "higher" or "exemplary" for PASS (Approximates ACTFL INTERMEDIATE-LOW)	EXCEEDS CIM LEVEL (Approximates ACTFL INTERMEDIATE-MID)
Common Curriculum Goal: **Interpretive Mode: Listening*** Comprehend verbal or signed language from authentic and other sources, (i.e., TV, radio, video or live presentations). **Content Standard:** Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes. *Corresponds to ASL Receptive Skills	SL.PN.IL.01 Demonstrate minimal comprehension of general meaning. *Functions Supporting Standards:* • *Recognize limited vocabulary.* • *Understand some simple directions.*	SL.NL.IL.01 Demonstrate understanding of some words /signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations). *Functions Supporting Standards:* • *Recognize vocabulary related to familiar topics.* • *Understand a short series of simple directions.*	SL.NM.IL.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations. *Functions Supporting Standards:* Demonstrate comprehension of: • *Likes and dislikes* • *Abilities* • *Location* • *Frequency expressions* • *Simple descriptions* • *Identify main ideas on familiar topics.* • *Identify some important ideas embedded in familiar contexts and/or curricular areas.* • *Recognize differences between formal and informal language.*	**SL.NH.IL.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations. *Functions Supporting Standards:* • *Identify main ideas and some significant details on familiar topics.* • *Identify significant ideas embedded in familiar contexts and/or curricular areas.* • *Recognize specific expressions used for certain circumstances.*	SL.IL.IL.01 Demonstrate understanding of ideas and some supporting details in simple conversations and presentations on familiar topics in everyday situations. *Functions Supporting Standards:* • *Identify main ideas and most significant details on familiar topics.* • *Identify most significant ideas embedded in familiar contexts and/or curricular areas.* • *Recognize high-frequency idiomatic expressions.*	SL.IM.IL.01 Demonstrate understanding of ideas and supporting details from longer and more complex conversations, presentations and narratives on familiar topics in everyday situations. *Functions Supporting Standards:* • *Identify main ideas and significant details on familiar topics.* • *Identify significant ideas embedded in familiar contexts and/or curricular areas.* • *Recognize high-frequency idiomatic expression.*
Common Curriculum Goal: **Interpretive Mode: Reading*** Comprehend print materials from a variety of authentic and other sources. **Content Standard:** Demonstrate comprehension of written text on familiar topics for a variety of purposes. *ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.	SL.PN.IR.01 Identify a limited number of common words, symbols and cognates. *Functions Supporting Standards:* • *Know some of the symbols of the alphabet.* • *Read or demonstrate understanding of a few common cognates, borrowed and high frequency words or expressions from familiar material.* • *Use some contextual or visual cues.*	SL.NL.IR.01 Identify some common words, symbols, phrases and cognates. *Functions Supporting Standards:* • *Know the symbols of the alphabet.* • *Combine symbols to read words.* • *Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material.* • *Use contextual and visual cues.*	SL.NM.IR.01 Obtain information from simple text, often using contextual cues. *Functions Supporting Standards:* • *Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material.* • *Demonstrate understanding of short, predictable texts on benchmark topics.* • *Demonstrate ability to extract discreet information from simple texts, e.g. posters, timetables, advertisements.* • *Use contextual and visual cues.*	**SL.NH.IR.01 Identify main ideas and some details in simple text. *Functions Supporting Standards:* • *Identify main ideas and some specific details on familiar topics.* • *Determine meanings by contextual cues.*	SL.IL.IR.01 Identify main ideas and supporting details from simple text. *Functions Supporting Standards:* • *Read short, authentic or teacher-generated text, e.g., poems, short literary text, periodicals.* • *Extract main ideas and supporting details.* • *Provide a sequence of main events from text.* • *Draw inferences and make simplistic predictions and conclusions.*	SL.IM.IR.01 Identify and understand main ideas and specific details from more complex text. SL.IM.IR.02 Draw conclusions and support them with information from the text. *Functions Supporting Standards:* • *Read authentic text with more abstract themes and ideas.* • *Make inferences and logical predictions.* • *Draw conclusions and support them with information from the text.*

** Identifies Certificate of Initial Mastery (CIM) Level Proficiency Standards

SECOND LANGUAGE

Adopted June 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

COMMON CURRICULUM GOALS & CONTENT STANDARDS	OREGON BENCHMARK 1 STANDARD Less than 30 hours of cumulative instruction PRE-NOVICE	OREGON BENCHMARK 2 STANDARD Approximately 30 to 150 hours of cumulative instruction (Approximates ACTFL NOVICE-LOW)	OREGON BENCHMARK 3 STANDARD Approximately 240 to 300 hours of cumulative instruction (Approximates ACTFL NOVICE-MID)	OREGON CIM STANDARD** This benchmark earns a "meets" for PASS Approximately 360 to 480 hours of cumulative instruction (Approximates ACTFL NOVICE-HIGH)	EXCEEDS CIM LEVEL These benchmarks earn a "higher" or "exemplary" for PASS (Approximates ACTFL INTERMEDIATE-LOW)	EXCEEDS CIM LEVEL (Approximates ACTFL INTERMEDIATE-MID)
Common Curriculum Goal: **Presentational Mode: Writing** Write to communicate meaning. **Content Standard:** Express ideas in written form on familiar topics for a variety of purposes.	SL.PN.PW.01 Copy and write a limited number of symbols/characters. *Functions Supporting Standards:* • *Copy lists of some familiar objects and vocabulary.*	SL.NL.PW.01 Write symbols/characters, basic high frequency words and memorized phrases. *Functions Supporting Standards:* • *Make lists of familiar objects and vocabulary.* • *Spell familiar words using the target language alphabet.* • *Express simple ideas in short memorized phrases.*	SL.NM.PW.01 Write from memory some high frequency words, phrases and simple sentences. *Functions Supporting Standards:* • *Write short messages and express simple ideas using memorized phrases and sentences.*	**SL.NH.PW.01 Write simple original sentences from memorized and familiar material. *Functions Supporting Standards:* • *Write short messages, postcards, simple descriptions and simple narrations.*	SL.IL.PW.01 Create/compose consecutive simple sentences on familiar topics. *Functions Supporting Standards:* • *Write messages, short letters, simple descriptions and simple narrations.*	SL.IM.PW.01 Create/compose loosely connected sentences with some paragraph structure. *Functions Supporting Standards:* • *Write short letters, descriptions, explanation and simple narrations.*
Common Curriculum Goal: **Presentational Mode: Speaking** Speak to present rehearsed information. **Content Standard**: Communicate ideas and information on familiar topics for a variety of purposes.	SL.PN.PS.01 Identify some common objects or people using memorized words, often relying on visual aids. *Functions Supporting Standards:* • *Name a limited number of common objects or actions.* • *Relies heavily on visual aids.*	SL.NL.PS.01 Identify common objects and people using memorized words, lists and phrases, often relying on visual aids. *Functions Supporting Standards:* • *Express ideas using vocabulary limited to common objects and actions.* • *Conveys information using basic memorized language, lists, phrases and simple sentences.* • *Often relies on visual aids to present ideas.*	SL.NM.PS.01 Present basic material using memorized phrases and simple sentences. *Functions Supporting Standards:* • *Presents material in an organized manner.* • *Conveys information using memorized language in simple consecutive sentences.* • *Uses sufficient vocabulary to get meaning across.* • *Uses gestures or visuals to maintain audience's attention and to convey meaning.*	**SL.NH.PS.01 Present material in a clear and organized manner using simple sentences and some strings of sentences. *Functions Supporting Standards:* • *Conveys information using mostly memorized material with some attempts to create.* • *Focuses on successful task completion.* • *Vocabulary conveys basic information.* • *Attempts to maintain the audience's attention through gestures and/or visuals.*	SL.IL.PS.01 Present material in a clear and organized manner using strings of sentences. SL.IL.PS.02 Attempt to maintain audience attention. *Functions Supporting Standards:* • *Conveys information using simple sentences and strings of sentences.* • *Vocabulary is sufficient to provide information and limited explanation.* • *Begins to make choices of phrase or content to maintain the attention of the audience.*	SL.IM.PS.01 Present organized material in a sustained, connected manner using more complex sentences. SL.IM.PS.02 Maintain audience attention. *Functions Supporting Standards:* • *Conveys information using strings of sentences, with some connected sentence-level discourse.* • *Vocabulary is sufficient to provide information and limited explanation.* • *Choices of phrase or content helps to maintain the attention of the audience.*

Subject Area Endorsement Requirements

Subject area endorsement requirements for Second Language will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in Second Language using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. For the 2006-07 school year, districts may adopt the field tested performance requirement for Second Language. See page 6A.

** Identifies Certificate of Initial Mastery (CIM) Level Proficiency Standards

PHYSICAL EDUCATION

Adopted September 2001

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, and knows the benefits from involvement in physical activity and its contributions to a healthy life.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
EXPRESSIVE AND EFFICIENT MOVING: Apply the basics of movement, movement sequencing, rules and strategies, and plans for activity.					
Demonstrate knowledge of a variety of motor skills.	Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity.	PE.03.EE.01 Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. PE.03.EE.02 Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike. PE.03.EE.03 Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. PE.03.EE.04 Demonstrate three different step patterns and combinations of movements into repeatable sequences.	PE.05.EE.01 Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner. PE.05.EE.02 Perform one dance or rhythmic activity to music.	PE.08.EE.01 Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity. PE.08.EE.02 Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow. PE.08.EE.03 Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic.	PE.CM.EE.01 Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms: (One activity counts in one category) • Individual activities • Dual activities • Aerobic/cardio-respiratory lifetime activities • Outdoor pursuits • Dance, self-defense, yoga, martial arts • Team sports • Strength training & conditioning • Aquatics.
Understand and participate in a variety of physical and recreational activities available in the school and community.					
Understand and apply movement concepts.	Apply movement concepts and principles to the development of motor skills.		PE.05.EE.03 Through feedback and practice, demonstrate improvement in performance of a new motor skill.	PE.08.EE.04 Describe and apply principles of training, conditioning, and practice for specific physical activities. PE.08.EE.05 Detect and correct errors of a critical element of movement.	PE.CM.EE.02 Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures.
Understand and apply physical education vocabulary as it relates to movement concepts.					
Understand rules and strategies for a variety of physical activities.	Apply appropriate rules and strategies to physical activities, games and sports.		PE.05.EE.04 Use basic offensive and defensive roles in physical activities, or games, or sports. PE.05.EE.05 Identify rules and procedures in specified physical activities.	PE.08.EE.06 Demonstrate basic strategies specific to one team activity and one dual or individual activity. PE.08.EE.07 Demonstrate an understanding of the rules to be followed during participation in specified physical activities.	PE.CM.EE.03 Communicate to others basic strategies specific to one team activity and one dual or individual activity. PE.CM.EE.04 Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms: • Individual activities • Dual activities • Aerobic/cardio-respiratory lifetime activities • Outdoor pursuits • Dance, self-defense, yoga, martial arts • Team sports • Strength training & conditioning • Aquatics.

PHYSICAL EDUCATION STANDARD NUMBERING KEY

EE = Expressive & Efficient Moving FL = Fitness for Lifetime

SM = Self-Management & Social Behavior

For example, the 2nd benchmark standard listed under Self–Management & Social Behavior for 8th grade (Identify the elements of socially acceptable conflict resolution and sportsmanship) would be: **PE.08.SM.02**.

PHYSICAL EDUCATION

Adopted September 2001

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

FITNESS FOR LIFETIME: Apply the knowledge and skills of personal fitness to maintain a healthy lifestyle.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate knowledge of a physically active lifestyle.	Provide evidence of engaging in a physically active lifestyle.	PE.03.FL.01 Identify changes in his/her body during moderate to vigorous exercise.	PE.05.FL.01 Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).	PE.08.FL.01 Develop personal activity goals and describe benefits that result from regular participation in physical education. PE.08.FL.02 Analyze and categorize physical activities according to potential fitness benefits.	PE.CM.FL.01 Participate in physical activities and evaluate personal factors that impact participation. PE.CM.FL.02 Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.	Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.		PE.05.FL.02 Identify and assess the health-related components of fitness.	PE.08.FL.03 Correctly interpret results of physical fitness assessments and use them to develop a written fitness program. PE.08.FL.04 Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model.	PE.CM.FL.03 Assess and analyze personal health-related fitness status. PE.CM.FL.04 Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

SELF-MANAGEMENT AND SOCIAL BEHAVIOR: Understand and apply appropriate social skills.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.	Demonstrate responsible behavior and respect for differences among people during physical activities.	PE.03.SM.01 Identify rules, procedures, and etiquette in a specified physical activity. PE.03.SM.02 Identify positive ways to resolve conflict.	PE.05.SM.01 Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.	PE.08.SM.01 Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. PE.08.SM.02 Identify the elements of socially acceptable conflict resolution and sportsmanship.	PE.CM.SM.01 Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. PE.CM.SM.02 Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior.
Understand and apply safety in movement activities.					
Understand that history and culture influence games, sports, play, and dance.					

Subject Area Endorsement Requirements

Subject area endorsement requirements for Physical Education will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in Physical Education using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. See page 6A.

HEALTH EDUCATION

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

Adopted February 2005

The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways. The health education standards are identified as Health Skills in nine conceptual areas (alcohol, tobacco and other drug use prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; promotion of sexual health; unintentional injury prevention; and violence and suicide prevention.) For more information visit: www.ode.state.or.us/go/health.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
HEALTH SKILLS Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.	**ACCESSING INFORMATION** Demonstrate ability to access valid health and safety related information.	HE.03.HS.01 Identify and access resources for basic health and safety information.	HE.05.HS.01 Identify and access resources at home, at school, and in the community for health and safety information.	HE.08.HS.01 Access home, school and community resources to meet specific health and safety needs.	HE.CM.HS.01 Access information and resources to meet specific health needs and solve health related problems.
	SELF-MANAGEMENT Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	HE.03.HS.02 Demonstrate ways to avoid unsafe situations and practice healthy behaviors.	HE.05.HS.02 Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.	HE.08.HS.02 Use strategies that promote health and prevent unsafe situations.	HE.CM.HS.02 Demonstrate personal responsibility to follow procedures that enhance health and reduce risk.
	ANALYZING INFLUENCES Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	HE.03.HS.03 Identify influences on health related behaviors including methods of persuasion.	HE.05.HS.03 Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).	HE.08.HS.03 Analyze influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical and social environments).	HE.CM.HS.03 Analyze influences on health-related choices (e.g., personal/family/cultural values, media, technology, peers, body image, emotions, physical and social environments, and public health policies).
	INTERPERSONAL COMMUNICATION Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.	HE.03.HS.04 Demonstrate positive communication skills.	HE.05.HS.04 Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.	HE.08.HS.04 Demonstrate effective communication, peer resistance, assertiveness and conflict resolution skills.	HE.CM.HS.04 Communicate effectively, using peer resistance, assertiveness, conflict resolution skills, and negotiation and refusal skills to avoid unsafe situations.
	GOAL SETTING Demonstrate ability to use goal-setting skills to enhance health and safety.	HE.03.HS.05 Set short-term personal goals to enhance health and safety.	HE.05.HS.05 Use a goal-setting model to set goals that enhance health and safety.	HE.08.HS.05 Use a goal-setting model to set short- and long-term goals for healthy living.	HE.CM.HS.05 Set short- and long-term goals that promote healthy living.
	DECISION MAKING Demonstrate ability to use decision making skills to enhance health and safety.	HE.03.HS.06 Use a decision-making model to make decisions that enhance health and safety.	HE.05.HS.06 Use a decision-making model to make positive health and safety decisions.	HE.08.HS.06 Use a decision-making model that will enhance health and well-being.	HE.CM.HS.06 Use a decision-making model to make lifelong healthy decisions.
	ADVOCACY Demonstrate the ability to advocate for personal, family and community health and safety.	HE.03.HS.07 Advocate for healthy and safe behaviors at home and at school.	HE.05.HS.07 Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.	HE.08.HS.07 Advocate to self, peers, family and community members the benefits of health- and safety-enhancing practices.	HE.CM.HS.07 Advocate to self, peers, family and community members the importance of participating in health-enhancing behaviors and abstaining from unsafe behaviors.

HEALTH EDUCATION

Adopted February 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

ALCOHOL, TOBACCO, AND OTHER DRUG USE PREVENTION: Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.	Explain the impact of alcohol, tobacco and other drug use on health and well-being.	HE.03.AT.01 Identify that alcohol and tobacco, including cigarettes, cigars, pipes, and smokeless tobacco, are harmful to one's health.	HE.05.AT.01 Identify school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales.	HE.08.AT.01 Describe the benefits of a tobacco and drug-free environment.	HE.CM.AT.01 Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.
	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.	HE.03.AT.02 Demonstrate refusal skills around the use of tobacco and alcohol products.		HE.08.AT.02 Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use.	HE.CM.AT.02 Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.				HE.CM.AT.03 Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.
	Demonstrate the ability to advocate for personal, family and community health and safety.		HE.05.AT.02 Create an advocacy campaign at school to follow school rules regarding alcohol and tobacco use.		

PREVENTION AND CONTROL OF DISEASE: Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related OARs: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; OAR 581-022-1210 District Curriculum and Instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate self-management and advocacy skills while understanding the relationships among health behavior and prevention of disease.	Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.			HE.08.DI.01 Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.	HE.CM.DI.01 Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.			HE.08.DI.02 Demonstrate personal health care practices that prevent the spread of communicable disease.	
	Demonstrate the ability to advocate for personal, family and community health and safety.			HE.08.DI.03 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.	HE.CM.DI.02 Advocate to others the importance of screenings and medical examinations to maintain reproductive health.

HEALTH EDUCATION

Adopted February 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

PROMOTION OF ENVIRONMENTAL HEALTH: Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.	Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.				HE.CM.EH.01 Identify ways to prevent exposure to the sun, including tanning beds.
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.				HE.CM.EH.02 Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds.
	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.				HE.CM.EH.03 Communicate to others the importance of preventing exposure to UV rays and other harmful substances.

PROMOTION OF HEALTHY EATING: Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate self-management, analyzing influences, goal-setting and advocacy skills while understanding the components of healthy eating.	Explain the components of a balanced diet and their importance to growth and wellness.	HE.03.HE.01 Recognize the importance of variety and moderation in food selection and consumption.	HE.05.HE.01 Explain how healthful eating habits can lead to wellness.	HE.08.HE.01 Explain the importance of variety and moderation in food selection and consumption.	HE.CM.HE.01 Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits.
	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.	HE.03.HE.02 Choose a variety of foods to eat from different food groups.			HE.CM.HE.02 Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients.
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.		HE.05.HE.02 Describe how media, cultural and family influences encourage healthy eating practices.		
	Demonstrate ability to use goal-setting skills to enhance health and safety.			HE.08.HE.02 Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.	HE.CM.HE.03 Set a personal goal based on a dietary analysis to enhance health.
	Demonstrate the ability to advocate for personal, family and community health and safety.	HE.03.HE.03 Advocate for more fruits and vegetables at school.			

PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH: Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.	Explain the key components of mental, social and emotional health.			HE.08.MH.01 Identify how emotions change during adolescence.	HE.CM.MH.01 Explain different signs and symptoms of addictive behaviors.
	Demonstrate ability to access valid health and safety related information.			HE.08.MH.02 Identify school, home and community resources for mental and emotional health concerns.	HE.CM.MH.02 Identify school and community resources that support people with addictive behaviors.
	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.				HE.CM.MH.03 Identify how to communicate to a friend or relative you think is an addict and should get support/help.

HEALTH EDUCATION

Adopted February 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School Year.

PROMOTION OF PHYSICAL ACTIVITY: Acquire knowledge and skills to understand the role physical activity has in promoting health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate accessing information skills while understanding the components of physical activity.	Explain the impact physical activity has on maintaining and/or improving health and well-being. Demonstrate ability to access valid health and safety related information.				HE.CM.PA.01 Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease. HE.CM.PA.02 Access information about the recommended amount and types of physical activity for adolescents.

PROMOTION OF SEXUAL HEALTH: Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health. [Related OAR: OAR 581-022-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; Related ORS: ORS 336.455 Human sexuality education courses.]

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Demonstrate accessing information, interpersonal communication and decision-making skills while understanding the components of sexual health.	Explain the key components to sexual health and their relationship to lifetime health and wellness. Demonstrate ability to access valid health and safety related information. Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. Demonstrate ability to use decision-making skills to enhance health and safety.		HE.05.SH.01 Describe physical, social and emotional changes that occur during puberty. HE.05.SH.02 Identify people in the school or community who could provide valid health information about the changes that occur during puberty.	HE.08.SH.01 Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions. HE.08.SH.02 Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity.	HE.CM.SH.01 Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy. HE.CM.SH.02 Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors. HE.CM.SH.03 Use the decision-making process to make healthy choices around sexual health.

HEALTH STANDARD NUMBERING KEY

HS = Health Skills	AT = Alcohol, Tobacco & Other Drug Use Prevention
DI = Prevention & Control of Disease	EH = Promotion of Environmental Health
HE = Promotion of Healthy Eating	MH = Promotion of Mental, Social & Emotional Health
PA = Promotion of Physical Activity	SH = Promotion of Sexual Health
IP = Unintentional Injury Prevention	VS = Violence & Suicide Prevention

For example, the 1st benchmark standard listed under Unintentional Injury Prevention for 3rd grade (Identify safe behaviors when traveling to and from school and in the community) would be **HE.03.IP.01**.

HEALTH EDUCATION

Adopted February 2005

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented for the 2007-08 School year.

UNINTENTIONAL INJURY PREVENTION: Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related OARs: OAR 581-022-1420 Emergency plans and safety programs. OAR 581-022-1210 District Curriculum K-12 instructional program.]

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate accessing information, self-management, interpersonal communication, goal-setting and decision-making skills while understanding the components of injury prevention.	Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.	HE.03.IP.01 Identify safe behaviors when traveling to and from school and in the community.	HE.05.IP.01 Identify ways to prevent fires and reduce the risk of injuries in case of fire.	HE.08.IP.01 Explain ways to reduce risk of injuries while traveling to and from school and in the community.	HE.CM.IP.01 Examine the impact of alcohol, tobacco and other drug use on unintentional injury.
	Demonstrate ability to access valid health related information.		HE.05.IP.02 Access information on the nature of fire, how fires start, fire's destructiveness and how fires can be prevented.	HE.08.IP.02 Identify rules and laws intended to prevent injuries.	
	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.			HE.08.IP.03 Demonstrate personal responsibility to follow safety related rules.	
	Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.		HE.05.IP.03 Demonstrate how to respond to peers who may encourage you to misuse fire or fireworks.		
	Demonstrate ability to use goal-setting skills to enhance health and safety.				HE.CM.IP.02 Set a personal goal to avoid driving when under the influence of alcohol or other drugs.
	Demonstrate ability to use decision-making skills to enhance health and safety.	HE.03.IP.02 Use decision-making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.		HE.08.IP.04 Use the decision-making process to use safety practices in and around motorized vehicles.	

VIOLENCE AND SUICIDE PREVENTION: Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and prosocial behaviors.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate self-management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	HE.03.VS.01 Identify that media contains violent messages.	HE.05.VS.01 Explain the role problem solving, anger management and impulse control have on preventing violence.	HE.08.VS.01 Explain how violence, aggression, bullying and harassment affect health and safety.	HE.CM.VS.01 Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
	Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.		HE.05.VS.02 Demonstrate steps of problem solving, anger management, and impulse control.		
	Demonstrate ability to analyze influences of culture, media, technology and other factors on health.	HE.03.VS.02 Explain how helpful and hurtful messages in media can affect an individual's behavior.			
	Demonstrate the ability to advocate for personal, family and community health and safety.			HE.08.VS.02 Design an advocacy campaign for preventing violence, aggression, bullying and harassment.	HE.CM.VS.02 Advocate for the promotion of respect and empathy for individual differences.

Subject Area Endorsement Requirements

Subject area endorsement requirements for Health Education will be set by the State Board of Education based on the state's academic content standards. School districts may award a Subject Area Endorsement in Health Education using local performance standards founded on the state's content standards until subject area endorsement requirements are phased in. An implementation timeline has been approved by the State Board of Education. See page 6A.

Glossary

Academic Content Standards—statements of what students are expected to know in particular subjects and be able to do at specified grade levels developed through the standards setting processes, involving Oregon educators. The State Board of Education has adopted the content standards for science, social sciences, the arts, second languages, physical education, and health education, and grade-level standards in English language arts and mathematics.

Alignment—the process of linking assessment, instruction, and learning in classrooms to content and performance standards.

Benchmark Standards—a specific statement of knowledge and skills to be demonstrated at the end of a specified range of grades. In science, social sciences, the arts, physical education and health education, a student's progress toward the Certificate of Initial Mastery or Subject Area Endorsement can be checked at or about grades 3, 5, 8, and 10.

Career-Related Learning Standards— statements of fundamental skills essential for success in employment, college, family, and community life that are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (beginning in 2006-07). These are most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experiences.

Certificate of Advanced Mastery (CAM)—an award earned by students who have demonstrated rigorous application of knowledge and skills in preparation for their post-high school goals.

Certificate of Initial Mastery (CIM)—an award earned by students who have met CIM-level standards on state tests and classroom work samples in English language arts, mathematics, and science.

Classroom Assessment—assessment developed, administered and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a given topic. Often, these are called local assessments and when scored using official state scoring guides may be used as work samples.

Cognitive Demand—categories of expectations for student performance that are contextual within a particular subject (e.g. math, science, social sciences, English language arts). Identifying cognitive demands makes it possible for teachers to describe the level of thinking students engage in while learning, and while demonstrating their learning.

Collection of Evidence—evidence collected that shows students' ability to apply what they know and can do related to the standards. A Collection of Evidence is required for Juried Assessment and can be used to demonstrate Extended Application.

Common Curriculum Goals—broad goal statements that describe the same course of study (curriculum) used in all Oregon school districts from kindergarten through grade 12. The Common Curriculum Goals include the academic content standards.

Content and Assessment Panels—statewide advisory groups convened by the Department of Education to review, revise, and promote the academic content standards and related assessment items. Panels consist of Oregon teachers and administrators who usually serve three-year terms.

Criterion-Referenced Assessment—an assessment that uses specific criteria, such as content or performance standards, as the measure for student knowledge and skills. It measures an individual's performance relative to specific criteria and not in comparison to the performance of other students.

Cut Scores—the minimum scores associated with performance standards established by Oregon educators and other stakeholders and adopted by the State Board of Education that marks where Oregonians believe a critical difference in levels of performance is demonstrated. These scores must be periodically reviewed to ensure they remain consistent with Oregonians' expectations.

Education Plan—a formalized plan and process through which students establish their personalized education, career and life goals. In the plan, students also outline specific activities that will help them achieve their identified learning goals.

Education Profile—documentation of the student's progress toward achieving the goals outlined in the education plan. Examples include achievement toward CIM, CAM, learning goals, graduation requirements, and other personal accomplishments.

Eligible Content—statements related to the content standards that are eligible for inclusion in the statewide knowledge and skills assessment. The eligible content in science and social sciences is *italicized.*

English Language Proficiency Standards—statements designed to supplement the English language arts standards to ensure that Limited English Proficient (LEP) students develop proficiency in both the English language and the concepts and skills contained in the English language arts standards.

Extended Application—the application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

Formative Assessment—a type of classroom assessment used by teachers to help "form" student knowledge and skills during instruction by highlighting a student's academic strengths and weaknesses; often referred to as "assessment **for** learning" rather than "assessment **of** learning."

Grade-level Foundations—specific statements that describe what students should know and be able to do at grades K-2 in English language arts and Mathematics that will prepare them to meet the grade 3 standards.

Grade-level Standards—specific statements, adopted by the State Board of Education, that describe what students should know and be able to do at grades 3 through 8 and CIM (Certificate of Initial Mastery) in English language arts and mathematics.

Language Functions and Grammatical Forms— English language learners (ELL) and second language learners need to understand both the function (purpose) and form (structure) of language. **Functions** refer to the purpose for which speech or writing is being used. **Forms** of a language deal with the internal grammatical structure of words.

Norm-Referenced Assessment–evaluations of student performance or performances that are based on comparisons to larger groups rather than each student's mastery of the content standards.

Oregon Skill Sets—a planning tool for students and teachers that allows for meaningful connections to careers and the working world. School districts may use them to guide curriculum and lesson development. Skill Sets are organized by Oregon's six broad Career Learning Areas: (1) Agriculture, Food & Natural Resource Systems; (2) Arts, Information & Communications; (3) Business & Management; (4) Health Services; (5) Human Resource Systems; (6) Industrial & Engineering Systems.

Oregon Statewide Assessment System (OSAS)—official name for Oregon's statewide Knowledge and Skills Tests, Writing Assessment, and work samples in writing, speaking, math problem solving, scientific inquiry and social science analyses.

Performance Assessment— a measure of a student's ability based on an application of what he or she has learned to standardized tasks such as activities, exercises, or problems. Performance tasks often have more than one acceptable solution. An example of a performance assessment is Oregon's Writing Assessment.

Performance Descriptors—short paragraphs that describe what students know and are able to do as represented by the performance standards.

Performance Requirement—a description of the quality and quantity of content standards students need to meet based on the student work being assessed. Applies to social sciences, arts, second language, physical education, and health education.

Performance Standards—adopted by the State Board of Education, these reflect the number and kinds of work samples, as well as the scores on statewide assessments, considered sufficient to meet or exceed standards.

Proficiency—the targeted level of achievement expected of students based on Oregon's expectations and national trends. Proficiency can be measured through statewide assessments and/or classroom evidence.

Proficiency-based Admission Standards System (PASS)—a system based on Oregon's academic content standards (for the CIM and the CAM) that describes the knowledge and skills students need to demonstrate in order to be successful in Oregon's seven public universities. Part of the Oregon University System, this alignment information is designed to create a seamless K-16 educational system and was adopted by the State Board of Higher Education.

Scoring Guide—an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a scale to help rate student work. Used by Oregon teachers to evaluate student work samples and the State Writing Assessment on a 1-6 point scale.

Subject Area Endorsement—an award earned by students who have met the CIM requirements and state standards in social sciences, the arts, second languages, physical education, and/or health education.

Sufficiency—the amount and variety of evidence necessary to clearly show that a student is proficient in a particular content area. Performance standards adopted by the State Board of Education reflect the number and kinds of work samples, as well as performance levels on statewide assessments, considered "sufficient" to show student mastery of skills in each content area.

Summative Assessment—a type of assessment, such as the Oregon Statewide Assessment and the National Assessment of Educational Progress (NAEP), that generally occurs after a period of instruction as a measure of learning; often referred to as "assessment **of** learning" rather than "assessment **for** learning."

Work Sample—representative samples of individual student work (e.g., research paper, statistical experiments, speaking presentations) that are scored using an official state scoring guide in those subjects for which one has been adopted (i.e., writing, speaking, mathematical problem solving, scientific inquiry, and social science analysis).

RESOURCES

The Oregon Department of Education is ready to help teachers, classified staff, and administrators as you further develop your standards-based curriculum and instructional methods. Please let us know what you need.

CURRICULUM AND ASSESSMENT

If you have questions about the Common Curriculum Goals, academic content standards, eligible content, curriculum, instructional issues, or assessment in a particular area, contact the specialist. To learn more about the ODE "Go" Links visit www.ode.state.or.us/go/.

CURRICULUM AND ASSESSMENT AREA *(Go Link www.ode.state.or.us/go/)	SPECIALIST	PHONE (503) 947-5600	E-MAIL
English Language Arts (ELA)	Julie Anderson	(503) 947-5613	julie.anderson@state.or.us
English Language Arts Assessment (ReadingAssessment, WritingAssessment, SpeakingAssessment)	Ken Hermens	(503) 947-5830	ken.hermens@state.or.us
English Language Proficiency Standards (ELP)	Carmen West	(503) 947-5669	carmen.west@state.or.us
English Language Proficiency Assessment (ELPA)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
Mathematics (Math)	Jonathan Wiens	(503) 947-5764	jonathan.wiens@state.or.us
Mathematics Assessment (MathematicsAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
Science (Science)	Cheryl Kleckner	(503) 947-5794	cheryl.kleckner@state.or.us
Science Assessment (ScienceAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
Social Sciences (SocialSciences)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Social Sciences Assessment (SocialSciencesAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
The Arts (Arts)	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Health Education (Health)	Jess Bogli	(503) 947-5659	jess.bogli@state.or.us
Physical Education (PE)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Second Language (SecondLanguage)	Rendy Jantz	(503) 947-5695	rendy.jantz@state.or.us
Career Related Learning Areas (CareerLearning):			
Arts and Communication	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Business and Management	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Health Services	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Human Resource Systems	Susanne Daggett	(503) 947-5713	susanne.daggett@state.or.us
Industrial and Engineering Systems	Ginger Redlinger	(503) 947-5700	ginger.redlinger@state.or.us
Natural Resource Systems	Laura Roach	(503) 947-5656	laura.s.roach@state.or.us
Educational Technology (EdTech)	Carla Wade	(503) 947-5631	carla.wade@state.or.us
Extended Assessments (ExtendedAssessments)	Dianna Carrizales	(503) 947-5837	dianna.carrizales@state.or.us
Juried Assessment (JuriedAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
REAL Assessment for Real Success (REALAssessment)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
National Assessment of Educational Progress (NAEP)	Elaine Hultengren	(503) 947-5836	elaine.hultengren@state.or.us

ADDITIONAL CONTACTS

FOCUS AREA *(Go Link www.ode.state.or.us/go/)	CONTACT	PHONE (503) 947-5600	E-MAIL
Alignment (Alignment)	Drew Hinds	(503) 947-5799	drew.hinds@state.or.us
Alternative Education (AlternativeEd)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Charter Schools NCLB (CharterSchools)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Certificate of Advanced Mastery (CAM)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Continuous Improvement Planning (CIP)	Cathryn Gardner	(503) 947-5622	cathryn.gardner@state.or.us
Child Development Specialists (CDS)	June Tremain	(503) 947-5809	june.tremain@state.or.us
Diploma (Diploma)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Expanded Options (ExpandedOptions)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Guidance and Counseling Programs (Counseling)	June Tremain	(503) 947-5809	june.tremain@state.or.us
High School/Community College Connections	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
High School Improvement (HighSchoolImprovement)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Homeless Education (HomelessEd)	Dona Bolt	(503) 947-5781	dona.bolt@state.or.us
Home School (HomeSchool)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Instructional Materials (InstructionalMaterials)	Sue Parton	(503) 947-5783	sue.parton@state.or.us
Migrant Education (MigrantEd)	Charlie Benitez	(503) 947-5805	charlie.benitez@state.or.us
Oregon Skill Sets (SkillSets)	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Private Schools, K-12 (PrivateSchoolsK-12)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Professional Technical Education (PTE)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Proficiency-based Admission Standard System	Mark Endsley	(503) 725-5711	mark_endsley@ous.edu
Reading First (ReadingFirst)	Russ Sweet	(503) 947-5638	russ.sweet@state.or.us
Resources for Educational Achievement and Leadership (REAL)	Sarah Martin	(503) 947-5668	sarah.martin@state.or.us
Service Learning (ServiceLearning)	Pete Ready	(503) 947-5682	pete.ready@state.or.us
Subject Area Endorsements (SubjectAreaEndorsements)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Talented and Gifted (TAG)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Teacher Quality (TeacherQuality)	Bev Pratt	(503) 947-5806	bev.pratt@state.or.us

Web Resources

Oregon Department of Education
www.ode.state.or.us

Oregon Resources for Educational Achievement and Leadership (REAL)
www.ode.state.or.us/go/real

Oregon Virtual School District
www.ode.state.or.us/go/ovsd

Oregon Skill Sets
www.state.or.us/go/skillsets

U.S. Department of Education
www.ed.gov

ChalkBoard Project
www.chalkboardproject.org

Confederation of Oregon School Administrators
www.cosa.k12.or.us

Healthy Kids Learn Better
www.healthykidslearnbetter.org

Northwest Regional Educational Laboratory
www.nwrel.org

Oregon Association of Education Service Districts
www.open.k12.or.us/oaesd

Oregon Department of Community Colleges and Workforce Development
www.oregon.gov/ccwd

Oregon Distance Education
www.oregonone.org

Oregon Education Association
www.oregoned.org

Oregon Public Education Network
www.open.k12.or.us
www.openc.k12.or.us

Oregon School Boards Association
www.osba.org

Oregon School Library Information System
www.oslis.k12.or.us

Oregon University System
www.ous.edu

Navigating ODE Web

Tip #1: Use Categories

Use the Categories (Students, Parents, Teachers, or Administrators) on the ODE Web:
www.ode.state.or.us

Tip #2: Use Google to Search the ODE Web

Use Google to Search ODE Web:
www.ode.state.or.us/search/google.aspx

*Tip #3: Use ODE "Go" Links

Use ODE "Go" Links (Easy Links):
www.ode.state.or.us/go/
Example "Go" Link for REAL:
www.ode.state.or.us/go/real

Tip #4: Search Standards

Use REAL Searchable Standards:
www.ode.state.or.us/go/standards

Tip #5: Use REAL

Use the Resources for Educational Achievement and Leadership (REAL):
www.ode.state.or.us/go/real

SEND US YOUR COMMENTS

Please let us know how you use this newspaper and what we could change to better meet your needs.

Contact Drew Hinds at:

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EXTRA COPIES

This newspaper was mailed to every Oregon public school district for distribution to teachers and administrators.

Please share it with anyone who is interested. For more free copies, contact:

Robin Filley
(503) 947-5664 or
robin.filley@state.or.us

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www.ode.state.or.us/go/newspaper

Oregon Department of Education
2006-07 School Year
Section B

English Language Arts
Grade-level Foundations & Standards

What's New in ELA 2006-07

• **2010 Diploma Requirements**

House Bill 3129, passed during the 2005 legislative session, increases the number of credits in mathematics and English language arts that are required for the diploma. All Oregon students graduating after June 30, 2009 will need to complete 3 credits in mathematics and 4 credits in English language arts. Districts must adjust their diploma requirements, as necessary, to ensure that they meet this new state requirement.

• **Standards Numbering System**

In response to requests from educators across the state, an Oregon Standards Numbering System has been developed to uniquely identify each standard using a combination of letters and numbers. See key on page 22B.

Writing Standards Support Teacher-Preparation Program:
A Higher-Education Perspective...

by Cornelia Paraskevis, Teacher Preparation Professor, Western Oregon University

For teacher-candidates in the English language arts, Oregon's Writing Standards are the cornerstone of writing instruction and evaluation: They explicitly guide novice teachers in the elements of process writing while also providing a valuable assessment tool at all points in the learning process.

Since the late 1960s, our model for writing emphasizes that it is a process divided into three often recursive stages: invention, drafting, revision. Teacher-candidates understand the theory underlying writing, yet often have difficulty envisioning how to teach. The Writing Standards—because they call for time to generate ideas, draft and revise—provide teacher-candidates with a basic framework for teaching writing as a process.

Teacher-candidates also understand that the Writing Standards are valuable tools for diagnostic, formative and summative assessment: They can guide instruction, provide feedback to students about their learning, and summarize in specific ways what remains to be learned. Oregon's Writing Standards, indeed, inform pre-service training on writing instruction.

New REAL Site Supports Classroom Planning:
An Elementary Perspective...

by Laurie Dougherty
Fourth Grade Teacher, Gearhart Elementary School, Seaside School District

I rely on Oregon's Standards to plan long range units as well as my daily lessons. What works for me is to examine the standards for English language arts and mathematics and create spreadsheets to help me map the content. The tool I use to do this is the Searchable Standards Export function in the Resources for Educational Achievement and Leadership (REAL) on the Oregon Department of Education website. I can select just the standards I want by subject, grade, and strand—and they are instantly exported into a spreadsheet! Mapping enables me to identify important concepts that I need to teach as well as record the dates that I taught a standard and when I reviewed it with the students.

When planning a new unit, the first step for me is to determine which standards will be the focus. Then I consider each standard to understand its content and its expected level of rigor or cognitive demand. I also look at related standards from previous or subsequent grades to get a better fix on where fourth grade fits into that rigor continuum. When I have my instructional goals and responsibilities clearly targeted, I select learning activities and experiences that will facilitate my students' development and understanding of these concepts at the appropriate level of difficulty. Another useful tool — ODE's REAL Teaching and Learning Resources —actually gives lesson ideas matched to each standard!

Oregon's Writing Standards are the foundation of my writer's workshop. Beginning with ideas and content, I present several mini-lessons on how to develop the main idea with supporting details that are relevant and important. I continue with lessons on organization, word choice, and each of the other traits. We review the scoring guide for each trait. Then, using overheads of sample student papers, the students practice scoring.

Teaching to Oregon's Standards gives clear focus to my lessons and also gives me assurance that I'm preparing my students to be successful in fifth grade. Visit the Searchable Standards and Teaching and Learning Resources at the Resources for Educational Achievement and Leadership (REAL) at www.ode.state.or.us/go/real.

ELA Standards Support Achievement in Social Sciences:
A Secondary Perspective...

by Scott Whipple
Social Science Teacher, West Salem High School, Salem-Keizer School District

In education we encounter buzzwords—new labels for what we believe we need to do to make education work: Block Scheduling, Competencies, CIM/CAM. As these new concepts filter down to our schools, we wonder "What will the next phrase be to stream down from the headwaters?"

One concept that is here to stay regardless of the educational theories of the day is the Oregon Content Standards. What should students know and be able to do when they leave your classroom? It shouldn't matter what content you teach or the current "buzz" in your building. If you emphasize the standards, quality learning transpires.

Every subject has content standards, and frustration can sometimes set in as we attempt to "cover" them all. But content standards are more than "factoids." When I look at a content standard, I see a theme or central piece of content as well as a level of cognitive demand. As a social science teacher, my approach is to integrate standards into coherent themes that are timely and that engage my students.

But engagement presupposes understanding. So over the years I've found that the most effective way to enhance my students' understanding of the social sciences is to use Oregon's Reading Standards to support their comprehension of social science text and Oregon's Writing Standards to provide a framework for organizing their ideas about what they read.

Despite time constraints, I think it's essential to target the Reading and Writing Standards —in order for my students to access social science content! If they can read and write about social science, they can actually demonstrate their thinking about social science. And that's making education work—all buzzwords aside!

2006-07 Reading and Literature Grade-level Score Reporting Categories (SRC)

SRC1 - Vocabulary
SRC2 - Reading to Perform a Task
SRC3 - Demonstrate General Understanding: Literary and Informational Text
SRC4 - Develop an Interpretation: Literary and Informational Text
SRC5 - Examine Content and Structure: Informational Text
SRC6 - Examine Content and Structure: Literary Text

INSIDE *Section B*

ENGLISH LANGUAGE ARTS

Student accountability for grades 3 to 8 and CIM standards began 2005-06.

The ability to communicate well—to read, write, listen, and speak—prepares students for life. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enrich the human experience and foster responsible citizenship.

Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten	Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten
Reading		Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.00.RE.21 **Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.** • EL.00.RE.22 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** EL.00.RE.23 **Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).** EL.00.RE.24 **Describe common objects and events in both general (ball) and specific language (large red ball with stripes).**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	**CONCEPTS OF PRINT** EL.00.RE.01 **Identify the front cover, back cover, and title page of a book.** EL.00.RE.02 **Follow words read aloud from left to right and from top to bottom of the page.** EL.00.RE.03 **Know that print is spoken words written down and has meaning.** EL.00.RE.04 **Recognize that sentences in print are made up of separate words.** EL.00.RE.05 **Distinguish letters from words.** EL.00.RE.06 **Recognize and name all upper and lower case letters.**	Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.00.RE.25 **Locate the title and the name of the author of a book.** EL.00.RE.26 **Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.**
	PHONEMIC AWARENESS EL.00.RE.07 **Listen to spoken sentences and recognize individual words in a sentence.** EL.00.RE.08 **Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).** EL.00.RE.09 **Given a spoken word, produce another word that rhymes with it.** EL.00.RE.10 **Listen to one-syllable words and tell the beginning and ending sounds.** EL.00.RE.11 **Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.** EL.00.RE.12 **Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.** EL.00.RE.13 **Orally blend two to three spoken sounds into recognizable words (e.g., / a / t / = at; / c / a / t / = cat).** EL.00.RE.14 **Orally segment single syllable spoken words into their components (e.g., cat = / c / a / t /).**	Demonstrate general understanding of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.00.RE.27 **Correctly answer simple questions about a text read aloud.**
		Develop an interpretation of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.00.RE.28 **Use pictures or portions of the text to make predictions about the text.** EL.00.RE.29 **Connect the information in text to life experiences.**
	DECODING AND WORD RECOGNITION EL.00.RE.15 **Understand that as letters of words change, so do the sounds (alphabetic principle).** EL.00.RE.16 **Learn most one-to-one letter sound correspondences.** EL.00.RE.17 **Blend sounds to read one-syllable decodable words.** EL.00.RE.18 **Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).**	Examine content and structure of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure.
		Literature	
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.	**LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.00.RE.19 **Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.** • EL.00.RE.20 **Demonstrate listening comprehension of more complex text through discussions.**	Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.00.LI.01 **Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.** • EL.00.LI.02 **Name some book titles and authors.** • EL.00.LI.03 **Demonstrate listening comprehension of more complex literary text through discussions.**
		Demonstrate general understanding of grade-level literary text.	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.00.LI.04 **Tell the sequence of events in a story.** EL.00.LI.05 **Correctly answer simple questions about stories read aloud.** EL.00.LI.06 **Retell, reenact, dramatize, or draw stories or parts of stories.**
		Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.00.LI.07 **Connect events in text to life experiences.** EL.00.LI.08 **Make predictions based on illustrations or portions of the story.**
		Examine content and structure of grade-level literary text.	**LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE** There are currently no kindergarten grade-level foundations for Literary Text: Examine Content and Structure.

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Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten	Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten
Writing		**Speaking and Listening**	
Pre-write, draft, revise, edit, and publish across the subject areas.	**PLANNING, EVALUATION, AND REVISION** **SKILLS TO SUPPORT STANDARDS** • EL.00.WR.01 **Discuss ideas to include in a story.**	**Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.**	**SPEAKING** EL.00.SL.01 **Recite short poems, rhymes, and songs.** EL.00.SL.02 **Retell, reenact, or dramatize stories or parts of stories.** EL.00.SL.03 **Show and tell using props.** EL.00.SL.04 **Share information and ideas, speaking in complete, coherent sentences.** EL.00.SL.05 **Describe people, places, things (e.g., size, color, and shape), locations, and actions.** EL.00.SL.06 **Tell an experience or story in a logical sequence.** EL.00.SL.07 **Speak audibly.** EL.00.SL.08 **Look at listeners most of the time.**
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.	**WRITING** EL.00.WR.02 **Write by moving from left to right and from top to bottom.** EL.00.WR.03 **Independently write many uppercase and lowercase letters.** EL.00.WR.04 **Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.** EL.00.WR.05 **Write most letters and some words when they are dictated.** EL.00.WR.06 **Write some consonant-vowel-consonant words such as *man, cat,* and *run* (demonstrating the alphabetic principle).** EL.00.WR.07 **Write (unconventionally) to express own meaning.** EL.00.WR.08 **Produce or dictate writing that approximates natural or story language.**		
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.	**CONVENTIONS** **SPELLING** EL.00.WR.09 **Use phonemic awareness and letter knowledge to spell independently.** EL.00.WR.10 **Spell some conventionally-spelled consonant-vowel-consonant words.** **HANDWRITING** EL.00.WR.11 **Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.**	**Listen critically and respond appropriately across the subject areas.**	**LISTENING** EL.00.SL.09 **Listen when others are speaking.** EL.00.SL.10 **Understand and follow one- and two-step oral directions.**
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	**WRITING APPLICATIONS** **NARRATIVE WRITING** EL.00.WR.12 **Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.** **EXPOSITORY WRITING** EL.00.WR.13 **Write (unconventionally) simple messages or directions for a specific reason—or for a specific person or specific people.**	**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.**	**ANALYSIS** There are currently no kindergarten grade-level foundations for Analysis.
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*	**RESEARCH REPORT WRITING** There are currently no kindergarten grade-level foundations for Research Report Writing.		

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Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1	Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1
Reading Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	**CONCEPTS OF PRINT** EL.01.RE.01 **Identify letters, words, and sentences.** EL.01.RE.02 **Match oral words to printed words.** EL.01.RE.03 **Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.** **PHONEMIC AWARENESS** EL.01.RE.04 **Create and state a series of rhyming words including consonant blends (e.g., flat, slat).** EL.01.RE.05 **Listen and distinguish initial, medial, and final sounds in single-syllable words.** EL.01.RE.06 **Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).** EL.01.RE.07 **Listen and count the number of sounds in a syllable; count the number of syllables in a word.** EL.01.RE.08 **Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., / c / a / t / = cat; / f / l / a / t / = flat).** EL.01.RE.09 **Orally segment single syllable spoken words into their components (e.g., cat = / c / a / t /; splat = / s / p / l / a / t /; rich = / r / i / ch /).** EL.01.RE.10 **Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).** **DECODING AND WORD RECOGNITION** EL.01.RE.11 **Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.** EL.01.RE.12 **Use letter-sound correspondence knowledge to sound out unknown words.** EL.01.RE.13 **Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).** EL.01.RE.14 **Read compound words and contractions.** EL.01.RE.15 **Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).** EL.01.RE.16 **Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).** EL.01.RE.17 **Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).** EL.01.RE.18 **Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.** EL.01.RE.19 **By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).** EL.01.RE.20 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.01.RE.25 **Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.** • EL.01.RE.26 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** EL.01.RE.27 **Classify categories of words (e.g., concrete collections of animals, foods, toys).** EL.01.RE.28 **Use context to understand word and sentence meanings.**
		Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.01.RE.29 **Read written directions, signs, captions, warning labels, and informational books.** EL.01.RE.30 **Locate the title, name of author, name of illustrator, and table of contents.** EL.01.RE.31 **Alphabetize a list of words by the first letter.** EL.01.RE.32 **Read and understand simple one-step written instructions.** EL.01.RE.33 **Obtain information from print illustrations.** EL.01.RE.34 **Identify text that uses sequence or other logical order (explain how informational text is different from a story).**
		Demonstrate general understanding of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.01.RE.35 **Describe new information gained from text in own words.** EL.01.RE.36 **Answer simple written comprehension questions based on material read.**
		Develop an interpretation of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.01.RE.37 **Make connections and discuss prior knowledge of topics in informational texts.** EL.01.RE.38 **Discuss how, why, and what-if questions in sharing informational texts.**
		Examine content and structure of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** There are currently no grade 1 grade-level foundations for Informational Text: Examine Content and Structure.
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.	**LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.01.RE.21 **Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.** • EL.01.RE.22 **Demonstrate listening comprehension of more complex text through discussions.** • EL.01.RE.23 **Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.** • EL.01.RE.24 **Notice when difficulties are encountered in understanding text.**	**Literature** Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.01.LI.01 **Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.** • EL.01.LI.02 **Demonstrate listening comprehension of more complex literary text through discussions.**
		Demonstrate general understanding of grade-level literary text.	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.01.LI.03 **Describe the roles of authors and illustrators.** EL.01.LI.04 **Recollect, talk, and write about books read during the school year.** EL.01.LI.05 **Retell the main events of the story describing the beginning, the middle, and the end.** EL.01.LI.06 **Sequence the events in the story.**

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Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1	Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1
Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.01.LI.07 **Relate prior knowledge to the story.** EL.01.LI.08 **Predict and justify what will happen next in stories.**	Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	**WRITING APPLICATIONS** **NARRATIVE WRITING** EL.01.WR.16 **Write brief stories that describe an experience.** **EXPOSITORY WRITING** EL.01.WR.17 **Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.** EL.01.WR.18 **Write simple directions.**
Examine content and structure of grade-level literary text.	**LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE** EL.01.LI.09 **Distinguish fantasy from realistic text.**		
Writing Pre-write, draft, revise, edit, and publish across the subject areas.	**PLANNING, EVALUATION, AND REVISION** **SKILLS TO SUPPORT STANDARDS** • EL.01.WR.01 **With guidance, discuss ideas and select a focus when writing.** • EL.01.WR.02 **With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.**	Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*	**RESEARCH REPORT WRITING** EL.01.WR.19 **With guidance, gather information about a topic and sort it into major categories.**
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.	**WRITING** EL.01.WR.03 **With assistance, write for different purposes and to a specific audience or person.** EL.01.WR.04 **Develop an idea with an identifiable beginning, middle and end.** EL.01.WR.05 **Sequence two or more events.** EL.01.WR.06 **Use descriptive words when writing.** EL.01.WR.07 **Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.**	**Speaking and Listening** Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	**SPEAKING** EL.01.SL.01 **Recite poems, rhymes, songs, and stories.** EL.01.SL.02 **Stay on topic when speaking.** EL.01.SL.03 **Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why*, and *how* questions.** EL.01.SL.04 **Relate an important life event or personal experience in a simple sequence.** EL.01.SL.05 **With guidance, use descriptive words when speaking about people, places, things, and events.** EL.01.SL.06 **Speak clearly.** EL.01.SL.07 **Look at listeners.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.	**CONVENTIONS** **SPELLING** EL.01.WR.08 **Spell correctly three- and four-letter short vowel words (can, will).** EL.01.WR.09 **Use spelling/phonics-based knowledge to spell independently when necessary.** EL.01.WR.10 **Show spelling consciousness or sensitivity to conventional spelling.** **GRAMMAR** EL.01.WR.11 **Identify and correctly write singular and plural nouns (cat/cats).** EL.01.WR.12 **Identify and correctly write simple possessive pronouns (my/mine; his/hers).** **PUNCTUATION** EL.01.WR.13 **Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.** **CAPITALIZATION** EL.01.WR.14 **Capitalize the first word of a sentence, names of people, and the pronoun I.** **HANDWRITING** EL.01.WR.15 **Print legibly and space letters, words, and sentences appropriately.**	Listen critically and respond appropriately across the subject areas.	**LISTENING** EL.01.SL.08 **Listen attentively.** EL.01.SL.09 **Ask questions for clarification and understanding.** EL.01.SL.10 **Give, restate, and follow simple two-step directions.**
		Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.	**ANALYSIS** There are currently no grade 1 grade-level foundations for Analysis.

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Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2
Reading	
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	**DECODING AND WORD RECOGNITION** EL.02.RE.01 Read regular multi-syllabic words. EL.02.RE.02 Use letter-sound correspondence knowledge to sound out unknown words. EL.02.RE.03 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading. EL.02.RE.04 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su / per, vowel-consonant/consonant-vowel = sup / per). EL.02.RE.05 Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). EL.02.RE.06 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). EL.02.RE.07 Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist. EL.02.RE.08 By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute). EL.02.RE.09 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.	**LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry. • EL.02.RE.11 Demonstrate listening comprehension of more complex text through discussions. • EL.02.RE.12 Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. • EL.02.RE.13 Reread sentences when meaning is not clear. • EL.02.RE.14 Read voluntarily for interest and own purposes.
Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.02.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text. • EL.02.RE.16 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. EL.02.RE.17 Know and explain common antonyms and synonyms. EL.02.RE.18 Use knowledge of individual words in unknown compound words to predict their meaning (daydream). EL.02.RE.19 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful). EL.02.RE.20 Use context to identify simple multiple-meaning words (change, duck). EL.02.RE.21 Determine meanings of words by using a dictionary or glossary.
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.02.RE.22 Read written directions, signs, captions, warning labels, and informational books. EL.02.RE.23 Use titles, tables of contents, and chapter headings to locate information in text. EL.02.RE.24 Interpret information from diagrams, charts, and graphs. EL.02.RE.25 Alphabetize a list of words to the second letter. EL.02.RE.26 Follow two-step written instructions.
Demonstrate general understanding of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.02.RE.27 Read informational texts for answers to specific questions or for specific purposes. EL.02.RE.28 Recall facts and details in the text to clarify and organize ideas.
Develop an interpretation of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.02.RE.29 Pose possible answers to how, why, and what-if questions. EL.02.RE.30 Connect the information in text to life experiences, text, and world.
Examine content and structure of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** EL.02.RE.31 Connect and compare information across selections.
Literature	
Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.02.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods. • EL.02.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.
Demonstrate general understanding of grade-level literary text.	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.02.LI.03 Retell the sequence of the story. EL.02.LI.04 Identify and describe the plot, setting, and character(s) in the story.
Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.02.LI.05 Make and confirm predictions about what will happen next. EL.02.LI.06 Describe cause-and-effect of specific events.
Examine content and structure of grade-level literary text.	**LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE** EL.02.LI.07 Connect and compare similarities in characters and events across stories. EL.02.LI.08 Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use. EL.02.LI.09 Take part in creative responses to texts such as dramatizations and oral presentations.
Writing	
Pre-write, draft, revise, edit, and publish across the subject areas.	**PLANNING, EVALUATION, AND REVISION** **SKILLS TO SUPPORT STANDARDS** • EL.02.WR.01 Create a list of ideas for writing. • EL.02.WR.02 In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing. • EL.02.WR.03 With assistance, revise original drafts to improve sequence and provide more descriptive detail. • EL.02.WR.04 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

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Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations Grade 2	Common Curriculum Goals	Oregon Grade-level Foundations Grade 2
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.	**WRITING** EL.02.WR.05 **With guidance, make reasonable judgments about what to include in written compositions.** EL.02.WR.06 **Group related ideas to maintain a consistent focus.** EL.02.WR.07 **Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.** EL.02.WR.08 **Sequence three or more events.** EL.02.WR.09 **Select and use descriptive words when writing.** EL.02.WR.10 **Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).** EL.02.WR.11 **Use correct word order in written sentences.** **CONVENTIONS** **SPELLING** EL.02.WR.12 **Spell correctly words which are used frequently but do not fit common spelling patterns such as *was, were, says, said, who, what,* and *why.*** EL.02.WR.13 **Spell correctly words with short and long vowel sounds (a, e, i, o, u), *r*-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).** EL.02.WR.14 **Spell correctly previously studied words and spelling patterns in own writing.** EL.02.WR.15 **Represent all sounds in a word when spelling independently.** **GRAMMAR** EL.02.WR.16 **Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).** EL.02.WR.17 **Identify and begin to correctly write a few contractions (isn't, can't).** **PUNCTUATION** EL.02.WR.18 **Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).** **CAPITALIZATION** EL.02.WR.19 **Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.** **HANDWRITING** EL.02.WR.20 **Form letters correctly and space words and sentences properly so that printing can be read easily by another person.**		EL.02.WR.23 **Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.** EL.02.WR.24 **Write instructions that illustrate multiple steps.** EL.02.WR.25 **With organizational help, begin writing brief informative reports.**
		Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*	**RESEARCH REPORT WRITING** EL.02.WR.26 **Understand the purposes of various reference materials.** EL.02.WR.27 **Find ideas for writing in pictures and/or books.**
		Speaking and Listening Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	**SPEAKING** EL.02.SL.01 **Retell stories in own words including characters, setting, and plot.** EL.02.SL.02 **Tell experiences in logical order.** EL.02.SL.03 **With guidance, report on a topic with supportive facts and details.** EL.02.SL.04 **With guidance, organize presentations to maintain a clear focus.** EL.02.SL.05 **Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).**
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	**WRITING APPLICATIONS** **NARRATIVE WRITING** EL.02.WR.21 **Write brief narratives based on personal experiences:** • **Move through a logical sequence of events.** • **Describe the setting, characters, objects, and events.** **EXPOSITORY WRITING** EL.02.WR.22 **Write a brief description of a familiar object, person, place, or event:** • **Develop a main idea.** • **Use details to support the main idea.**	Listen critically and respond appropriately across the subject areas.	**LISTENING** EL.02.SL.06 **Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).** EL.02.SL.07 **Ask for clarification and explanation of stories and ideas.** EL.02.SL.08 **Retell in own words information that has been shared orally by others.** EL.02.SL.09 **Give and follow three- and four-step oral directions.**
		Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.	**ANALYSIS** There are currently no grade 2 grade-level foundations for Analysis.

ENGLISH LANGUAGE ARTS

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Grade 3 Adopted June 2002

Common Curriculum Goals	Oregon Grade-level Standards — Grade 3	Common Curriculum Goals	Oregon Grade-level Standards — Grade 3
Reading			EL.03.RE.23 **Alphabetize a list of words to the third letter.**
			EL.03.RE.24 **Use dictionaries, encyclopedias, CD-ROMs, and Internet to locate information.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	**DECODING AND WORD RECOGNITION** EL.03.RE.01 **Read regular words with several syllables.** EL.03.RE.02 **Use letter-sound correspondence knowledge and structural analysis to decode words.** EL.03.RE.03 **Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.** EL.03.RE.04 **Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.** EL.03.RE.05 **Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).** EL.03.RE.06 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Demonstrate general understanding of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.03.RE.25 *Demonstrate comprehension by identifying answers to questions about the text.* EL.03.RE.26 *Distinguish the main idea and supporting details in informational text.* EL.03.RE.27 *Determine significant information from the text, including problems and solutions.* *EL.03.RE.28* ***Summarize major points from informational text.***
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.	**LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.03.RE.07 **Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.** • EL.03.RE.08 **Demonstrate listening comprehension of more complex text through discussions.** • EL.03.RE.09 **Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.** • EL.03.RE.10 **Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.** • EL.03.RE.11 **Read longer selections and books independently.**	**Develop an interpretation of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.03.RE.29 *Recall major points in the text and make predictions about forthcoming information.* EL.03.RE.30 *Distinguish cause-and-effect and fact and opinion.* EL.03.RE.31 **Ask how, why, and what-if questions in interpreting informational texts.** EL.03.RE.32 **Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.**
		Examine content and structure of grade-level informational text across the subject areas.	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** EL.03.RE.33 **Use knowledge of the author's purpose to comprehend informational text.** EL.03.RE.34 **Take part in creative response to text, such as dramatizations and oral presentations.**
		Literature	
		Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.03.LI.01 **Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.** • EL.03.LI.02 **Demonstrate listening comprehension of more complex literary text through discussions.**
Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.03.RE.12 **Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.** • EL.03.RE.13 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** EL.03.RE.14 *Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.* EL.03.RE.15 *Use sentence and word context to find the meaning of unknown words.* EL.03.RE.16 **Categorize words by their relationships (e.g., dog/mammal, animal/living things).** EL.03.RE.17 **Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).** EL.03.RE.18 **Use a dictionary or glossary to learn the meaning and other features of unknown words.**	**Demonstrate general understanding of grade-level literary text.**	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.03.LI.03 *Identify the speaker or narrator in a selection.* EL.03.LI.04 *Distinguish the order of events or a specific event from a sequence of events.* EL.03.LI.05 *Determine significant events from the story.* EL.03.LI.06 **Summarize major points from literary text.**
		Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.03.LI.07 *Determine what characters are like by what they say or do and by how the author or illustrator portrays them.* EL.03.LI.08 *Predict probable future outcomes or actions.* EL.03.LI.09 *Determine and discuss the underlying theme or author's message in literary text.* EL.03.LI.10 *Recognize cause-and-effect relationships in literary text.*
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.03.RE.19 **Read written directions, signs, captions, warning labels, and informational books.** EL.03.RE.20 *Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.* EL.03.RE.21 *Interpret information from diagrams, charts, and graphs.* EL.03.RE.22 *Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).*	**Examine content and structure of grade-level literary text.**	**LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE** EL.03.LI.11 **Compare and contrast versions of the same stories from different cultures.** EL.03.LI.12 **Create different endings to stories and identify the reason and the impact of the endings.**

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grade 3 Adopted June 2002

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Writing

Pre-write, draft, revise, edit, and publish across the subject areas.

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Oregon Grade-level Standards — Grade 3

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS

- EL.03.WR.01 **Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.**
- EL.03.WR.02 **Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.**
- EL.03.WR.03 **With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.**
- EL.03.WR.04 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- EL.03.WR.05 **With assistance, revise writing for others to read improving the focus and progression of ideas.**
- EL.03.WR.06 **With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.**
- EL.03.WR.07 **Present and discuss own writing with other students, and respond helpfully to other students' compositions.**

WRITING

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.

EL.03.WR.08 *Write appropriately for purpose and audience.*

EL.03.WR.09 *Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.*

EL.03.WR.10 **Use vivid adjectives and action verbs.**

EL.03.WR.11 **Begin to elaborate descriptions and incorporate figurative wording in own writing.**

EL.03.WR.12 *Write correctly complete sentences of statement, command, question, or exclamation.*

CONVENTIONS

SPELLING

EL.03.WR.13 *Spell correctly:*

- *one-syllable words that have blends (play, blend) or a silent letter (walk);*
- *contractions (isn't, aren't, can't);*
- *compounds;*
- *common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural such as berry/berries); and*
- *common homophones (words that sound the same but have different spellings, such as hair/hare).*

EL.03.WR.14 *Spell correctly previously studied words and spelling patterns in own writing.*

EL.03.WR.15 *Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).*

GRAMMAR

EL.03.WR.16 *Use subjects and verbs that are in agreement (we are instead of we is).*

EL.03.WR.17 *Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.*

EL.03.WR.18 *Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).*

EL.03.WR.19 *Identify and correctly write singular possessive nouns (dog's tail).*

Common Curriculum Goals

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: Third Grade, 100 words.**

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*

Oregon Grade-level Standards — Grade 3

PUNCTUATION

EL.03.WR.20 *Use commas in dates (On June 24, 2003, she'll be nine.), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL), and for items in a series (beans, corn, cucumbers, and squash).*

EL.03.WR.21 *Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said.).*

CAPITALIZATION

EL.03.WR.22 *Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon.).*

HANDWRITING

EL.03.WR.23 **Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.**

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

WRITING APPLICATIONS

NARRATIVE WRITING

EL.03.WR.24 **Write narratives:**

- **Provide a context within which an action takes place.**
- **Include well-chosen details to develop the plot.**
- **With some guidance, provide insight into why the selected incident is memorable.**

EXPOSITORY WRITING

EL.03.WR.25 **Write descriptive pieces about people, places, things, or experiences:**

- **Develop a unified main idea.**
- **Use details to support the main idea.**

EL.03.WR.26 **Write letters, thank-you notes, and invitations:**

- **With assistance, determine the knowledge and interests of the audience and establish a purpose and context.**
- **Include the date, proper salutation, body, closing, and signature.**

EL.03.WR.27 **Write brief reports:**

- **Include observations and information from two or more sources.**
- **Use diagrams, charts, or illustrations that are appropriate to the text.**

EL.03.WR.28 **Write brief responses to literary text:**

- **Include what the text is about.**
- **Include personal response to text supported by reasons.**

RESEARCH REPORT WRITING

EL.03.WR.29 **Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).**

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grade 3 Adopted June 2002

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards Grade 3	Common Curriculum Goals	Oregon Grade-level Standards Grade 3
Speaking and Listening			
Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.* ***Suggested speech length: Third Grade, 1 minute.**	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.03.SL.01 **With guidance, organize ideas sequentially or around major points of information.** EL.03.SL.02 **Provide a beginning, middle, and end, including concrete details that develop a central idea.** EL.03.SL.03 **With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).** EL.03.SL.04 **Use clear and specific vocabulary to communicate and, with assistance, establish the tone.** EL.03.SL.05 **Use appropriate intonation and vocal patterns to emphasize important points.** EL.03.SL.06 **Maintain good eye contact while speaking.**		
Listen critically and respond appropriately across the subject areas.	**LISTENING** EL.03.SL.07 **Retell in own words and explain what has been said by a speaker.** EL.03.SL.08 **Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).** EL.03.SL.09 **Answer questions completely and with appropriate elaboration.** EL.03.SL.10 **Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as *hiss* or *buzz*).**		
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.	**ANALYSIS** EL.03.SL.11 **Distinguish between the speaker's opinions and verifiable facts.**		

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Reading

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

DECODING AND WORD RECOGNITION

EL.04.RE.01 **Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).**

EL.04.RE.02 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

*Suggested grade-level target for reading on own: Fourth Grade, 500,000 words annually.

LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT

SKILLS TO SUPPORT STANDARDS

- EL.04.RE.03 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**
- EL.04.RE.04 **Make connections to text, within text, and among texts across the subject areas.**
- EL.04.RE.05 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**
- EL.04.RE.06 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.**
- EL.04.RE.07 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**
- EL.04.RE.08 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

VOCABULARY

SKILLS TO SUPPORT STANDARDS

- EL.04.RE.09 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- EL.04.RE.10 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.04.RE.11 *Determine meanings of words using contextual and structural clues.*

EL.04.RE.12 *Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.*

EL.04.RE.13 *Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.*

EL.04.RE.14 **Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).**

EL.04.RE.15 **Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).**

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

READ TO PERFORM A TASK

EL.04.RE.16 **Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.**

EL.04.RE.17 *Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.*

EL.04.RE.18 *Find information in specialized materials (e.g., atlas, magazine, catalog).*

EL.04.RE.19 *Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.*

Demonstrate general understanding of grade-level informational text across the subject areas.

INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.04.RE.20 *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.*

EL.04.RE.21 **Identify key facts and information after reading two passages or articles on the same topic.**

Develop an interpretation of grade-level informational text across the subject areas.

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

EL.04.RE.22 *Make and confirm predictions about text by using* **prior knowledge and** *ideas presented in the text itself, including illustrations, titles, topic sentences, and important words.*

EL.04.RE.23 *Draw inferences or conclusions about an author's meaning supported by facts and events from the text.*

EL.04.RE.24 *Identify the main idea of a passage when it is not explicitly stated.*

Examine content and structure of grade-level informational text across the subject areas.

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

EL.04.RE.25 *Determine the author's purpose, and relate it to details in the text.*

EL.04.RE.26 *Distinguish between cause-and-effect and between fact and opinion in expository text.*

EL.04.RE.27 *Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.*

EL.04.RE.28 **Identify and analyze text that uses sequential or chronological order.**

EL.04.RE.29 **Distinguish text that is biographical and autobiographical.**

Literature

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

LISTEN TO AND READ LITERARY TEXT

SKILLS TO SUPPORT STANDARDS

- EL.04.LI.01 **Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.**
- EL.04.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

Demonstrate general understanding of grade-level literary text.

LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.04.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

EL.04.LI.04 *Identify the main problem or conflict of the plot, and explain how it is resolved.*

Develop an interpretation of grade-level literary text.

LITERARY TEXT: DEVELOP AN INTERPRETATION

EL.04.LI.05 *Make and confirm predictions about text using ideas presented in the text itself.*

EL.04.LI.06 *Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.*

EL.04.LI.07 *Identify the main idea of a passage when it is not explicitly stated.*

EL.04.LI.08 *Draw inferences or conclusions about a text based on explicitly stated information.*

Examine content and structure of grade-level literary text.

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

EL.04.LI.09 **Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 4	Common Curriculum Goals	Oregon Grade-level Standards — Grade 4
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	EL.04.LI.10 **Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.** EL.04.LI.11 **Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).** **PLANNING, EVALUATION, AND REVISION** **SKILLS TO SUPPORT STANDARDS** • EL.04.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.** • EL.04.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • EL.04.WR.03 **Identify audience and purpose.** • EL.04.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • EL.04.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • EL.04.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.** • EL.04.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • EL.04.WR.08 **Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.** • EL.04.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**		**GRAMMAR** EL.04.WR.16 *Correctly use:* • *regular verbs (live/lived, shout/shouted),* • *irregular verbs (swim/swam, ride/rode, hit/hit),* • *adverbs (slowly, quickly, fast),* • *prepositions (over, under, through, between), and* • *coordinating conjunctions (and, or, but).* **PUNCTUATION** EL.04.WR.17 *Correctly use:* • *apostrophes to show possession (Troy's shoe, the cat's food),* • *apostrophes in contractions (can't, didn't, won't), and* • *quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books.* EL.04.WR.18 *Use underlining, quotation marks, or italics to identify titles of documents.* EL.04.WR.19 *Correctly write plural possessive nouns (girls' hats).* **CAPITALIZATION** EL.04.WR.20 *Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.* **HANDWRITING** EL.04.WR.21 **Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.** EL.04.WR.22 **Read cursive.**
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.	**WRITING** These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. EL.04.WR.10 *Select a focus and a point of view based upon purpose and audience.* EL.04.WR.11 *Write multi-paragraph compositions that:* • *Provide an inviting introductory paragraph.* • *Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.* • *Include supporting paragraphs with simple facts, details, and explanations.* • *Present important ideas or events in sequence or chronological order.* • *Provide details and transitions to link paragraphs.* • *Conclude with a paragraph that summarizes the points.* • *Use correct indention.* EL.04.WR.12 *Use words that describe, explain, or provide additional details and connections.* EL.04.WR.13 *Use simple sentences and compound sentences in writing.* EL.04.WR.14 *Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.*	**Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*** ***Suggested word length: Fourth Grade, 250 words.**	**WRITING MODES** Work Samples can be selected from any of the listed modes. *Personal Narrative* *Fictional Narrative* *Expository* **WRITING APPLICATIONS** **NARRATIVE WRITING** EL.04.WR.23 **Write personal narratives:** • **Include ideas, observations, or memories of an event or experience.** • **Provide a context to allow the reader to imagine the world of the event or experience.** • **Use concrete sensory details.** • **Provide insight into why the selected event or experience is memorable.** **EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT** EL.04.WR.24 **Write responses to literature:** • **Demonstrate an understanding of the literary work.** • **Support interpretations through references to both the text and prior knowledge.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.	**CONVENTIONS** **SPELLING** EL.04.WR.15 *Spell correctly:* • *roots (bases of words, such as un necessary, coward ly),* • *inflections (words like care/careful/caring),* • *suffixes and prefixes (-ly, -ness, mis-, un-),* • *syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy), and* • *homophones (to/too/two, hear/here, plain/plane, aisle/isle/ I'll, caught/cot).*		

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 4	Common Curriculum Goals	Oregon Grade-level Standards — Grade 4
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS EL.04.WR.25 **Write informational reports:** • **Ask and then address a central question about an issue or event.** • **Include facts and details for focus.** • **Develop the topic with simple facts, details, examples, and explanations.** • **Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.** **PERSUASIVE WRITING** EL.04.WR.26 **Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.** **SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING** EL.04.WR.27 **Write summaries that contain the main idea of the reading selection.**	**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.**	**ANALYSIS** EL.04.SL.10 **Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.**
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***	**RESEARCH REPORT WRITING** EL.04.WR.28 **Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.** EL.04.WR.29 **Use note-taking skills.** EL.04.WR.30 **Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).** EL.04.WR.31 **Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.** EL.04.WR.32 **Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.**		
Speaking and Listening **Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*** ***Suggested speech length: Fourth Grade, 2-4 minutes.**	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.04.SL.01 **Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.** EL.04.SL.02 **Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.** EL.04.SL.03 **Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.** EL.04.SL.04 **Use a variety of descriptive words that help to convey a clear message.** EL.04.SL.05 **Use correct grammar most of the time.** EL.04.SL.06 **Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.**		
Listen critically and respond appropriately across the subject areas.	**LISTENING** EL.04.SL.07 **Ask thoughtful questions and respond orally to questions with appropriate discussion.** EL.04.SL.08 **Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.** EL.04.SL.09 **Follow detailed directions and instructions.**		

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Reading

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

***Suggested grade-level target for reading on own: Fifth Grade, 625,000 words annually.**

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Oregon Grade-level Standards — Grade 5

DECODING AND WORD RECOGNITION

EL.05.RE.01 **Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).**

EL.05.RE.02 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT

SKILLS TO SUPPORT STANDARDS

- EL.05.RE.03 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**
- EL.05.RE.04 **Make connections to text, within text, and among texts across the subject areas.**
- EL.05.RE.05 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**
- EL.05.RE.06 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.**
- EL.05.RE.07 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**
- EL.05.RE.08 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

VOCABULARY

SKILLS TO SUPPORT STANDARDS

- EL.05.RE.09 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- EL.05.RE.10 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.05.RE.11 *Determine meanings of words using contextual and structural clues.*

EL.05.RE.12 *Understand and explain frequently used synonyms, antonyms, and homographs.*

EL.05.RE.13 *Determine the meanings of figurative expressions, such as those in similes and metaphors.*

EL.05.RE.14 **Use word origins to determine the meaning of unknown words and phrases.**

EL.05.RE.15 **Know less-common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin, and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).**

EL.05.RE.16 **Use a thesaurus to determine related words and concepts.**

READ TO PERFORM A TASK

EL.05.RE.17 **Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.**

EL.05.RE.18 *Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.*

EL.05.RE.19 *Find information in specialized materials (e.g., thesaurus, almanac, newspaper).*

EL.05.RE.20 **Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).**

Common Curriculum Goals

Demonstrate general understanding of grade-level informational text across the subject areas.

Develop an interpretation of grade-level informational text across the subject areas.

Examine content and structure of grade-level informational text across the subject areas.

Literature

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

Demonstrate general understanding of grade-level literary text.

Develop an interpretation of grade-level literary text.

Oregon Grade-level Standards — Grade 5

INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.05.RE.21 *Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.*

EL.05.RE.22 **Identify key facts and information after reading several passages or articles on the same topic.**

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

EL.05.RE.23 *Predict future outcomes supported by the text.*

EL.05.RE.24 *Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence* **and prior knowledge**.

EL.05.RE.25 *Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.*

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

EL.05.RE.26 *Determine the author's purpose, and relate it to specific details in the text.*

EL.05.RE.27 *Draw conclusions about whether portions of the passage are facts or opinions.*

EL.05.RE.28 *Recognize and analyze characteristics of persuasive text.*

EL.05.RE.29 **Evaluate new information and ideas by testing them against known information and ideas.**

EL.05.RE.30 **Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).**

LISTEN TO AND READ LITERARY TEXT

SKILLS TO SUPPORT STANDARDS

- EL.05.LI.01 **Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.**
- EL.05.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.05.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

EL.05.LI.04 *Identify the main events of the plot, their causes, and the influence of specific events on future actions.*

LITERARY TEXT: DEVELOP AN INTERPRETATION

EL.05.LI.05 *Predict future outcomes supported by the text.*

EL.05.LI.06 *Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.*

EL.05.LI.07 *Identify the theme, understanding that* theme *refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.*

EL.05.LI.08 *Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.*

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Examine content and structure of grade-level literary text.

Writing

Pre-write, draft, revise, edit, and publish across the subject areas.

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Oregon Grade-level Standards — Grade 5

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

EL.05.LI.09 *Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.*

EL.05.LI.10 *Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.*

EL.05.LI.11 *Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).*

EL.05.LI.12 **Evaluate the believability of characters and the degree to which a plot is believable or realistic.**

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS

- EL.05.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**
- EL.05.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- EL.05.WR.03 **Identify audience and purpose.**
- EL.05.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.**
- EL.05.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- EL.05.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- EL.05.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- EL.05.WR.08 **Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.**
- EL.05.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

WRITING

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.

EL.05.WR.10 *Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.*

EL.05.WR.11 *Write multi-paragraph compositions that:*

- *Engage readers with an interesting introduction.*
- *Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.*
- *Develop new ideas in separate paragraphs.*
- *Provide details and examples to support ideas.*
- *Provide transitions to link paragraphs.*
- *Offer a concluding paragraph that summarizes important ideas and details.*

EL.05.WR.12 *Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.*

EL.05.WR.13 *Use a variety of descriptive words, demonstrating awareness of impact on audience.*

EL.05.WR.14 *Use simple and compound sentences and begin using complex sentences.*

EL.05.WR.15 *To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.*

Common Curriculum Goals

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: Fifth Grade, 400 words.**

Oregon Grade-level Standards — Grade 5

CONVENTIONS

SPELLING

EL.05.WR.16 *Spell correctly:*

- *roots or bases of words,*
- *prefixes (understood/misunderstood, excused/unexcused),*
- *suffixes (final/finally, mean/mean-ness),*
- *contractions (will not/won't, it is/it's, they would/they'd),*
- *syllable constructions (in-for-ma-tion, mol-e-cule), and*
- *words with more than one acceptable spelling (advisor, adviser).*

GRAMMAR

EL.05.WR.17 *Correctly use:*

- *verbs that are often misused (lie/lay, sit/set, rise/raise),*
- *modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his, she/her, they/their, it/its).*

EL.05.WR.18 *Ensure that verbs agree with their subjects.*

PUNCTUATION

EL.05.WR.19 *Correctly use:*

- *parentheses to explain something that is not considered of primary importance to the sentence,*
- *a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the following items for the project: map, pictures, scissors, tape), and*
- *commas in direct quotations (He said, "I'd be happy to go.").*

EL.05.WR.20 *Correctly place commas and periods inside quotation marks.*

CAPITALIZATION

EL.05.WR.21 *Use correct capitalization.*

HANDWRITING

EL.05.WR.22 **Write legibly in cursive or manuscript.**

EL.05.WR.23 **Read cursive fluently.**

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

EL.05.WR.24 **Write fictional narratives:**

- **Establish a plot, point of view, setting, conflict, and resolution.**
- **Show through description, rather than tell (summarize), the events of the story.**

EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT

EL.05.WR.25 **Write responses to literature:**

- **Demonstrate an understanding of a literary work.**
- **Support interpretations through references to the text and to prior knowledge.**
- **Develop interpretations that exhibit careful reading and understanding.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS EL.05.WR.26 **Write research reports about ideas, issues, or events:** • **Frame questions that direct the investigation.** • **Establish a main idea or topic.** • **Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.** • **Cite references appropriately.** **PERSUASIVE WRITING** EL.05.WR.27 **Write persuasive compositions:** • **State a clear position in support of a proposal.** • **Support a position with relevant evidence.** • **Follow a simple organizational pattern.** • **Address reader concerns.** **SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING** EL.05.WR.28 **Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).** EL.05.WR.29 **Write business letters to request information (e.g., for school reports).**	**Speaking and Listening** **Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*** ***Suggested speech length: Fifth Grade, 2-5 minutes.**	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.05.SL.01 **Develop a focus and point of view that are appropriate to audience and purpose.** EL.05.SL.02 **Organize information to clarify and support spoken ideas with evidence and examples.** EL.05.SL.03 **Use descriptive words that clearly convey the message and establish the tone.** EL.05.SL.04 **Use appropriate technical words that support clear understanding.** EL.05.SL.05 **Use correct grammar consistently.** EL.05.SL.06 **Engage the audience with appropriate verbal cues—volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.**
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***	**RESEARCH REPORT WRITING** EL.05.WR.30 **Use organizational features of printed text to locate relevant information.** EL.05.WR.31 **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** EL.05.WR.32 **Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.** EL.05.WR.33 **Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).** EL.05.WR.34 **Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries—MLA).**	**Listen critically and respond appropriately across the subject areas.** **Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.**	**LISTENING** EL.05.SL.07 **Ask relevant questions that seek information not already discussed.** EL.05.SL.08 **Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.** EL.05.SL.09 **Make inferences or draw conclusions based on an oral report.** **ANALYSIS** EL.05.SL.10 **Identify and discuss the purposes of media—information, entertainment, persuasion, interpretation of events, and transmission of culture.** EL.05.SL.11 **Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Reading

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

***Suggested grade-level target for reading on own: Sixth Grade, 750,000 words annually.**

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Oregon Grade-level Standards — Grade 6

DECODING AND WORD RECOGNITION

EL.06.RE.01 **Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.**

EL.06.RE.02 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT

SKILLS TO SUPPORT STANDARDS

- EL.06.RE.03 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**
- EL.06.RE.04 **Make connections to text, within text, and among texts across the subject areas.**
- EL.06.RE.05 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**
- EL.06.RE.06 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.**
- EL.06.RE.07 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**
- EL.06.RE.08 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

VOCABULARY

SKILLS TO SUPPORT STANDARDS

- EL.06.RE.09 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- EL.06.RE.10 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.06.RE.11 *Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.*

EL.06.RE.12 *Interpret figurative language, including similes, metaphors, and words with multiple meanings.*

EL.06.RE.13 **Understand and explain "shades of meaning" in related words.**

EL.06.RE.14 **Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.**

READ TO PERFORM A TASK

EL.06.RE.15 **Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.**

EL.06.RE.16 *Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.*

EL.06.RE.17 *Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.*

EL.06.RE.18 **Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).**

Common Curriculum Goals

Demonstrate general understanding of grade-level informational text across the subject areas.

Develop an interpretation of grade-level informational text across the subject areas.

Examine content and structure of grade-level informational text across the subject areas.

Literature

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

Demonstrate general understanding of grade-level literary text.

Develop an interpretation of grade-level literary text.

Oregon Grade-level Standards — Grade 6

INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.06.RE.19 *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.*

EL.06.RE.20 **Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.**

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

EL.06.RE.21 *Predict future outcomes supported by the text.*

EL.06.RE.22 *Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.*

EL.06.RE.23 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

EL.06.RE.24 *Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.*

EL.06.RE.25 *Distinguish among facts, supported inferences, and opinions in text.*

EL.06.RE.26 *Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.*

EL.06.RE.27 **Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.**

EL.06.RE.28 **Compare and contrast information on the same topic after reading two passages or articles.**

EL.06.RE.29 **Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.**

LISTEN TO AND READ LITERARY TEXT

SKILLS TO SUPPORT STANDARDS

- EL.06.LI.01 **Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.**
- EL.06.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.06.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

EL.06.LI.04 *Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).*

LITERARY TEXT: DEVELOP AN INTERPRETATION

EL.06.LI.05 *Predict future outcomes supported by the text.*

EL.06.LI.06 *Determine characters' traits by what the characters say in narration and dialogue.*

EL.06.LI.07 *Analyze the influence of setting on the conflict and its resolution.*

EL.06.LI.08 *Identify and examine the development of themes in literary works.*

EL.06.LI.09 *Infer the main idea when it is not explicitly stated.*

EL.06.LI.10 *Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.*

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Examine content and structure of grade-level literary text.

Writing

Pre-write, draft, revise, edit, and publish across the subject areas.

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Oregon Grade-level Standards — Grade 6

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

EL.06.LI.11 *Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone).*

EL.06.LI.12 *Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.*

EL.06.LI.13 **Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.**

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS

- EL.06.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**
- EL.06.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- EL.06.WR.03 **Identify audience and purpose.**
- EL.06.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.**
- EL.06.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- EL.06.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- EL.06.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- EL.06.WR.08 **Revise drafts to improve the organization and consistency of ideas within and between paragraphs.**
- EL.06.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

WRITING

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.

EL.06.WR.10 *Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.*

EL.06.WR.11 *Write multi-paragraph compositions that:*

- *Engage the interest of the reader.*
- *State a clear purpose.*
- *Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.*
- *Develop the topic with supporting details and precise language.*
- *Provide transitions to link paragraphs.*
- *Conclude with a detailed summary linked to the purpose of the composition.*

EL.06.WR.12 *Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.*

EL.06.WR.13 *Use a variety of descriptive words to paint a visual image in the mind of the reader.*

EL.06.WR.14 *Make paragraph breaks when using dialogue.*

EL.06.WR.15 *Use simple, compound, and complex sentences.*

EL.06.WR.16 *To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas—including both main ideas and supporting ideas in single sentences.*

Common Curriculum Goals

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: Sixth Grade, 400-700 words.**

Oregon Grade-level Standards — Grade 6

CONVENTIONS

SPELLING

EL.06.WR.17 *Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).*

GRAMMAR

EL.06.WR.18 *Correctly use:*

- *indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),*
- *present perfect verb tense (have been, has been),*
- *past perfect verb tense (had been), and*
- *future perfect verb tense (shall have been).*

EL.06.WR.19 *Ensure that verbs agree with compound subjects.*

PUNCTUATION

EL.06.WR.20 *Correctly use:*

- *colons after the salutation (greeting) in business letters (Dear Sir:),*
- *semicolons to connect main clauses (Katy went to school; her brother stayed home.),*
- *commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and*
- *semicolons and commas for transitions (The deadline is past; however, we can do it next year.).*

CAPITALIZATION

EL.06.WR.21 *Use correct capitalization.*

HANDWRITING

EL.06.WR.22 **Write legibly.**

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

EL.06.WR.23 **Write fictional narratives:**

- **Establish and develop a plot and setting, and present a point of view that is suitable to the story.**
- **Include sensory details and clear language to develop plot and character.**
- **Use a range of narrative devices, such as dialogue or suspense.**

EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT

EL.06.WR.24 **Write responses to literature:**

- **Develop interpretations that show careful reading, understanding, and insight.**
- **Organize the interpretations around several clear ideas.**
- **Develop and justify the interpretations through the use of examples and evidence from the text.**

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Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 6	Common Curriculum Goals	Oregon Grade-level Standards — Grade 6
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS EL.06.WR.25 **Write research reports:** • **Pose relevant questions that are focused enough to be thoroughly answered in the report.** • **Identify credible sources.** • **Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.** • **Include references used.** **PERSUASIVE WRITING** EL.06.WR.26 **Write persuasive compositions:** • **State a clear position on a proposition or proposal.** • **Support the position with organized and relevant evidence.** • **Anticipate and address reader concerns and counter-arguments.** **SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING** EL.06.WR.27 **Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.**	**Speaking and Listening** **Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*** ***Suggested speech length: Sixth Grade, 3-5 minutes.**	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.06.SL.01 **Develop a focus and point of view.** EL.06.SL.02 **Match the purpose, message, occasion, and delivery to the audience.** EL.06.SL.03 **Organize information using supporting details, reasons, descriptions, and examples.** EL.06.SL.04 **Emphasize key points to assist the listener in following the main ideas and concepts.** EL.06.SL.05 **Support opinions with detailed evidence and with visual or media displays.** EL.06.SL.06 **Use language effectively to convey the message and make content clear.** EL.06.SL.07 **Use correct grammar consistently.** EL.06.SL.08 **Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.**
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***	**RESEARCH REPORT WRITING** EL.06.WR.28 **Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.** EL.06.WR.29 **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** EL.06.WR.30 **Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).** EL.06.WR.31 **Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).** EL.06.WR.32 **Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries—MLA).**	**Listen critically and respond appropriately across the subject areas.** **Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.**	**LISTENING** EL.06.SL.09 **Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the non-verbal message, including posture, facial expressions, and gestures.** EL.06.SL.10 **Identify the tone, mood, and emotion conveyed in oral communication.** EL.06.SL.11 **Restate and execute multiple-step oral directions and instructions.** **ANALYSIS** EL.06.SL.12 **Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.** EL.06.SL.13 **Compare ideas and points of view expressed in broadcast, print media, and electronic media.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Reading

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.

***Suggested grade-level target for reading on own: Seventh Grade, 875,000 words annually.**

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Oregon Grade-level Standards — Grade 7

DECODING AND WORD RECOGNITION

EL.07.RE.01 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**

LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT

SKILLS TO SUPPORT STANDARDS

- EL.07.RE.02 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.**
- EL.07.RE.03 **Make connections to text, within text, and among texts across the subject areas.**
- EL.07.RE.04 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.**
- EL.07.RE.05 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.**
- EL.07.RE.06 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**
- EL.07.RE.07 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**

VOCABULARY

SKILLS TO SUPPORT STANDARDS

- EL.07.RE.08 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- EL.07.RE.09 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

EL.07.RE.10 *Determine meanings of words using contextual and structural clues.*

EL.07.RE.11 *Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.*

EL.07.RE.12 *Clarify word meanings through the use of definition, inference, example, restatement, or contrast.*

EL.07.RE.13 **Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.**

READ TO PERFORM A TASK

EL.07.RE.14 **Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.**

EL.07.RE.15 *Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.*

EL.07.RE.16 *Locate information by using consumer product information.*

EL.07.RE.17 **Understand and explain the use of a simple mechanical device by following technical directions.**

Common Curriculum Goals

Demonstrate general understanding of grade-level informational text across the subject areas.

Develop an interpretation of grade-level informational text across the subject areas.

Examine content and structure of grade-level informational text across the subject areas.

Literature

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

Demonstrate general understanding of grade-level literary text.

Develop an interpretation of grade-level literary text.

Oregon Grade-level Standards — Grade 7

INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.07.RE.18 *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.*

EL.07.RE.19 **Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.**

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

EL.07.RE.20 *Predict future outcomes supported by the text.*

EL.07.RE.21 *Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.*

EL.07.RE.22 *Identify and trace the development of an author's argument, point of view, or perspective in a specific text* **through a graphic organizer or a summary.**

EL.07.RE.23 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

EL.07.RE.24 *Determine the author's purpose and how the author's perspective influences the text.*

EL.07.RE.25 *Differentiate between conclusions that are based on fact and those that are based on opinions.*

EL.07.RE.26 *Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).*

EL.07.RE.27 **Compare and contrast information on the same topic after reading several passages or articles.**

EL.07.RE.28 **Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.**

LISTEN TO AND READ LITERARY TEXT

SKILLS TO SUPPORT STANDARDS

- EL.07.LI.01 **Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.**
- EL.07.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

EL.07.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

LITERARY TEXT: DEVELOP AN INTERPRETATION

EL.07.LI.04 *Predict future outcomes supported by the text.*

EL.07.LI.05 *Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).*

EL.07.LI.06 *Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.*

EL.07.LI.07 *Identify and analyze development of themes conveyed through characters, actions, and images.*

EL.07.LI.08 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.*

EL.07.LI.09 *Infer unstated reasons for actions based on events and images in the text.*

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

COMMON CURRICULUM GOALS

Examine content and structure of grade-level literary text.

Writing

Pre-write, draft, revise, edit, and publish across the subject areas.

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

OREGON GRADE-LEVEL STANDARDS
Grade 7

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

EL.07.LI.10 *Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.*

EL.07.LI.11 *Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).*

EL.07.LI.12 *Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.*

EL.07.LI.13 **Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).**

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS

- EL.07.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**
- EL.07.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- EL.07.WR.03 **Identify audience and purpose.**
- EL.07.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.**
- EL.07.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- EL.07.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- EL.07.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- EL.07.WR.08 **Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.**
- EL.07.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

WRITING

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.

EL.07.WR.10 *Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.*

EL.07.WR.11 *Write multi-paragraph compositions—descriptions, explanations, comparison-and-contrast papers, problem and solution essays—that:*

- *State the thesis or purpose.*
- *Explain the situation.*
- *Organize the composition clearly, following an organizational pattern appropriate to the type of composition—comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.*
- *Provide evidence to support arguments and conclusions.*

EL.07.WR.12 *Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.*

EL.07.WR.13 *Use varied word choices to make writing interesting and more precise.*

EL.07.WR.14 *To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).*

EL.07.WR.15 *To convey a livelier effect, use the active voice rather than the passive voice.*

EL.07.WR.16 *Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).*

COMMON CURRICULUM GOALS

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: Seventh Grade, 400-700 words.**

OREGON GRADE-LEVEL STANDARDS
Grade 7

CONVENTIONS

SPELLING

EL.07.WR.17 *Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).*

GRAMMAR

EL.07.WR.18 *Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.*

EL.07.WR.19 *Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.*

EL.07.WR.20 *Demonstrate appropriate English usage.*

PUNCTUATION

EL.07.WR.21 *Use a comma after a dependent clause that introduces a sentence.*

EL.07.WR.22 *Use appropriate internal punctuation, including commas, semicolons, and colons.*

EL.07.WR.23 *Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.*

CAPITALIZATION

EL.07.WR.24 *Use correct capitalization.*

HANDWRITING

EL.07.WR.25 **Write legibly.**

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

EL.07.WR.26 **Write fictional or autobiographical narratives:**

- **Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.**
- **Develop a point of view.**
- **Develop complex major and minor characters and a definite setting.**
- **Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.**

EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT

EL.07.WR.27 **Write responses to literature:**

- **Develop interpretations exhibiting careful reading, understanding, and insight.**
- **Organize interpretations around several clear ideas, premises, or images from the literary work.**
- **Justify interpretations through use of sustained examples and textual evidence.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 7	Common Curriculum Goals	Oregon Grade-level Standards — Grade 7
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS EL.07.WR.28 **Write research reports:** • **Pose relevant questions about the topic.** • **Distinguish credible sources.** • **Convey clear and accurate perspectives on the subject.** • **Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.** • **Document sources.** **PERSUASIVE WRITING** EL.07.WR.29 **Write persuasive compositions:** • **State a clear position or perspective in support of a proposition or proposal.** • **Describe the points in support of the proposition, employing well-articulated evidence.** • **Anticipate and address reader concerns and counter-arguments.** **SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING** EL.07.WR.30 **Write summaries for a variety of informational text:** • **Include the main ideas and most significant details.** • **Use the student's own words, except for quotations.** • **Reflect underlying meaning, not just the superficial details.**	**Speaking and Listening** **Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*** ***Suggested speech length: Seventh Grade, 3-6 minutes.**	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.07.SL.01 **Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.** EL.07.SL.02 **Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.** EL.07.SL.03 **Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.** EL.07.SL.04 **Use a variety of descriptive and accurate words appropriate to audience and purpose.** EL.07.SL.05 **Use correct grammar consistently.** EL.07.SL.06 **Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.**
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***	**RESEARCH REPORT WRITING** EL.07.WR.31 **Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.** EL.07.WR.32 **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** EL.07.WR.33 **Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.** EL.07.WR.34 **Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.** EL.07.WR.35 **Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries—MLA, Reference Entries—APA).**	**Listen critically and respond appropriately across the subject areas.** **Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.**	**LISTENING** EL.07.SL.07 **Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.** EL.07.SL.08 **Determine the speaker's attitude toward the subject.** EL.07.SL.09 **Respond to persuasive presentations with questions, challenges, or affirmations.** **ANALYSIS** EL.07.SL.10 **Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.** EL.07.SL.11 **Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.**

ENGLISH LANGUAGE ARTS STANDARDS NUMBERING KEY

RE = Reading LI = Literature
WR = Writing SL = Speaking & Listening

For example, under WRITING, the 31st standard listed for 7th grade (**Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.**) would be EL.07.WR.31.

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies instructional standards which will be included within regular classroom assessment but which are not assessed at the State level.

ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 8	Common Curriculum Goals	Oregon Grade-level Standards — Grade 8
Reading			
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	**DECODING AND WORD RECOGNITION** EL.08.RE.01 **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Demonstrate general understanding of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.08.RE.17 *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* EL.08.RE.18 **Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.**
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed. ***Suggested grade-level target for reading on own: Eighth Grade, 1,000,000 words annually.**	**LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.08.RE.02 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.** • EL.08.RE.03 **Make connections to text, within text, and among texts across the subject areas.** • EL.08.RE.04 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • EL.08.RE.05 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • EL.08.RE.06 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.** • EL.08.RE.07 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct**.	**Develop an interpretation of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.08.RE.19 *Predict probable future outcomes supported by the text.* EL.08.RE.20 *Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.* EL.08.RE.21 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.*
Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.08.RE.08 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • EL.08.RE.09 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** EL.08.RE.10 *Determine meanings of words using contextual and structural clues.* EL.08.RE.11 *Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.* EL.08.RE.12 *Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.* EL.08.RE.13 **Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.**	**Examine content and structure of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** EL.08.RE.22 *Determine the author's purpose and perspective and relate them to specific details in the text.* EL.08.RE.23 *Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.* EL.08.RE.24 *Compare and contrast information on the same topic after reading several passages or articles.* EL.08.RE.25 **Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).** EL.08.RE.26 **Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.** EL.08.RE.27 **Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.**
		Literature	
		Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.08.LI.01 **Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.** • EL.08.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.08.RE.14 **Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.** EL.08.RE.15 *Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.* EL.08.RE.16 **Understand and explain the use of a complex mechanical device by following technical directions.**	**Demonstrate general understanding of grade-level literary text.**	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.08.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*
		Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.08.LI.04 *Predict probable future outcomes supported by the text, including foreshadowing clues.* EL.08.LI.05 *Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.* EL.08.LI.06 *Identify and analyze the development of themes in literary works based on evidence in the text.* EL.08.LI.07 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* EL.08.LI.08 *Infer unstated reasons for actions based on evidence in the text.*

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Examine content and structure of grade-level literary text.

Oregon Grade-level Standards — Grade 8

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

EL.08.LI.09 *Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.*

EL.08.LI.10 *Evaluate how well literary elements contribute to the overall effectiveness of a selection.*

EL.08.LI.11 *Analyze* **and contrast** *the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.*

EL.08.LI.12 *Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.*

EL.08.LI.13 *Analyze how dialogue is used to develop characters and mood in a selection.*

EL.08.LI.14 **Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.**

EL.08.LI.15 **Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.**

Writing

Pre-write, draft, revise, edit, and publish across the subject areas.

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS

- EL.08.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**
- EL.08.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- EL.08.WR.03 **Identify audience and purpose.**
- EL.08.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.**
- EL.08.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- EL.08.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- EL.08.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- EL.08.WR.08 **Revise drafts for word choice, appropriate organization, consistent point of view—and transitions between paragraphs, passages, and ideas.**
- EL.08.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**

Common Curriculum Goals

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: Eighth Grade, 500-1,000 words.**

Oregon Grade-level Standards — Grade 8

WRITING

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.

EL.08.WR.10 *Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.*

EL.08.WR.11 *Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.*

EL.08.WR.12 *Establish coherence within and among paragraphs through effective transitions and parallel structures.*

EL.08.WR.13 *Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.*

EL.08.WR.14 *To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.*

EL.08.WR.15 *To enhance clarity and to support meaning, use parallelism in sentence construction—to present items in a series and items juxtaposed for emphasis.*

EL.08.WR.16 *To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.*

CONVENTIONS

SPELLING

EL.08.WR.17 *Use correct spelling conventions.*

GRAMMAR

EL.08.WR.18 *Use consistent verb tenses.*

EL.08.WR.19 *Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).*

EL.08.WR.20 *Demonstrate appropriate English usage.*

PUNCTUATION

EL.08.WR.21 Use conventions of punctuation correctly, including commas, hyphens, dashes, and semicolons.

CAPITALIZATION

EL.08.WR.22 *Use correct capitalization.*

HANDWRITING

EL.08.WR.23 **Write legibly.**

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

EL.08.WR.24 **Write biographical or autobiographical narratives or short stories:**

- **Relate a clear, coherent incident, event, or situation by using well-chosen details.**
- **Reveal the significance of, or the writer's attitude about, the subject.**
- **Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Oregon Grade-level Standards — Grade 8

EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT

EL.08.WR.25 **Write responses to literature:**

- **Demonstrate careful reading and insight into interpretations.**
- **Connect the student's own responses to the writer's techniques and to specific textual references.**
- **Draw supported inferences about the effects of a literary work on its audience.**
- **Support interpretations through references to the text, other works, other authors, or to personal knowledge.**

EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS

EL.08.WR.26 **Write research reports:**

- **Specify a thesis.**
- **Use a variety of primary and secondary sources, and distinguish the nature and value of each.**
- **Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.**
- **Organize and display information on charts, tables, maps, and graphs.**
- **Document sources.**

PERSUASIVE WRITING

EL.08.WR.27 **Write persuasive compositions:**

- **Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.**
- **Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.**
- **Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.**

SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING

EL.08.WR.28 **Write documents related to career development, including simple business letters, job applications and resumes that:**

- **Present information purposefully and succinctly, meeting the needs of the intended audience.**
- **Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).**

EL.08.WR.29 **Write technical documents:**

- **Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.**
- **Include all the factors and variables that need to be considered.**
- **Use formatting techniques, including headings and changing the fonts, to aid comprehension.**

Common Curriculum Goals

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***

Speaking and Listening

Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*

***Suggested speech length: Eighth Grade, 3-6 minutes.**

Listen critically and respond appropriately across the subject areas.

Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

Oregon Grade-level Standards — Grade 8

RESEARCH REPORT WRITING

EL.08.WR.30 **Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of subtopics.**

EL.08.WR.31 **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.**

EL.08.WR.32 **Plan and conduct multiple-step information searches by using computer networks.**

EL.08.WR.33 **Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.**

EL.08.WR.34 **Achieve an effective balance between documented researched information and original ideas.**

EL.08.WR.35 **Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries—MLA, Reference Entries—APA).**

SPEAKING

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

EL.08.SL.01 **Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.**

EL.08.SL.02 **Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.**

EL.08.SL.03 **Use credible and relevant information to convey message.**

EL.08.SL.04 **Use feedback, including both verbal and nonverbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.**

EL.08.SL.05 **Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.**

EL.08.SL.06 **Use appropriate grammar.**

EL.08.SL.07 **Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.**

LISTENING

EL.08.SL.08 **Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.**

EL.08.SL.09 **Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.**

ANALYSIS

EL.08.SL.10 **Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.**

EL.08.SL.11 **Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).**

EL.08.SL.12 **Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM	Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.CM.RE.19 *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* EL.CM.RE.20 **Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. **Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,* applying comprehension strategies as needed.** ***Suggested grade-level target for reading <u>on own</u>: CIM, 1,500,000 words annually.**	**DECODING AND WORD RECOGNITION** EL.CM.RE.01 **Read at an independent and instructional reading level appropriate to grade level.** **LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.CM.RE.02 **Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.** • EL.CM.RE.03 **Make connections to text, within text, and among texts across the subject areas.** • EL.CM.RE.04 **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • EL.CM.RE.05 **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • EL.CM.RE.06 **Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.** • EL.CM.RE.07 **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Develop an interpretation of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION** EL.CM.RE.21 *Predict probable future outcomes supported by the text.* EL.CM.RE.22 *Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.* EL.CM.RE.23 *Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.* EL.CM.RE.24 *Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.* EL.CM.RE.25 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.*
Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.	**VOCABULARY** **SKILLS TO SUPPORT STANDARDS** • EL.CM.RE.08 **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • EL.CM.RE.09 **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** EL.CM.RE.10 *Determine meanings of words using contextual and structural clues.* EL.CM.RE.11 *Identify and use the literal and figurative meanings of words and phrases.* EL.CM.RE.12 *Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.* EL.CM.RE.13 **Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.** EL.CM.RE.14 **Understand technical vocabulary in subject area reading.**	**Examine content and structure of grade-level informational text across the subject areas.**	**INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE** EL.CM.RE.26 *Draw conclusions about the author's purpose based on evidence in the text.* EL.CM.RE.27 *Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.* EL.CM.RE.28 *Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.* EL.CM.RE.29 *Compare and contrast information on the same topic after reading several passages or articles.* EL.CM.RE.30 *Evaluate the logic, unity, and consistency of text.* EL.CM.RE.31 **Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source materials).** EL.CM.RE.32 **Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.** EL.CM.RE.33 **Generate relevant questions about readings on issues that can be researched.** EL.CM.RE.34 **Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.** EL.CM.RE.35 **Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.**
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	**READ TO PERFORM A TASK** EL.CM.RE.15 **Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.** EL.CM.RE.16 *Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.* EL.CM.RE.17 *Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.* EL.CM.RE.18 **Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet).**	**Literature**	
		Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.	**LISTEN TO AND READ LITERARY TEXT** **SKILLS TO SUPPORT STANDARDS** • EL.CM.LI.01 **Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.** • EL.CM.LI.02 **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM/CAM	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM/CAM
Demonstrate general understanding of grade-level literary text.	**LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING** EL.CM.LI.03 *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*		• EL.CM.WR.07 **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • EL.CM.WR.08 **Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone—by taking into consideration the audience, purpose, and formality of the context.** • EL.CM.WR.09 **Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.**
Develop an interpretation of grade-level literary text.	**LITERARY TEXT: DEVELOP AN INTERPRETATION** EL.CM.LI.04 *Predict probable future outcomes supported by the text, including foreshadowing clues.* EL.CM.LI.05 *Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.* EL.CM.LI.06 *Identify themes in literary works, and provide support for interpretations from the text.* EL.CM.LI.07 *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* EL.CM.LI.08 *Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.*	**Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.**	**WRITING** These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. EL.CM.WR.10 *Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.* EL.CM.WR.11 *Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.* EL.CM.WR.12 *Use precise language, action verbs, sensory details, and appropriate modifiers.* EL.CM.WR.13 *Demonstrate an understanding of sentence construction—including parallel structure and subordination—to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.*
Examine content and structure of grade-level literary text.	**LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE** EL.CM.LI.09 *Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.* EL.CM.LI.10 *Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.* EL.CM.LI.11 *Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.* EL.CM.LI.12 *Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.* EL.CM.LI.13 *Evaluate the impact of word choice and figurative language on tone, mood, and theme.* EL.CM.LI.14 *Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.* EL.CM.LI.15 **Analyze the impact the choice of literary form has on the author's message or purpose.** EL.CM.LI.16 **Analyze the way in which a work of literature is related to the themes and issues of its historical period.** EL.CM.LI.17 **Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.** EL.CM.LI.18 **Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.** EL.CM.LI.19 **Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.**	**Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.**	**CONVENTIONS** **SPELLING** EL.CM.WR.14 *Produce writing that shows accurate spelling.* **GRAMMAR** EL.CM.WR.15 *Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.* EL.CM.WR.16 *Understand and use proper placement of modifiers.* EL.CM.WR.17 *Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.* **PUNCTUATION** EL.CM.WR.18 *Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens, and dashes.* **CAPITALIZATION** EL.CM.WR.19 *Use correct capitalization.* **HANDWRITING** EL.CM.WR.20 **Write legibly.**
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	**PLANNING, EVALUATION, AND REVISION** **SKILLS TO SUPPORT STANDARDS** • EL.CM.WR.01 **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.** • EL.CM.WR.02 **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • EL.CM.WR.03 **Identify audience and purpose.** • EL.CM.WR.04 **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • EL.CM.WR.05 **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • EL.CM.WR.06 **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**		

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*

***Suggested word length: CIM, 500-1,500 words.**

Oregon Grade-level Standards CIM/CAM

WRITING MODES

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

EL.CM.WR.21 **Write biographical or autobiographical narratives or short stories:**

- **Relate a sequence of events, and communicate the significance of the events to the audience.**
- **Locate scenes and incidents in specific places.**
- **Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.**
- **Pace the presentation of actions to accommodate changes in time and mood.**
- **Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.**

EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT

EL.CM.WR.22 **Write responses to literature:**

- **Demonstrate an understanding of the significant ideas of literary works.**
- **Support important ideas and viewpoints through accurate and detailed references to the text or to other works.**
- **Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.**
- **Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.**

EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS

EL.CM.WR.23 **Write analytical essays and research reports:**

- **Gather evidence in support of a thesis, including information on all relevant perspectives.**
- **Convey information and ideas from primary and secondary sources accurately and coherently.**
- **Make distinctions between the relative value and significance of specific data, facts, and ideas.**
- **Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.**
- **Anticipate and address readers' potential misunderstandings, biases, and expectations.**
- **Use technical terms and notations accurately.**
- **Document sources.**

WRITING APPLICATIONS

PERSUASIVE WRITING

EL.CM.WR.24 **Write persuasive compositions:**

- **Structure ideas and arguments in a sustained and logical fashion.**
- **Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.**

Common Curriculum Goals

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***

Oregon Grade-level Standards CIM/CAM

- **Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.**
- **Address readers' concerns, counter-claims, biases, and expectations.**

SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING

EL.CM.WR.25 **Write business letters:**

- **Provide clear and purposeful information and address the intended audience appropriately.**
- **Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.**
- **Emphasize central ideas or images.**
- **Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.**

EL.CM.WR.26 **Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting:**

- **Report information and convey ideas logically and correctly.**
- **Offer detailed and accurate specifications.**
- **Include scenarios, definitions, and examples to aid comprehension.**
- **Anticipate readers' problems, mistakes, and misunderstandings.**

RESEARCH REPORT WRITING

EL.CM.WR.27 **Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.**

EL.CM.WR.28 **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.**

EL.CM.WR.29 **Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.**

EL.CM.WR.30 **Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.**

EL.CM.WR.31 **Integrate quotations and citations into a written text while maintaining the flow of ideas.**

EL.CM.WR.32 **Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries—MLA, Reference Entries—APA).**

EL.CM.WR.33 **Design and publish documents by using publishing software and graphics programs.**

EL.CM.WR.34 **Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.**

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ENGLISH LANGUAGE ARTS

Grades 4 to 8 and CIM Adopted January 2003

Student accountability for grades 3 to 8 and CIM standards began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM	Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM
Speaking and Listening			
Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*	**SPEAKING** These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. EL.CM.SL.01 **Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.** EL.CM.SL.02 **Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).** EL.CM.SL.03 **Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.** EL.CM.SL.04 **Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.** EL.CM.SL.05 **Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.** EL.CM.SL.06 **Use appropriate grammar.** EL.CM.SL.07 **Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).** EL.CM.SL.08 **Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).** EL.CM.SL.09 **Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.**		
***Suggested speech length: CIM, 3-7 minutes.**			
Listen critically and respond appropriately across the subject areas.	**LISTENING** EL.CM.SL.10 **Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.** EL.CM.SL.11 **Follow complex verbal instructions that include technical vocabulary and processes.**		
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.	**ANALYSIS** EL.CM.SL.12 **Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.** EL.CM.SL.13 **Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.** EL.CM.SL.14 **Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.** EL.CM.SL.15 **Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.** EL.CM.SL.16 **Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.** EL.CM.SL.17 **Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.**		

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ENGLISH LANGUAGE ARTS

Current Oregon University System Admission Option—Adopted by the State Board of Higher Education, February 2005

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTIONS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTIONS OF PROFICIENT PERFORMANCE

Reading
 	
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.
 	
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
 	
Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.
 	
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.
 	
Demonstrate general understanding of grade-level informational text across the subject areas.
 	
Develop an interpretation of grade-level informational text across the subject areas.
 	
Examine content and structure of grade-level informational text across the subject areas.
	PASS assumes that reading skills are in place.	**Literature**
		
		Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.
		
		Demonstrate general understanding of grade-level literary text.
		
		Develop an interpretation of grade-level literary text.
		
		Examine content and structure of grade-level literary text.
			READ FROM A VARIETY OF LITERARY GENRES AND PERIODS (PASS Standard B)
			
			Read a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama.
			
			Criterion B1: Breadth and Depth of Literary Experience
			
			Read works of recognized literary merit from a variety of historical periods, cultures, and genres.
			
			Descriptions of Proficient Performance for B1:
			
			• has read works of literary merit from:
			  • a variety of historical literary periods and movements
			  • a variety of contemporary writers and regions
			  • a variety of cultures and in a variety of forms
			
			INTERPRET LITERARY WORKS (PASS Standard C)
			
			Analyze literary forms, elements, devices, and themes to interpret and critique literary works.
			
			Criterion C1: Analysis of Literary Elements and Devices
			
			Recognize, examine, and understand the uses and effects of literary elements, language use and structure, and themes within and among literary works.
			
			Descriptions of Proficient Performance for C1:
			
			• within a variety of literary genres and works, recognizes and analyzes:
			  • the uses of the elements of literature
			  • the writer's choices and uses of language
			  • the patterns and motifs developed within and among literary works
			• draws well-supported conclusions about the effects of motifs and language use and structure on the reader's experience and the meaning, unity, and effectiveness of a literary work
			• relates general observations to specific textual evidence
			• uses concepts and terminology correctly and appropriately
			
			Criterion C2: Interpretation and Use of Textual Evidence
			
			Use textual evidence to develop and support an interpretation of a literary work.
			
			Descriptions of Proficient Performance for C2:
			
			• develops an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight
			• extends beyond literal interpretation, summarizing, verbatim quoting, or personal judgment
			• develops the interpretation from a clear, compelling central thesis
			• establishes and organizes the interpretation around several clear ideas, premises, or images related to the thesis
			• develops, explains, and justifies the interpretation through sustained use of examples and textual evidence
			• integrates textual references and quotations smoothly and appropriately to achieve a coherent discussion
			• uses appropriate conventions of style and format in citing and documenting textual references
			• expresses the interpretation clearly, coherently, and vigorously
			
			Criterion C3: Criticism
			
			Use critical approaches in analyzing and critiquing a literary work.
			
			Descriptions of Proficient Performance for C3:
			
			• establishes and applies a logical method for analyzing, interpreting, or critiquing a literary work
			• uses and responds to the ideas of critics in analyzing and critiquing a literary work
			• supports critical judgments with specific evidence

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	• indicates awareness of one or more approaches to literary criticism (e.g., personal, historical, biographical, psychological, sociological, formal, "new critical," feminist) in analyzing and critiquing a literary work **ANALYZE RELATIONSHIPS OF THE HUMANITIES AND HUMAN/SOCIAL EXPERIENCE (PASS Standard E)** Explain how works of literature and/or the humanities (e.g., art, philosophy, music, dance, architecture) reflect, influence, and comment on human experiences and societal assumptions, traditions, structures, and/or changes. Criterion E1: Understanding of Contextual and Biographical Influences Explain how works from literature and/or the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences. Descriptions of Proficient Performance for E1: • identifies and explains significant biographical or contextual influences on an author's/creator's work • accurately places and analyzes the work within the context of an influential movement (or the works of other authors/creators) Criterion E2: Understanding of Social/Cultural Commentary Explain social/cultural perspectives, themes, and commentary, and examine techniques used to critique a society or to promote social change in works from literature and/or the humanities. Descriptions of Proficient Performance for E2: • identifies and interprets significant social/cultural issues, themes, or commentary represented in a literary, philosophical, or artistic work • examines how and why a literary, philosophical, or artistic work attempts to promote or resist social/cultural change • examines multiple social or cultural viewpoints represented in a literary, artistic, historical, or philosophical work • compares and contrasts social and cultural perspectives, issues, and/or themes between two or more works from literature and/or the humanities • identifies the reader's own social and cultural points of view and biases that influence perceptions of and responses to a literary, philosophical, or artistic work Criterion E3: Understanding of Social/Cultural Representations Examine how individuals, groups, and cultures are represented in specific works from literature and/or the humanities. Descriptions of Proficient Performance for E3: • identifies the social, cultural, historical, or political context presented in a literary or artistic work • identifies and analyzes the ways in which individuals, groups, relationships, and social dynamics are depicted within a literary or artistic work • recognizes, analyzes, and critiques stereotypical characterizations • analyzes the influences of social and cultural membership, ethnicity, or gender within a literary or artistic work	**Writing** **Pre-write, draft, revise, edit, and publish across the subject areas.** **Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.**	**WRITE FOR VARIED PURPOSES (PASS Standard A)** Write clearly, coherently, and effectively in a range of modes to discover and convey meaning. Criterion A1: Quality of Thinking (Ideas and Content) Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose. Descriptions of Proficient Performance for A1: • builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas • conveys thinking that is comprehensible and interesting for its intended audience • fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content • develops and connects ideas • reasons carefully and supports claims using relevant details, examples, or evidence • achieves clarity, focus, and control of thinking through a balanced and insightful treatment of the topic Criterion A2: Organization and Coherence (Organization) Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences. Descriptions of Proficient Performance for A2: • understands and uses a variety of organizational patterns, based on content, context, purpose, and audience • organizes to unify, highlight, develop, and enhance central ideas or images • sequences ideas and information clearly, logically, and coherently • manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work • establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences • integrates details, examples, and supporting evidence smoothly and appropriately • uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences Criterion A3: Style and Technique (Sentence Fluency and Word Choice) Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing. Descriptions of Proficient Performance for A3: • adapts voice, style, sentence patterns, and word choices to content, context, purpose, and audience • uses language in natural, fresh, vivid, and lively ways • varies language to achieve interest • evokes clear and compelling images, using figurative language when appropriate • crafts and varies sentences to achieve clarity and interest and to enhance meaning • demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective

ENGLISH LANGUAGE ARTS

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Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.	Criterion A4: Conventions and Format (Conventions and Citing Sources) Use correct spelling, grammar, punctuation, capitalization, sentence construction, formatting, and, when appropriate, citations. Descriptions of Proficient Performance for A4: • uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose • selects and uses punctuation effectively to guide the reader through the text • spells words correctly in final drafts, using spell checks and other support resources when necessary • uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability • correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) • uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose • reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors		• plans and conducts scripted and/or open-ended interviews, using appropriate questioning, recording, and analyzing techniques • reports and reflects upon research processes (in journals, oral reports, "I-search" papers, research logs, etc.) Criterion D2: Analysis of Information Sources Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information. Descriptions of Proficient Performance for D2: • independently uses organizational features of libraries, electronic media, information sources and texts to access information • locates varied and sufficient sources of information, using available library, electronic, and human resources • accurately interprets information presented in text and graphic forms • selects, categorizes, organizes and records information to facilitate access and use • clearly distinguishes among facts, supported inferences, and opinions in information sources • identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc. in information sources Criterion D3: Use of Researched Information Use, integrate, and cite researched information and evidence. Descriptions of Proficient Performance for D3: • synthesizes information attained through research to develop coherent conclusions, discussions, and presentations • supports conclusions and arguments with adequate and appropriate researched information • quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting • integrates quotations and citations into written text, maintaining flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas • correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) for in-text documentation and works cited • coherently and appropriately combines and integrates information from inquiry-based research • achieves an accurate, balanced, and honest research presentation • uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure
Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	Criterion A5: Modes, Purposes, and Forms Write for varied purposes in a variety of modes and forms. Descriptions of Proficient Performance for A5: • writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, personal narrative, fictional narrative) • writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain) • writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communications, fiction, poetry, drama) Criterion A6: Writing Process Use effective processes to generate, compose, organize, revise, and present writing. Descriptions of Proficient Performance for A6: • employs writing processes and strategies that fit purpose, context, audience, and personal style • uses effective processes to organize and order ideas, either before composing or in revising early drafts • demonstrates a focused process of improvement from early to final drafts		
Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. ***(See Writing Applications-Expository Writing: Research Reports)***	**CONDUCT INQUIRY AND RESEARCH (PASS Standard D)** Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge in written form. Criterion D1: Research Process Identify and frame topics, questions, and purposes for inquiry; plan and conduct research. Descriptions of Proficient Performance for D1: • identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research • plans and conducts multi-step information searches and/or investigations for varied purposes • uses a variety of research methods and resources, including on-line information searches • uses a variety of primary and secondary sources, distinguishing the nature and value of each	**Speaking and Listening** **Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.**	**COMMUNICATE AND ANALYZE IN ORAL, VISUAL, AND WRITTEN FORMS (PASS Standard F)** Use and analyze oral, visual, written, and multimedia communication forms to convey information and ideas for a variety of purposes, audiences, and contexts. Criterion F1: Use of Oral, Visual, and Written Forms Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience, and purpose. Descriptions of Proficient Performance for F1: • effectively uses a variety of communication forms (oral, visual, written, multimedia) and methods (speeches, dramatizations, informal presentations, slide presentations, computer and web graphics, posters, films/videos, print journalism, reports, essays, creative writing) • selects a communication form appropriate for audience and purpose • demonstrates the principles of a chosen form of communication • communicates clear, coherent thinking

ENGLISH LANGUAGE ARTS

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	• establishes a tone appropriate for the form of communication, context, audience, and purpose • effectively integrates forms of communication in multimedia presentations Criterion F2: Organization of Presentations Organize oral presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose. Descriptions of Proficient Performance for F2: • uses an effective organizational pattern based on - audience and purpose • incorporates an effective beginning, smooth transitions, and a strong sense of closure • integrates visuals effectively to enhance audience interest and understanding		
Listen critically and respond appropriately across the subject areas.	Criterion F3: Use of Language and Techniques Use the languages, techniques, and conventions of various communication forms to communicate ideas. Descriptions of Proficient Performance for F3: • in *oral communication*, uses precise language; clear enunciation; correct pronunciation; fluent delivery; variations in rate, volume, tone, and inflection; effective eye contact, expressions, and gestures; visual aides, media, and props, where appropriate • in *visual/multimedia communication*, uses: clear and effective graphic language and symbols; elements and principles of design; appropriate and effective use of media; correct techniques and processes • in *written communication*, uses clear and precise language whose tone and aesthetic effect are appropriate for the ideas and purpose of the communication • chooses language to achieve desired audience response		
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.	Criterion F4: Analysis of Oral, Visual, Written, and Multimedia Communications Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language. Descriptions of Proficient Performance for F4: • identifies key information and ideas from oral, visual, written, or multimedia presentations • analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communications • evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose, and delivery • identifies and critically evaluates communications and language which reflect biases, stereotypes, persuasive techniques, and propaganda from various sources • reflects upon and critically evaluates student's own use of language in relationship to context, audience, purpose, personal voice and style		

ENGLISH LANGUAGE PROFICIENCY

English Language Development

The Oregon English Language Proficiency (ELP) Standards provide teachers with information they can use to ensure that English-language development is occurring appropriately for all Limited English Proficient (LEP) students.

These standards encapsulate suggestions to teachers for ensuring that the needs of LEP students are addressed. They explicitly state what it is that all LEP students need to know and be able to do as they learn English and move toward full and successful participation in classes instructed only in English.

The Oregon English Language Proficiency Standards delineate the proficiency levels required to move through the levels of English-language development. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language function refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The forms and functions as well as the English language arts pathway for LEP students are now in the REAL Searchable Standards at www.ode.state.or.us/go/standards.

See related article “Oregon English Language Proficiency Assessment (ELPA)” in Section A under Performance Standards.

Language Functions and Examples of Forms

	Language Function	Example of Language Form
1	Expressing needs and likes	Sentence structure
2	Describing people, places, things	Nouns, pronouns, adjectives
3	Describing location	Prepositional phrases
4	Describing action	Present progressive tense, adverbs
5	Retelling/relating past events	Past tense verbs
6	Making predictions	Verbs: future tense, conditional mood
7	Asking informational questions	Verbs and verb phrases in questions
8	Asking clarifying questions	Questions with increasing specificity
9	Expressing and supporting opinions	Sentence structure
10	Compacting	Adjectives and conjunctions
11	Contrasting	Comparative adjectives
12	Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13	Persuading	Verb forms
14	Literary analysis	Sentence structure, specific vocabulary
15	Cause and effect	Verb forms
16	Drawing Conclusions	Comparative adjectives
17	Defining	Nouns, pronouns, and adjectives
18	Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
19	Generalizing	Abstract nouns, verb forms
20	Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21	Interpreting	Language of propaganda, complex sentences
22	Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23	Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)
24	Summarizing	Modals (would, could, might), compound tenses (would have been)

ENGLISH LANGUAGE PROFICIENCY

Adopted June 2004

*Student accountability for these standards began in 2005-06.

ACQUISITION OF LANGUAGE FUNCTIONS AND FORMS—ALL GRADES

LANGUAGE FUNCTION	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	TARGET FORMS
A Language Function refers to the purpose for which speech or writing is being used.	Beginning students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. (***bear, brown***)	Early Intermediate students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. (***The bear is brown. He is eating.***)	Intermediate students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; respond in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. (***The brown bear lived with his family in the forest.***)	Early Advanced students demonstrate consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. (***Can bears live in the forest if they find food there?***)	Advanced students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. (***Would you like me to bring pictures of the bear that I saw last summer?***)	Target Forms of language deal with the internal grammatical structure of words. The relationship between boy and boys, for example, and the relationship (irregular) between man and men would be forms of a language.
EXPRESSING NEEDS AND LIKES	EP.BG.01 One-or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)	EP.EI.01 Simple sentences with subject/verb/object. *"I like/don't like _____(object). I need a/some _____ (object)."*	EP.IN.01 Elaborated sentences with subject/verb/object	EP.EA.01 Sentences with subject/verb/object and dependent clause	EP.AD.01 Complex sentences, perhaps with tags or embedded questions	**Sentence Structure:** The basic sentence structures that we use to express needs and likes are foundations of the more complex sentence structure we use for academic purposes.
DESCRIBING PEOPLE, PLACES AND THINGS	EP.BG.02 Common nouns and adjectives	EP.EI.02 Simple sentences with the verb *to be*, using common nouns and adjectives. "*The (my, her) _____ is/are _____. A (it) has/have _____."*	EP.IN.02 Elaborated sentences has/have/had or is/are/were with nouns and adjectives	EP.EA.02 Compound sentences with more specific vocabulary (nouns, adjectives)	EP.AD.02 Complex sentences with more specific vocabulary (nouns, adjectives)	**Nouns, Pronouns and Adjectives**: Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.
DESCRIBING LOCATION	EP.BG.03 Demonstrated comprehension of total physical response commands, including prepositions (e.g., *on, off, in, out, inside, outside*)	EP.EI.03 Simple sentences with prepositional phrases (e.g., *next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under)*	EP.IN.03 May include two prepositional phrases with more difficult prepositions (e.g., *in front of, behind, next to*)	EP.EA.03 Complex sentences with phrases using prepositions (e.g., *beneath, within)*	EP.AD.03 Complex sentences with phrases using prepositions *(e.g., beneath, within)*	**Prepositional Phrases**: Students learn to understand and generate oral and written language with prepositional phrases.
DESCRIBING ACTION	EP.BG.04 Demonstrated comprehension (perform or describe actions)	EP.EI.04 Present progressive	EP.IN.04 Variety of verb tenses and descriptive adverbs	EP.EA.04 Adverb clauses telling *how, where,* or *when*	EP.AD.04 Adverb clauses telling *how*, *where,* or *when.*	**Present Progressive Tense, Adverbs**: Students learn to understand and generate oral and written language skills with present progressive tense and adverbs.
RETELLING/ RELATING PAST EVENTS	EP.BG.05 Single words in response to past tense question	EP.EI.05 Simple sentences with past progressive *"_____ (pronoun) _____ was/were _____-ing."*	EP.IN.05 Simple sentences with regular and irregular past tense verbs "*Yesterday/Last _____/On _____ day (pronoun) _____ -ed (prep. phrase or other direct object)." "First _____ and then _____. Finally _____."*	EP.EA.05 Compound sentences using past tense and adverbs	EP.AD.05 Present progressive/past perfect tense with specialized prepositions *"_____ have/has been _____-ing since/for _____."*	**Past Tense Verbs:** Students learn to understand and generate oral and written language with past tense verbs.
MAKING PREDICTIONS	EP.BG.06 In response to questions, may respond by circling, pointing, and so on, or answer with one or two words	EP.EI.06 *"The _____ is/are going to _____."*	EP.IN.06 *"The _____ will _____."*	EP.EA.06 Conditional (could, might) mood in complex sentences	EP.AD.06 Conditional (could, might) mood in complex sentences	**Verbs: Future Tense, Conditional Mood**: Students learn to understand and generate oral and written language with future tense verbs and conditional mood.
ASKING INFORMATIONAL QUESTIONS	EP.BG.07 Simple questions about familiar or concrete subjects	EP.EI.07 Present or present progressive tense questions with *to be*	EP.IN.07 Who, what, where, why questions with *do* or *did*	EP.EA.07 Detailed questions with *who, what, when, where, why* and *how*	EP.AD.07 Detailed questions with expanded verb phrase	**Verbs and Verb Phrases in Questions:** Students learn to understand and generate oral and written language with verbs and verb phrases in questions.

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ENGLISH LANGUAGE PROFICIENCY

Adopted June 2004

*Student accountability for these standards began in 2005-06.

Language Function	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Target Forms
ASKING CLARIFYING QUESTIONS	Not Applicable	EP.EI.08 Formula questions clarifying classroom procedures, rules and routines	EP.IN.08 Formula questions clarifying classroom procedures, rules and routines	EP.EA.08 A variety of fairly specific questions clarifying procedures or content	EP.AD.08 Varied, specific questions clarifying procedures or content	**Questions with Increasing Specificity**
EXPRESSING AND SUPPORTING OPINIONS	EP.BG.08 *"I like/don't like _____ (concrete topics)."*	EP.EI.09 *"I think/agree with (don't) ____."*	EP.IN.09 *"I think/agree with (don't) _____ because _____."*	EP.EA.09 *"In my opinion _____ should _____ because/so _____."*	EP.AD.09 Complex sentences using modals and clauses	**Sentence Structure**
COMPACTING	EP.BG.09 Single words or phrases in response to concrete comparison questions	EP.EI.10 Sentences with subject/verb/adjective showing similarities and differences	EP.IN.10 *"Subject/verb/adjective, but _____."* Adjective with *–er* or *–est*	EP.EA.10 Varied sentence structures with specific comparative adjectives and phrases	EP.AD.10 Complex sentence structure with specific comparative language	**Adjectives and Conjunctions**
CONTRASTING		EP.EI.11 Sentences with subject/verb/adjective showing similarities and differences	EP.IN.11 *"Subject/verb/adjective like ____ but ____ subject/verb/adjective."*	EP.EA.11 Subject/verb/adjective, *both* subject/verb, *but*	EP.AD.11 Approximately used idiomatic phrases and contrasting words (e.g., *whereas, in contrast)*	**Comparative Adjectives**
SUMMARIZING		EP.EI.12 Simple sentences with key nouns, adjectives, and verbs	EP.IN.12 Compound sentences with *and/but*	EP.EA.12 Conjunctions that summarize *(to conclude, indeed, in summary, in short)*	EP.AD.12 Conjunctions that summarize *(indeed, therefore, consequently)*	**Increasingly Complex Sentences with Increasingly Specific Vocabulary**
PERSUADING			EP.IN.13 Imperative verb forms	EP.EA.13 Complex sentences with future and conditional	EP.AD.13 Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses	**Verb Forms**
LITERARY ANALYSIS	EP.BG.10 Single words for character and setting	EP.EI.13 Simple sentences (subject/verb/adjective) (subject/verb/object)	EP.IN.14 Compound sentences with *and, because, before, after*	EP.EA.14 Descriptive language in more complex sentences	EP.AD.14 Specific descriptive language in complex sentences	**Sentence Structure and Specific Vocabulary**
CAUSE AND EFFECT		EP.EI.14 Answer cause and effect question with a simple response	EP.IN.15 Descriptive sentences with past tense verbs	EP.EA.15 Complex sentences with past tense verbs	EP.AD.15 Conditional: *"If _____ had/hadn't ____, _____ would/wouldn't have _____."*	**Verb Forms**
DRAWING CONCLUSIONS			EP.IN.16 Comparative adjectives with past tense verbs in simple sentences	EP.EA.16 Comparative adjectives with conjunctions such as *although, because, that*	EP.AD.16 Comparative adjectives with idiomatic phrases and passive voice	**Comparative Adjectives**
DEFINING	EP.BG.11 Patterned responses: *"A table is furniture. A boy is a person."*	EP.EI.15 Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple sentences	EP.IN.17 Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs	EP.EA.17 Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives	EP.AD.17 Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, adjectives.	**Nouns, Pronouns, Adjectives**: Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives
EXPLAINING		EP.EI.16 Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences *"Large oaks grew in the park. The length of the room is 40 feet."*	EP.IN.18 Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences *"Maria planted the petunia seeds carefully."*	EP.EA.18 Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: *"As I came home, I stopped at the store."* Compound: *"The children who came in early had refreshments, but those who came late had none."*	EP.AD.18 Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: *"The children who sang loudly got a cookie, but those who didn't sing had none."*	**Verb Forms, Declarative Sentences, Complex Sentences, Adverbs of Manner**: Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.
GENERALIZING			EP.IN.19 Imperative mode: expresses command *"Take me home." "Stay there."* Collective nouns name, as a unit, the members of a group *(herd, class, jury, congregation)*.	EP.EA.19 Indicative mode: makes a statement of fact *"The temperature is low."* Abstract nouns: name things or ideas that people cannot touch or handle *(beauty, honesty, comfort, love)*.	EP.AD.19 Subjunctive mode: expressing a condition contrary to fact or expressing a doubt *"If only he were here."*	**Abstract Nouns, Verb Forms**: Students learn to develop and use generalizations using abstract nouns, verb forms and nominalizations.

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ENGLISH LANGUAGE PROFICIENCY

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Language Function	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Target Forms
EVALUATING	EP.BG.12 Adjectives that point out particular objects *(that wagon, those toys, each person, every girl).* Number adjectives*: (two men, ten ships, the third time, the ninth boy)*	EP.EI.17 Adjectives used to limit: (*few horses, much snow, little rain)*	EP.IN.20 Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: *both—and; not only—but also "Neither the teacher nor the students could solve the problem."*	EP.EA.20 Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.	EP.AD.20 Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree "*This class is too hard.*"; clauses expressing limitations *"This is a school van, but it is only used for sports."*; and complex sentences.	**Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives**: Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives.
INTERPRETING	EP.BG.13 Interpret a single phrase at a time, picking up familiar names, words, and basic phrases *"D'Onofrio chocolates are the best."*	EP.EI.18 Interpret short, simple texts containing the highest frequency vocabulary	EP.IN.21 Interpret short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or school-related language	EP.EA.21 Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning	EP.AD.21 Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial non-literary writings	**Language of Propaganda, Complex Sentences**: Students learn to identify and interpret the language of propaganda and use complex sentences.
SEQUENCING	EP.BG.14 Subject "*The girl who was sick went home."* Natural sequencing *"I hit him and he fell over."*	EP.EI.19 Direct object *"The story that I read was long."* Indirect object "*The man to whom I gave the present was absent."*	EP.IN.22 Prepositional object *"I found the book that John was talking about."*	EP.EA.22 Possessive *"I know the woman whose father is visiting."* Subordinate conjunctions used to join two grammatical parts of equal rank *"Although he worked hard, he did not finish his homework."*	EP.AD.22 Object of comparison *"The person whom Susan is taller than is Mary."*	**Adverbs of time, Relative Clauses, Subordinate Conjunctions**: Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions.
HYPOTHESIZING AND SPECULATING			EP.IN.23 Auxiliary verbs that indicate futurity: *will and shall*	EP.EA.23 Auxiliary verb indicating desire or intent: *would*	EP.AD.23 Auxiliary verbs include modal verbs, which may express possibility: *may, might, can, could.*	**Modals (would, could, might), Compound Tenses (would have been)**: Students learn to hypothesize and speculate using modals and compound tenses.
SUMMARIZING	EP.BG.15 Copy out short texts; can copy out single words and short texts	EP.EI.20 Paraphrase short written passages in a simple fashion, using the original text wording and ordering; pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience	EP.IN.24 Summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else	EP.EA.24 Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes	EP.AD.24 Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result	**Modals (would, could, might), Compound Tenses (would have been)**: Students learn to summarize and speculate using modals and compound tenses.

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Technology Literacy

by Carla Wade, Oregon Department of Education

Technologically literate students access and acquire knowledge, exchange ideas and opinions, solve problems, and create, innovate and express themselves through the skillful use of a variety of technologies. As with any other tool, technology should be used by students when its use will increase understanding, engagement and learning.

There is little doubt that students in Oregon's classrooms today will need to be technologically literate in order to be successful in the 21st century. The jobs in which today's students will be employed will require that they be able to research, analyze, communicate, and create using technology. It is incumbent upon schools to prepare students for these responsibilities.

"Literacy is about more than learning to read or write. To be literate means to have a working knowledge of communication. To thrive in the 21st Century our students need to be able to navigate through more than a book or newspaper. They must acquire competent 21st Century literacy skills."
Will Greenleaf, Canby School District Literacy Teacher

As technology filters down into every aspect of our society, it is essential that students not develop technological skills in isolation. Technology, more than any other discipline, has the ability to be integrated throughout the curriculum. By providing access to information, opening pathways to communication and facilitating personal understanding, technology supports learning in all subjects.

"It's more than knowing how to drive the information superhighway; it is the understanding of how to learn and adapt to new technologies as a competent consumer."
Eva La Mar, Springfield School District One to One Coordinator

The Oregon Department of Education believes that technology plays an essential role in a student's education. To that end the Technology Common Curriculum Goals were adopted by the State Board in March 2002:

1. Demonstrate proficiency in the use of technological tools and devices.

2. Select and use technology to enhance learning and problem solving.

3. Access, organize and analyze information to make informed decisions, using one or more technologies.

4. Use technology in an ethical and legal manner and understand how technology affects society.

5. Design, prepare and present unique works using technology to communicate information and ideas.

6. Extend communication and collaboration with peers, experts and other audiences using telecommunications.

Classroom teachers play an essential role in providing the environment and learning opportunities for students to develop their technological literacy. As new technologies evolve, our ability to adapt and change how we integrate technology into effective instruction will do much to move students into the future with confidence.

State technology directors are reporting critical instructional uses of technology that advance NCLB goals and close the achievement gap (SETDA 2005 National Trends Report). Those include:

- Access to software, web courses, virtual learning, and other technology-based learning solutions that are aligned to standards, strengthening basic skills and increasing academic achievement.
- Informed use of digital tools, which, in the hands of highly-qualified teachers, are used to broaden and strengthen learning and teacher through authenticity, real-world problem solving, critical thinking, communication, and production for students; as well as support the development of highly qualified teachers through online courses, communities of practice, and virtual communication

As an initiative, rather than an event, professional development and technology integration is complex. We have many things to work on as we move forward:

- Provide ongoing professional development for teachers, administrators and paraprofessionals to further their understanding of how to effectively integrate technology into teaching and learning
- Continue to focus on integration of technology to improve academic achievement, especially at earlier grade levels
- Educate districts to enable them to see the priority for moving technology from a "frill" to an essential
- Consider total cost of ownership when thinking about technology, and provide strategies to fund ongoing support and maintenance

- Support leaders to understand, use, and model technology integration on a regular basis
- Educate parents, school boards, businesses, and community stakeholders about educational technology
- Link technology integration to curriculum standards
- Develop partnerships with business and industry
- Encourage mentoring/coaching models that build teachers' capacity to integrate technology

"It is essential to provide ongoing opportunities for teachers to develop their skills, experiment with technology, and network with others."
Jennifer Arns, Organization for Educational Technology & Curriculum (OETC)

National Educational Technology Standards for Students (NETS) visit http://cnets.iste.org/students.

National Educational Technology Standards for Teachers (NETS-T) visit http://cnets.iste.org/teachers.

For more on Educational Technology visit www.ode.state.or.us/go/edtech.

From the Bottom Up: Surveys of Enacted Curriculum

by Joyce Linik - Northwest Regional Education Laboratory

When Steve Carnes, principal of Central Middle School in the Milton-Freewater School District, assumed the added responsibility of overseeing district curriculum, he saw a process in desperate need of overhauling. "I was looking for a model of curriculum alignment that would be helpful to staff, wouldn't be so painful, and would involve all district staff, not just a small district committee."

Enter Ginger Redlinger of the Oregon Department of Education. Piecing together elements from two noted curriculum planning models, as well as added components from educational research, Redlinger helped district staff construct a new approach to curriculum planning, one that advocates shared responsibility for curriculum between administrators and teachers.

The result, says Carnes, is "a districtwide model that is teacher-driven from the core to the end. It's all about teachers and using their expertise. And because it's driven by teachers, I knew it had great potential to be what we needed."

In the two years since the new process was instituted, there have been sizable gains in student performance.

A THREE-TIERED APPROACH

The model has three tiers: a district cabinet, a district curriculum council, and a system for all teachers in the district to be actively engaged in analyzing and using data to inform their practice.

The district cabinet comprises one teacher from each of the district's schools as well as a primary and secondary school administrator, and a representative from the school board. The group meets four times a year to make recommendations on district curriculum and instruction. Says Carnes, "This group of teachers and administrators is making all the big decisions about district curriculum alignment, adoption, data analysis, everything."

The district curriculum council is made up of two teachers from each building who meet monthly to analyze K-12 curriculum and identify areas in need of further research. "Teachers volunteer for this committee," says Carnes, "and it involves a lot of data analysis. The council's basic job is to pull together data from three sources – state assessments, Surveys of Enacted Curriculum (SEC), and curriculum mapping reports—in such a way that it can then be sent to the cabinet."

The third component involves all teachers in the district, who are given release time every month to electronically map and reflect on curriculum, examine data, and collaborate on questions they or the council have raised regarding student achievement.

LOOKING AT DATA

Analyzed data extend far beyond state test scores, which are not always sufficient to make broad-based curriculum decisions. As a result, the district starts with state test data, uncovers concerns, and then looks at two other key pieces of data to inform curriculum decisions.

The second piece of the data analysis is a yearlong curriculum mapping process. Teachers record their planned curriculum each month, note any changes in actual practice from the previous month's curriculum plan, and reflect on these changes.

Surveys of Enacted Curriculum (SEC) provide a third crucial piece of the data. Teachers take the online survey at the end of the school year. The surveys track the amount of time spent in certain content areas, time spent teaching each of the standards, and the kinds of strategies used in the classroom. "It doesn't just get at the 'what,' it gets at the 'how,'" says Carnes. "[The survey provides] a measurement tool for how well your curriculum and instruction are aligned to the state standards. It measures that alignment for every topic and every subtopic."

"Our whole goal is to determine where there are spots we know we can develop, and that leads us to professional development in a teacher-collaborative way, not a top-down way," reports Carnes. "The culture that we've established is one where data are used to raise questions and to research. There's nothing evaluative about it. We don't use it to point fingers. The whole purpose is to help all kids reach high standards."

For more about SEC visit www.ode.state.or.us/go/sec.

Glossary

Academic Content Standards—statements of what students are expected to know in particular subjects and be able to do at specified grade levels developed through the standards setting processes, involving Oregon educators. The State Board of Education has adopted the content standards for science, social sciences, the arts, second languages, physical education, and health education, and grade-level standards in English language arts and mathematics.

Alignment—the process of linking assessment, instruction, and learning in classrooms to content and performance standards.

Benchmark Standards—a specific statement of knowledge and skills to be demonstrated at the end of a specified range of grades. In science, social sciences, the arts, physical education and health education, a student's progress toward the Certificate of Initial Mastery or Subject Area Endorsement can be checked at or about grades 3, 5, 8, and 10.

Career-Related Learning Standards— statements of fundamental skills essential for success in employment, college, family, and community life that are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (beginning in 2006-07). These are most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experiences.

Certificate of Advanced Mastery (CAM)—an award earned by students who have demonstrated rigorous application of knowledge and skills in preparation for their post-high school goals.

Certificate of Initial Mastery (CIM)—an award earned by students who have met CIM-level standards on state tests and classroom work samples in English language arts, mathematics, and science.

Classroom Assessment—assessment developed, administered and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a given topic. Often, these are called local assessments and when scored using official state scoring guides may be used as work samples.

Cognitive Demand—categories of expectations for student performance that are contextual within a particular subject (e.g. math, science, social sciences, English language arts). Identifying cognitive demands makes it possible for teachers to describe the level of thinking students engage in while learning, and while demonstrating their learning.

Collection of Evidence—evidence collected that shows students' ability to apply what they know and can do related to the standards. A Collection of Evidence is required for Juried Assessment and can be used to demonstrate Extended Application.

Common Curriculum Goals—broad goal statements that describe the same course of study (curriculum) used in all Oregon school districts from kindergarten through grade 12. The Common Curriculum Goals include the academic content standards.

Content and Assessment Panels—statewide advisory groups convened by the Department of Education to review, revise, and promote the academic content standards and related assessment items. Panels consist of Oregon teachers and administrators who usually serve three-year terms.

Criterion-Referenced Assessment—an assessment that uses specific criteria, such as content or performance standards, as the measure for student knowledge and skills. It measures an individual's performance relative to specific criteria and not in comparison to the performance of other students.

Cut Scores—the minimum scores associated with performance standards established by Oregon educators and other stakeholders and adopted by the State Board of Education that marks where Oregonians believe a critical difference in levels of performance is demonstrated. These scores must be periodically reviewed to ensure they remain consistent with Oregonians' expectations.

Education Plan—a formalized plan and process through which students establish their personalized education, career and life goals. In the plan, students also outline specific activities that will help them achieve their identified learning goals.

Education Profile—documentation of the student's progress toward achieving the goals outlined in the education plan. Examples include achievement toward CIM, CAM, learning goals, graduation requirements, and other personal accomplishments.

Eligible Content—statements related to the content standards that are eligible for inclusion in the statewide knowledge and skills assessment. The eligible content in science and social sciences is *italicized*.

English Language Proficiency Standards—statements designed to supplement the English language arts standards to ensure that Limited English Proficient (LEP) students develop proficiency in both the English language and the concepts and skills contained in the English language arts standards.

Extended Application—the application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

Formative Assessment—a type of classroom assessment used by teachers to help "form" student knowledge and skills during instruction by highlighting a student's academic strengths and weaknesses; often referred to as "assessment **for** learning" rather than "assessment **of** learning."

Grade-level Foundations—specific statements that describe what students should know and be able to do at grades K-2 in English language arts and Mathematics that will prepare them to meet the grade 3 standards.

Grade-level Standards—specific statements, adopted by the State Board of Education, that describe what students should know and be able to do at grades 3 through 8 and CIM (Certificate of Initial Mastery) in English language arts and mathematics.

Language Functions and Grammatical Forms— English language learners (ELL) and second language learners need to understand both the function (purpose) and form (structure) of language. **Functions** refer to the purpose for which speech or writing is being used. **Forms** of a language deal with the internal grammatical structure of words.

Norm-Referenced Assessment–evaluations of student performance or performances that are based on comparisons to larger groups rather than each student's mastery of the content standards.

Oregon Skill Sets—a planning tool for students and teachers that allows for meaningful connections to careers and the working world. School districts may use them to guide curriculum and lesson development. Skill Sets are organized by Oregon's six broad Career Learning Areas: (1) Agriculture, Food & Natural Resource Systems; (2) Arts, Information & Communications; (3) Business & Management; (4) Health Services; (5) Human Resource Systems; (6) Industrial & Engineering Systems.

Oregon Statewide Assessment System (OSAS)—official name for Oregon's statewide Knowledge and Skills Tests, Writing Assessment, and work samples in writing, speaking, math problem solving, scientific inquiry and social science analyses.

Performance Assessment— a measure of a student's ability based on an application of what he or she has learned to standardized tasks such as activities, exercises, or problems. Performance tasks often have more than one acceptable solution. An example of a performance assessment is Oregon's Writing Assessment.

Performance Descriptors—short paragraphs that describe what students know and are able to do as represented by the performance standards.

Performance Requirement—a description of the quality and quantity of content standards students need to meet based on the student work being assessed. Applies to social sciences, arts, second language, physical education, and health education.

Performance Standards—adopted by the State Board of Education, these reflect the number and kinds of work samples, as well as the scores on statewide assessments, considered sufficient to meet or exceed standards.

Proficiency—the targeted level of achievement expected of students based on Oregon's expectations and national trends. Proficiency can be measured through statewide assessments and/or classroom evidence.

Proficiency-based Admission Standards System (PASS)—a system based on Oregon's academic content standards (for the CIM and the CAM) that describes the knowledge and skills students need to demonstrate in order to be successful in Oregon's seven public universities. Part of the Oregon University System, this alignment information is designed to create a seamless K-16 educational system and was adopted by the State Board of Higher Education.

Scoring Guide—an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a scale to help rate student work. Used by Oregon teachers to evaluate student work samples and the State Writing Assessment on a 1-6 point scale.

Subject Area Endorsement—an award earned by students who have met the CIM requirements and state standards in social sciences, the arts, second languages, physical education, and/or health education.

Sufficiency—the amount and variety of evidence necessary to clearly show that a student is proficient in a particular content area. Performance standards adopted by the State Board of Education reflect the number and kinds of work samples, as well as performance levels on statewide assessments, considered "sufficient" to show student mastery of skills in each content area.

Summative Assessment—a type of assessment, such as the Oregon Statewide Assessment and the National Assessment of Educational Progress (NAEP), that generally occurs after a period of instruction as a measure of learning; often referred to as "assessment **of** learning" rather than "assessment **for** learning."

Work Sample—representative samples of individual student work (e.g., research paper, statistical experiments, speaking presentations) that are scored using an official state scoring guide in those subjects for which one has been adopted (i.e., writing, speaking, mathematical problem solving, scientific inquiry, and social science analysis).

RESOURCES

The Oregon Department of Education is ready to help teachers, classified staff, and administrators as you further develop your standards-based curriculum and instructional methods. Please let us know what you need.

CURRICULUM AND ASSESSMENT

If you have questions about the Common Curriculum Goals, academic content standards, eligible content, curriculum, instructional issues, or assessment in a particular area, contact the specialist. To learn more about the ODE "Go" Links visit www.ode.state.or.us/go/.

CURRICULUM AND ASSESSMENT AREA *(Go Link www.ode.state.or.us/go/)	SPECIALIST	PHONE (503) 947-5600	E-MAIL
English Language Arts (ELA)	Julie Anderson	(503) 947-5613	julie.anderson@state.or.us
English Language Arts Assessment (ReadingAssessment, WritingAssessment, SpeakingAssessment)	Ken Hermens	(503) 947-5830	ken.hermens@state.or.us
English Language Proficiency Standards (ELP)	Carmen West	(503) 947-5669	carmen.west@state.or.us
English Language Proficiency Assessment (ELPA)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
Mathematics (Math)	Jonathan Wiens	(503) 947-5764	jonathan.wiens@state.or.us
Mathematics Assessment (MathematicsAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
Science (Science)	Cheryl Kleckner	(503) 947-5794	cheryl.kleckner@state.or.us
Science Assessment (ScienceAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
Social Sciences (SocialSciences)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Social Sciences Assessment (SocialSciencesAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
The Arts (Arts)	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Health Education (Health)	Jess Bogli	(503) 947-5659	jess.bogli@state.or.us
Physical Education (PE)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Second Language (SecondLanguage)	Rendy Jantz	(503) 947-5695	rendy.jantz@state.or.us
Career Related Learning Areas (CareerLearning):			
Arts and Communication	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Business and Management	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Health Services	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Human Resource Systems	Susanne Daggett	(503) 947-5713	susanne.daggett@state.or.us
Industrial and Engineering Systems	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Natural Resource Systems	Laura Roach	(503) 947-5656	laura.s.roach@state.or.us
Educational Technology (EdTech)	Carla Wade	(503) 947-5631	carla.wade@state.or.us
Extended Assessments (ExtendedAssessments)	Dianna Carrizales	(503) 947-5837	dianna.carrizales@state.or.us
Juried Assessment (JuriedAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
REAL Assessment for Real Success (REALAssessment)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
National Assessment of Educational Progress (NAEP)	Elaine Hultengren	(503) 947-5836	elaine.hultengren@state.or.us

ADDITIONAL CONTACTS

FOCUS AREA *(Go Link www.ode.state.or.us/go/)	CONTACT	PHONE (503) 947-5600	E-MAIL
Alignment (Alignment)	Drew Hinds	(503) 947-5799	drew.hinds@state.or.us
Alternative Education (AlternativeEd)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Charter Schools NCLB (CharterSchools)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Certificate of Advanced Mastery (CAM)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Continuous Improvement Planning (CIP)	Cathryn Gardner	(503) 947-5622	cathryn.gardner@state.or.us
Child Development Specialists (CDS)	June Tremain	(503) 947-5809	june.tremain@state.or.us
Diploma (Diploma)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Expanded Options (ExpandedOptions)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Guidance and Counseling Programs (Counseling)	June Tremain	(503) 947-5809	june.tremain@state.or.us
High School/Community College Connections	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
High School Improvement (HighSchoolImprovement)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Homeless Education (HomelessEd)	Dona Bolt	(503) 947-5781	dona.bolt@state.or.us
Home School (HomeSchool)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Instructional Materials (InstructionalMaterials)	Sue Parton	(503) 947-5783	sue.parton@state.or.us
Migrant Education (MigrantEd)	Charlie Benitez	(503) 947-5805	charlie.benitez@state.or.us
Oregon Skill Sets (SkillSets)	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Private Schools, K-12 (PrivateSchoolsK-12)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Professional Technical Education (PTE)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Proficiency-based Admission Standard System	Mark Endsley	(503) 725-5711	mark_endsley@ous.edu
Reading First (ReadingFirst)	Russ Sweet	(503) 947-5638	russ.sweet@state.or.us
Resources for Educational Achievement and Leadership (REAL)	Sarah Martin	(503) 947-5668	sarah.martin@state.or.us
Service Learning (ServiceLearning)	Pete Ready	(503) 947-5682	pete.ready@state.or.us
Subject Area Endorsements (SubjectAreaEndorsements)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Talented and Gifted (TAG)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Teacher Quality (TeacherQuality)	Bev Pratt	(503) 947-5806	bev.pratt@state.or.us

Web Resources

Oregon Department of Education
www.ode.state.or.us

Oregon Resources for Educational Achievement and Leadership (REAL)
www.ode.state.or.us/go/real

Oregon Virtual School District
www.ode.state.or.us/go/ovsd

Oregon Skill Sets
www.state.or.us/go/skillsets

U.S. Department of Education
www.ed.gov

ChalkBoard Project
www.chalkboardproject.org

Confederation of Oregon School Administrators
www.cosa.k12.or.us

Healthy Kids Learn Better
www.healthykidslearnbetter.org

Northwest Regional Educational Laboratory
www.nwrel.org

Oregon Association of Education Service Districts
www.open.k12.or.us/oaesd

Oregon Department of Community Colleges and Workforce Development
www.oregon.gov/ccwd

Oregon Distance Education
www.oregonone.org

Oregon Education Association
www.oregoned.org

Oregon Public Education Network
www.open.k12.or.us
www.openc.k12.or.us

Oregon School Boards Association
www.osba.org

Oregon School Library Information System
www.oslis.k12.or.us

Oregon University System
www.ous.edu

Navigating ODE Web

Tip #1: Use Categories

Use the Categories (Students, Parents, Teachers, or Administrators) on the ODE Web:
www.ode.state.or.us

Tip #2: Use Google to Search the ODE Web

Use Google to Search ODE Web:
www.ode.state.or.us/search/google.aspx

*Tip #3: Use ODE "Go" Links

Use ODE "Go" Links (Easy Links):
www.ode.state.or.us/go/
Example "Go" Link for REAL:
www.ode.state.or.us/go/real

Tip #4: Search Standards

Use REAL Searchable Standards:
www.ode.state.or.us/go/standards

Tip #5: Use REAL

Use the Resources for Educational Achievement and Leadership (REAL):
www.ode.state.or.us/go/real

SEND US YOUR COMMENTS

Please let us know how you use this newspaper and what we could change to better meet your needs.

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Salem, OR 97310

EXTRA COPIES

This newspaper was mailed to every Oregon public school district for distribution to teachers and administrators.

Please share it with anyone who is interested. For more free copies, contact:

Robin Filley
(503) 947-5664 or
robin.filley@state.or.us

Looking for the most up-to-date Oregon Standards Newspaper?
www.ode.state.or.us/go/newspaper

Mathematics
Grade-level Foundations & Standards

What's New in Math 2006-07

• Mathematics Standards Review
The mathematics content standards are currently undergoing a review and revision, with anticipated adoption by the State Board of Education in spring 2007. This review is part of the scheduled standards review process. The current review will reflect implementation of the new graduation requirements, the latest research on mathematics standards, and require extensive input from Oregon stakeholders. If you wish to participate in the review or provide feedback please visit www.ode.state.or.us/go/math.

• Mathematics Problem Solving Work Samples are Still Required
Students meeting standard on the multiple-choice mathematics tests AND successfully completing the required number of mathematics problem solving work samples meet the Mathematics Standard. The state temporarily suspended the Mathematics Problem Solving assessment starting with the 2004-05 school year.

Students in grades 3 through 8 are responsible for successfully completing one math problem solving work sample from the strands of Geometry, Algebraic Relationships, or Statistics & Probability.

At the CIM level, each student is responsible for successfully completing two work samples from two of the strands of Geometry, Algebraic Relationships, or Statistics & Probability. Note: CIM Level Students may complete one work sample in the area of Statistics and one in Probability.

Oregon is working on alternative methods of assessing mathematics problem solving at the state level. Meanwhile, the problem solving standards themselves are under review – with the desire to have the NCTM process standards more visible.

Support materials for the work samples can be found at www.ode.state.or.us/go/pssupport.

• 2010 Diploma Requirements
House Bill 3129, passed during the 2005 legislative session, increases the number of credits in mathematics and English language arts that are required for the diploma. All Oregon students graduating after June 30, 2009 will need to complete 3 credits in mathematics and 4 credits in English language arts. Districts must adjust their diploma requirements, as necessary, to ensure that they meet this new state requirement.

• Standards Numbering System
In response to requests from educators across the state, an Oregon Standards Numbering System has been developed to uniquely identify each standard using a combination of letters and numbers. See key on page 9C.

The Math Literate Job Candidate

Kathy Hall, Oregon Mathematics Education Council President

The amount of math job candidates need depends on their career path. Oregon's grade-level standards help students start college or technical training with enough background so that they can learn additional math skills. Technicians and production workers need at least college algebra and statistics. Secretaries need to know arithmetic, logic and graphing concepts. Accountants need algebra, basic statistics, and calculus if they want to specialize in financial analysis. Engineers need statistics, differential equations, and additional specialized university math depending on their engineering pathway.

All industries need individuals who can take a number of observations and logically weave the information together to solve the problem at hand. This can be scheduling plumbers, figuring out quantity and frequency of reordering stock, correctly making change from $10.52 for a bill of $6.42, or knowing when to question the validity and accuracy of data collection or analysis methods. Politicians need to know what message they are communicating when they claim that 99% of respondents support them. For those of us working in technology development, we use statistics, modeling and signal processing methods constantly. My peers at Oregon Health Sciences University use their skills in analysis of lifetime data, and our friends in software development work on finding the simplest algorithms to make the software tools the rest of us use run as quickly as possible.

The standards are meant as minimum guidelines. Anyone interested in a professional, technical job must understand that the math grade-level standards show the beginning of the path that can eventually lead to graduate school. But all the standards are important, regardless of final career choice; engineers must master the English Language Arts and Health Education Standards to be effective employees. Exceeding the high school standards can facilitate students' pursuit of Subject Area Endorsement(s), online, proficiency, or dual college-enrollment to begin work toward a degree.

Teaching High-Performing Students Effectively by Using Technology

Burt Kanner, SKOnline Math Teacher, Salem-Keizer School District

One of the challenges in meeting the rate and level needs of the high-performing and talented and gifted (TAG) students is that they are a small portion of any school's population, and it may be difficult to group high-performing math students from different schools. This problem has been percolating in my mind for years, and I've finally found my Eureka through technology. Online learning is one solution that allows students to work at their own rate. There are an increasing number of consumer products and online courses offered throughout Oregon that provide students options to engage in this type of E-Learning.

I am piloting an online course designed for the "exceptionally curious" elementary student. The course consists of lessons containing five elements: problems that encompass the Oregon math grade-level standards, a research project, a challenge problem, an introduction to the graphing calculator, and a forum to share ideas and discoveries with online classmates.

The overall philosophy is to broaden student understanding of the field of mathematics, allow them to explore their favorite branches of math, and to create a community of like-minded students who can share ideas and learn from each other. We sum up that philosophy by saying we want to let the high-flyers soar.

Ralph Waldo Emerson once said, "Nothing great was ever achieved without enthusiasm." Watching these hungry young minds enthusiastically devour these lessons has convinced me that great things are ahead.

For links to resources that provide online learning options for students visit the Oregon Virtual School District at www.ode.state.or.us/go/ovsd.

INSIDE Section C

MATHEMATICS

Student accountability for Grades 3-8 and CIM began in 2005-06.

The study of Mathematics provides a foundation for the learning of science, technology, and for the interpretation of quantitative information in other subjects. It teaches students how to reason logically and develop skills useful in every day life. For more information visit www.ode.state.or.us/go/math.

Common Curriculum Goals	Oregon Grade-Level Foundations — Kindergarten
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS MA.00.CE.01 **Read, write, order, and identify whole numbers less than 10.** MA.00.CE.02 **Use words such as before and after to describe relative position in a sequence of whole numbers on a number line up to 10 (e.g., 5 is before 6).** MA.00.CE.03 **Recognize whole numbers less than 10 in random order.** MA.00.CE.04 **Use objects or pictures to decompose whole numbers.** MA.00.CE.05 **Explore and differentiate coins: penny, nickel, dime, and quarter.** MA.00.CE.06 **Count forward by one beginning with any number less than 30.**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION MA.00.CE.07 **Add and subtract pairs of numbers using less than 10 concrete objects.** MA.00.CE.08 **Mentally find one more or one less than a single-digit number.** MA.00.CE.09 **Judge whether sets of objects have less than, more than or the same number as a reference set.**
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	STATISTICS MA.00.SP.01 **Identify "how many more or less" and "how many all together" from pictographs and bar graphs.**
Algebraic Relationships	
Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS MA.00.AR.01 **Sort, classify, and order objects by size, color, shape, or other properties.** MA.00.AR.02 **Identify objects that do not belong to a particular group.** MA.00.AR.03 **Copy and extend patterns using concrete models.**
Represent and analyze mathematical situations and structures using algebraic symbols.	ALGEBRAIC RELATIONSHIPS MA.00.AR.04 **Compare two or more sets of 10 or fewer objects and identify which set is equal to, more than, or less than the other.**

Common Curriculum Goals	Oregon Grade-Level Foundations — Kindergarten
Measurement	UNITS AND TOOLS MA.00.ME.01 **Sort and classify objects to show different attributes that can be measured in different ways (e.g., length, weight, size).**
Understand measurable attributes of objects and the units, systems, and processes of measurement.	
Apply appropriate techniques, tools, and formulas to determine measurements.	DIRECT AND INDIRECT MEASUREMENT MA.00.ME.02 **Understand concepts related to time of day: morning, afternoon, evening, day, night.** MA.00.ME.03 **Compare the time of occurrence of two events using the terms before or after.**
Geometry	
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	PROPERTIES AND RELATIONSHIPS MA.00.GM.01 **Identify basic shapes (e.g., square, circle, triangle, rectangle, and oval).** MA.00.GM.02 **Match objects to outlines of their shapes.** MA.00.GM.03 **Classify and sort geometric shapes by attributes (e.g., number of sides, shape, size).**
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING MA.00.GM.04 **Create shapes with manipulatives (e.g., pattern blocks or tiles).**
Mathematical Problem Solving	There are currently no kindergarten grade-level foundations for Mathematical Problem Solving.

MATHEMATICS

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.01.CE.01 **Read, write, order, and identify whole numbers less than 100.** MA.01.CE.02 **Order 1st through 10th in numeric or word form.** MA.01.CE.03 **Count and group objects in ones and tens.** MA.01.CE.04 **Use objects or pictures to decompose whole numbers to 10 (e.g., 5 = 4 + 1, 5 = 2 + 3).** MA.01.CE.05 **Identify, order, and compare coins by making equivalent amounts up to 25 cents.** MA.01.CE.06 **Demonstrate counting skills of skip counting by 5 and 10 to 100.**
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.01.CE.07 **Add and subtract with concrete objects.** MA.01.CE.08 **Apply with fluency sums to nine and related subtraction facts.** MA.01.CE.09 **Find sums and differences less than 100.** MA.01.CE.10 **Make change for amounts to 25 cents.** MA.01.CE.11 **Mentally add 10 to a single-digit number.** MA.01.CE.12 **Estimate number of objects and check reasonableness of answers by counting up to 20 objects.**
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.01.CE.13 **Represent situations using models of addition and subtraction (e.g., putting together or adding on, taking away, finding the difference, comparing).**
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.01.SP.01 **Identify "how many more or less" and "how many all together" from pictographs and bar graphs.**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.01.SP.02 **Pose questions and gather data about themselves and their surroundings.** MA.01.SP.03 **Sort and classify objects according to their attributes and organize data about the objects into categories.** MA.01.SP.04 **Represent data using concrete objects and pictographs.**
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.01.SP.05 **Answer simple questions related to data displayed in pictographs, including which result occurred the most or least often.**
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.01.AR.01 **Sort and classify objects using one or more attributes by observing relationships.** MA.01.AR.02 **Identify an element that does not belong in a simple pattern.** MA.01.AR.03 **Supply a missing element in or extend number patterns involving addition or subtraction by a single-digit number.** MA.01.AR.04 **Extend and generate patterns involving three elements sharing a common attribute (e.g., color, number, shape, letter) using concrete models or objects.**
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.01.AR.05 **Understand the meaning of equals and use the = symbol.** MA.01.AR.06 **Construct and solve simple number sentences involving sums to 9 and related subtraction facts using concrete objects, pictures, or symbols.**
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurements. Apply appropriate techniques, tools, and formulas to determine measurements.	**UNITS AND TOOLS** MA.01.ME.01 **Compare and order objects according to measurable attributes (e.g., long or short; light or heavy).** **DIRECT AND INDIRECT MEASUREMENT** MA.01.ME.02 **Identify and name days of the week and months of the year and interpret calendar information (e.g., tomorrow, yesterday, how many Tuesdays are in November).** MA.01.ME.03 **Tell time to the nearest hour using analog and digital clocks.**
Geometry	
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	**PROPERTIES AND RELATIONSHIPS** MA.01.GM.01 **Identify, describe, and classify triangles, rectangles, squares, circles, and ovals.** MA.01.GM.02 **Recognize and identify attributes of two-dimensional geometric shapes in the environment (e.g., make a triangle and square from pieces of straw and compare how many pieces of straw are used to make each shape).**
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.01.GM.03 **Model triangles, rectangles, squares, circles, and ovals.** MA.01.GM.04 **Create repeating geometric shapes using manipulatives (e.g., two triangles can make a square).**
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.01.GM.05 **Arrange and describe objects in space by relative position and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).**
Mathematical Problem Solving	There are currently no grade 1 grade-level foundations for Mathematical Problem Solving.

MATHEMATICS

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS MA.02.CE.01 **Read, write, order, model, and compare whole numbers less than 100.** MA.02.CE.02 **Read number words less than one hundred and write the corresponding numeric value.** MA.02.CE.03 **Identify and model the whole number of ones, tens, and hundreds in numbers less than 100.** MA.02.CE.04 **Compose and decompose whole numbers less than one hundred by place value (e.g., 426=4-100's, 2-10's, 6-1's).** MA.02.CE.05 **Order, model, and identify wholes, halves, and fourths using concrete models and visual representations.** MA.02.CE.06 **Understand a fraction represents subdivisions of a whole into equal parts.** MA.02.CE.07 **Locate whole numbers on a number line.** MA.02.CE.08 **Order and compare coins by making equivalent amounts up to $1.00.** MA.02.CE.09 **Demonstrate the counting skills of skip counting by 2 to 100 and by 100 to 1000.** MA.02.CE.10 **Determine whether a set of objects has an odd or even number of elements.**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION MA.02.CE.11 **Develop and evaluate strategies for adding and subtracting whole numbers.** MA.02.CE.12 **Apply with fluency sums to 18 and related subtraction facts.** MA.02.CE.13 **Add and subtract pairs of any two-digit numbers.** MA.02.CE.14 **Find the sum of three or more two-digit numbers.** MA.02.CE.15 **Make change for amounts to $1.00.** MA.02.CE.16 **Mentally add or subtract multiples of 10 to and from a number.** MA.02.CE.17 **Identify the most efficient operation (add, subtract, multiply, or divide) for solving a problem.** MA.02.CE.18 **Estimate number of objects and check reasonableness of answers by counting up to 100 objects.** MA.02.CE.19 **Round one- or two-digit whole numbers to the nearest 10 to estimate sums and differences.**
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES MA.02.CE.20 **Understand various meanings of addition and subtraction of whole numbers and the relationship between the operations.** MA.02.CE.21 **Use the commutative (4 + 2) = (2 + 4) and associative (4 + 3) + 7 = 4 + (3 + 7) properties of addition to simplify calculations.** MA.02.CE.22 **Describe the effects of adding or subtracting by a whole number.** MA.02.CE.23 **Demonstrate the zero property for addition and subtraction.**
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	STATISTICS MA.02.SP.01 **Identify "most and least" from data sets that contain more than 10 items (e.g., from a bar graph that shows "how many pockets in our clothing" identify by number "the most pockets" and "the least pockets").**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	COLLECT AND DISPLAY DATA MA.02.SP.02 **Ask and answer simple questions related to tallies, charts, and bar graphs.** MA.02.SP.03 **Record results of probability experiments using tallies or by completing charts.** MA.02.SP.04 **Represent and interpret data using tally charts and pictographs.**
Develop and evaluate inferences and predictions that are based on data.	DATA ANALYSIS AND PREDICTIONS MA.02.SP.05 **Develop inferences about the likelihood of the occurrence of an event based on data collected from activities which have outcomes that depend on chance (e.g., tossing a two colored counter, using a spinner).**
Algebraic Relationships	
Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS MA.02.AR.01 **Sort and classify objects using one or more attributes by observing relationships and making generalizations.** MA.02.AR.02 **Identify, describe, extend, and reproduce a pattern and use it to make predictions and analyze how repeating and growing patterns are generated.** MA.02.AR.03 **Supply a missing element in or extend number patterns involving addition or subtraction.** MA.02.AR.04 **Use a hundreds chart to generate the patterns in rows, skip counting, decades, columns, and generate arrangements of two-dimensional figures.**
Represent and analyze mathematical situations and structures using algebraic symbols.	ALGEBRAIC RELATIONSHIPS MA.02.AR.05 **Describe quantitative relationships using the terms "greater than," "less than," and "equal to" and the associated symbols >, <, =.** MA.02.AR.06 **Construct and solve simple number sentences involving sums to 18 and related subtraction facts using concrete objects, pictures, or symbols.**
Measurement	
Understand measurable attributes of objects and the units, systems and processes of measurement.	UNITS AND TOOLS MA.02.ME.01 **Select an appropriate tool and standard unit to measure length, weight, and capacity (volume) of objects larger than the unit tools (e.g., rulers, measuring cups, balances).** MA.02.ME.02 **Understand that using different measurement units will result in different numerical measurements for the same object.** MA.02.ME.03 **Understand the measurement process (choosing a measurement unit, comparing that unit to the object, and reporting the number of units).**
Apply appropriate techniques, tools, and formulas to determine measurements.	DIRECT AND INDIRECT MEASUREMENT MA.02.ME.04 **Demonstrate an understanding of time and use of time relationships (e.g., how many minutes in an hour, days in a week, months in a year).** MA.02.ME.05 **Tell time to the nearest half hour using analog and digital clocks.** MA.02.ME.06 **Measure length using multiple copies of units of the same size (such as paper clips) laid end to end.** MA.02.ME.07 **Estimate length in standard and nonstandard units (e.g., finger lengths, pencil lengths).** MA.02.ME.08 **Determine the capacity (volume) of an object by counting and filling (e.g., how many small containers fit in a larger container, how many scoops of beans in a can).** MA.02.ME.09 **Estimate capacity (volume) of objects in standard units (e.g., cups in a bowl, cubes in a box).** MA.02.ME.10 **Determine the weight of an object using a balance scale.** MA.02.ME.11 **Estimate weight of objects.** MA.02.ME.12 **Find the area of a two-dimensional figure by covering the figure with unit figures (e.g., how many small squares cover a larger shape).**

MATHEMATICS

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2	Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2
Geometry		**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	PROPERTIES AND RELATIONSHIPS MA.02.GM.01 **Identify, describe, compare, and classify two-dimensional shapes using appropriate vocabulary (e.g., rhombus, trapezoid, parallelogram) including the faces of three-dimensional objects (e.g., face, base).** MA.02.GM.02 **Identify attributes of two-dimensional shapes: sides and angles.**	**Select, apply, and translate among mathematical representations to solve problems.**	CONCEPTUAL UNDERSTANDING MA.02.PS.01 **Interpret the concepts of a problem-solving task and translate them into mathematics.**
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING MA.02.GM.03 **Model and sketch triangles, rectangles, squares, circles, ovals, parallelograms, rhombi, and trapezoids.** MA.02.GM.04 **Create new shapes using combinations of known shapes (e.g., two congruent right triangles to form a rectangle).** MA.02.GM.05 **Recognize two-dimensional geometric shapes in the environment, including the faces of three-dimensional objects (e.g., rectangles on a cereal box), and from different perspectives (e.g., use your mind's eye to imagine what shapes would be formed if you cut a square diagonally).**	**Apply and adapt a variety of appropriate strategies to solve problems.**	PROCESSES AND STRATEGIES MA.02.PS.02 **Choose strategies that can work and then carry out the strategies chosen.**
		Monitor and reflect on the process of mathematical problem solving.	VERIFICATION MA.02.PS.03 **Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.**
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	COORDINATE GEOMETRY MA.02.GM.06 **Describe, name, and interpret relative positions in space and apply ideas about relative position to maps.** MA.02.GM.07 **Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance to maps and routes.**	**Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.**	COMMUNICATION MA.02.PS.04 **Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.**
Apply transformations and use symmetry to analyze mathematical situations.	TRANSFORMATIONS AND SYMMETRY MA.02.GM.08 **Identify symmetry, patterns, and shapes in everyday surroundings.** MA.02.GM.09 **Create designs with line and rotational symmetry.** MA.02.GM.10 **Illustrate reflections (flips), rotations (turns) and translations (slides) using concrete or pictorial models (e.g., paper folding, cut outs, and pattern blocks).**	**Accurately solve problems that arise in mathematics and other contexts.**	ACCURACY MA.02.PS.05 **Accurately solve problems using mathematics.**

MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 3
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.03.CE.01 *Read, write, order, model, and compare whole numbers less than one thousand.* MA.03.CE.02 *Identify the place value and actual value of digits in a whole number less than one thousand.* MA.03.CE.03 **Compose and decompose whole numbers less than one thousand by place value.** MA.03.CE.04 *Order, model, compare, and identify commonly used fractions (halves, thirds, fourths, eighths, tenths) using* **concrete models and** *visual representations.* MA.03.CE.05 **Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.** MA.03.CE.06 *Locate whole numbers and common fractions on a number line.* MA.03.CE.07 **Order and compare dollars and coins by making equivalent amounts up to $10.00.** MA.03.CE.08 **Demonstrate the counting skills of skip counting as they relate to multiplication facts.**
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.03.CE.09 **Develop and evaluate strategies for multiplying whole numbers.** MA.03.CE.10 *Add and subtract pairs of up to four digit numbers.* MA.03.CE.11 **Develop and acquire efficient strategies for determining multiplication and division facts 0-9.** MA.03.CE.12 *Multiply a two-digit number by a one-digit number.* MA.03.CE.13 **Make change for amounts up to $10.00.** MA.03.CE.14 **Mentally add or subtract multiples of 10, 100, or 1000 to or from a number.** MA.03.CE.15 *Identify the operation (add, subtract, multiply, or divide) for solving a problem.* MA.03.CE.16 *Develop and use strategies (overestimate, underestimate, range of estimates) to make reasonable estimates.* MA.03.CE.17 **Recognize which place value will be the most helpful in estimating an answer.**
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.03.CE.18 **Represent situations using models of multiplication and division (e.g., repeat addition, equal groups of objects, arrays, repeated subtraction, equal grouping, sharing equally).** MA.03.CE.19 *Use the commutative and associative properties of multiplication to simplify calculations.* MA.03.CE.20 **Describe the effects of multiplying or dividing by a whole number.** MA.03.CE.21 **Demonstrate the zero property for multiplication and identity property for multiplication and division.**
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.03.SP.01 *Determine the mode and range of a set of data.*
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.03.SP.02 **Ask and answer simple questions that can be answered by collecting, organizing, and displaying data.** MA.03.SP.03 **Represent and** *interpret data using tally charts, pictographs, and bar graphs, including identifying the mode and range.*
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.03.SP.04 *Draw conclusions and make predictions and inferences from tally charts, pictographs, or bar graphs.*

Common Curriculum Goals	Oregon Grade-level Standards — Grade 3
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.03.AR.01 **Describe**, *extend, and make generalizations about numeric and geometric patterns (e.g., increasing the number of sides of two-dimensional geometric figures in a sequence; consecutive odd numbers).* MA.03.AR.02 *Supply a missing element in or determine a rule that extends number patterns involving addition and multiplication by a single-digit number.* MA.03.AR.03 *Generate a pattern or sequence from a* **verbal**, *written, and pictorial description.*
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.03.AR.04 *Use letters, boxes, or other symbols to stand for a missing number in simple expressions or equations.* MA.03.AR.05 *Identify and apply a relationship between two quantities (e.g., If four people can be seated at one table, how many tables are needed to seat 24 people?).*
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement.	**UNITS AND TOOLS** MA.03.ME.01 *Select the most appropriate tool and metric unit to measure length, time, weight, and volume.* MA.03.ME.02 **Compare units of measure between customary and metric systems (e.g., inches > centimeters, liters < gallons).** MA.03.ME.03 **Understand and explain the need for using standard units.**
Apply appropriate techniques, tools, and formulas to determine measurements.	**DIRECT AND INDIRECT MEASUREMENT** MA.03.ME.04 *Determine elapsed time for given activities using representations of analog and digital clocks.* MA.03.ME.05 **Tell time to the nearest minute using an analog clock.** MA.03.ME.06 **Describe temperature changes and concepts as they occur in daily situations.** MA.03.ME.07 *Determine measurements of length to the nearest centimeter and nearest meter.* MA.03.ME.08 **Estimate the length of objects in meters and centimeters.** MA.03.ME.09 *Determine measurements of volume to the nearest milliliter or liter of measuring cups, beakers, or graduated cylinders.* MA.03.ME.10 **Estimate volume of objects in milliliters and liters.** MA.03.ME.11 *Determine measurements of weight to the nearest gram and kilograms.* MA.03.ME.12 **Estimate weight of objects in grams and kilograms.** MA.03.ME.13 *Find areas of rectangular arrays.*
Geometry	**PROPERTIES AND RELATIONSHIPS**
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	MA.03.GM.01 *Identify,* **describe**, *compare, and classify common three-dimensional geometric objects: cubes, prisms, spheres, pyramids, cones, and cylinders.* MA.03.GM.02 *Compare and classify solid geometric shapes (e.g., triangular pyramid, cube, rectangular prism) according to the number and shapes of faces, edges, and vertices.* MA.03.GM.03 *Recognize and identify attributes of three-dimensional geometric shapes (faces, edges, vertices), including attributes of shapes in the environment.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.03.GM.04 **Model three-dimensional shapes including cubes, rectangular prisms, spheres, pyramids, cones, and cylinders.** MA.03.GM.05 **Put shapes together and take them apart to form other shapes.** MA.03.GM.06 **Recognize three-dimensional geometric shapes (e.g., cube, cone, cylinder, pyramid, and sphere) in the environment and from different perspectives.**

Italicized text identifies those grade-level standards which will be assessed in 2006-07 by Oregon Statewide Assessments, regular classroom assessment and work samples.
Bold text identifies standards which will be included within regular classroom assessment but which are not assessed at the State level.

MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06

Common Curriculum Goals	Oregon Grade-level Standards — Grade 3	Common Curriculum Goals	Oregon Grade-level Standards — Grade 3
Geometry		**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.03.GM.07 **Describe paths for moving from one location to another on a grid.**	**Select, apply, and translate among mathematical representations to solve problems.**	**CONCEPTUAL UNDERSTANDING** MA.03.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.*
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.03.GM.08 *Identify line and rotational symmetry.* MA.03.GM.09 *Predict* **and describe** *the results of performing reflections, rotations and translations of triangles.*	**Apply and adapt a variety of appropriate strategies to solve problems.**	**PROCESSES AND STRATEGIES** MA.03.PS.02 *Choose strategies that can work and then carry out the strategies chosen.*
		Monitor and reflect on the process of mathematical problem solving.	**VERIFICATION** MA.03.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.*
		Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.	**COMMUNICATION** MA.03.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.*
		Accurately solve problems that arise in mathematics and other contexts.	**ACCURACY** MA.03.PS.05 *Accurately solve problems using mathematics.*

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals

Calculations and Estimations

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Compute fluently and make reasonable estimates.

Understand meanings of operations and how they relate to one another.

Statistics and Probability

Select and use appropriate statistical methods to analyze data.

Understand and apply basic concepts of probability.

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

Oregon Grade-level Standards — Grade 4

NUMBERS

MA.04.CE.01 *Read,* **write***, order, model, and compare whole numbers to one million, common fractions, and decimals to hundredths.*

MA.04.CE.02 *Identify the place value and actual value of digits in a number to one million.*

MA.04.CE.03 *Locate common fractions and decimals on a number line.*

MA.04.CE.04 *Model, recognize,* **and generate** *equivalent forms of decimals to hundredths.*

MA.04.CE.05 **Determine factors of whole numbers to 100 using models such as arrays.**

COMPUTATION AND ESTIMATION

MA.04.CE.06 **Develop and evaluate strategies for multiplying and dividing whole numbers and adding and subtracting fractions with like denominators.**

MA.04.CE.07 *Apply* **with fluency** *efficient strategies for determining multiplication and division facts 0-9.*

MA.04.CE.08 *Multiply a three-digit number by a one-digit number.*

MA.04.CE.09 *Divide a three-digit number by a one-digit number with or without remainders.*

MA.04.CE.10 **Determine the meaning of whole number remainders in a problem situation.**

MA.04.CE.11 *Add and subtract commonly used fractions with like denominators (halves, thirds, fourths, eighths, tenths) and decimals to hundredths.*

MA.04.CE.12 *Add and subtract decimals to hundredths, including money amounts.*

MA.04.CE.13 **Mentally multiply or divide multiples of 10 (e.g., 40 x 70 or 2700 / 30).**

MA.04.CE.14 *Identify the most efficient operation (add, subtract, multiply or divide) for solving a problem.*

MA.04.CE.15 *Select and use an appropriate estimation strategy (overestimate, underestimate, range of estimates) based on the problem situation when computing with whole numbers or money amounts.*

MA.04.CE.16 **Use place value concepts such as rounding to nearest 10, 100, and 1000 to estimate and check reasonableness of answers.**

OPERATIONS AND PROPERTIES

MA.04.CE.17 **Demonstrate the meaning of fractions as part of a unit whole or as parts of a collection or set.**

MA.04.CE.18 *Use inverse operations (addition and subtraction, multiplication and division) to solve problems* **and check solutions** *involving calculations with whole numbers.*

MA.04.CE.19 *Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with whole numbers.*

STATISTICS

MA.04.SP.01 *Determine the median for a set of data* **and understand what each statistic does and does not indicate about the data.**

PROBABILITY

MA.04.SP.02 **Determine probability of a single event.**

MA.04.SP.03 **Understand that the probability of an event can be represented by a number from 0 (impossible) to 1 (certain).**

COLLECT AND DISPLAY DATA

MA.04.SP.04 **Conduct experiments and simulations to determine experimental probability of different outcomes.**

MA.04.SP.05 **Represent and** *interpret data collected from probability experiments and simulations using tallies, charts, pictograms, and bar graphs, including determining probabilities of single events.*

Common Curriculum Goals

Develop and evaluate inferences and predictions that are based on data.

Algebraic Relationships

Understand patterns, relations, and functions.

Represent and analyze mathematical situations and structures using algebraic symbols.

Measurement

Understand measurable attributes of objects and the units, systems, and processes of measurement.

Apply appropriate techniques, tools, and formulas to determine measurements.

Oregon Grade-level Standards — Grade 4

DATA ANALYSIS AND PREDICTIONS

MA.04.SP.06 *Predict the degree of likelihood of a single event occurring using words such as certain, impossible, most often, least often, likely, and unlikely.*

MA.04.SP.07 *Predict the likelihood of an outcome prior to an experiment* **and compare predicted probability with the actual results.**

PATTERNS AND FUNCTIONS

MA.04.AR.01 **Describe***, extend and make generalizations about patterns and sequences and supply missing elements in chart or table format.*

MA.04.AR.02 *Supply a missing element in or determine a rule that extends number patterns involving addition or subtraction of decimals.*

ALGEBRAIC RELATIONSHIPS

MA.04.AR.03 *Select operational and relational symbols to make a number sentence true (e.g., 4 _ 3 = 12, 5 + 17 _ 25).*

MA.04.AR.04 *Represent and solve open sentences or problems involving numeric equations or inequalities (e.g., 3 + ? = 4; 2 + 1 >?; 4 < 2 + ?).*

MA.04.AR.05 *Translate between different representations (words, numeric, pictorial) of a simple quantitative relationship (e.g., match a table of values to its rule).*

UNITS AND TOOLS

MA.04.ME.01 *Select the most appropriate tool and U.S. customary unit to measure length, perimeter, weight, and volume.*

MA.04.ME.02 *Carry out simple unit conversions within the U.S. customary system (e.g., inches to feet, ounces to pounds).*

DIRECT AND INDIRECT MEASUREMENT

MA.04.ME.03 *Determine elapsed time requiring unit conversions (e.g., weeks to months, minutes to hours).*

MA.04.ME.04 *Read temperature measurements of thermometers with Fahrenheit and Celsius units* **and recognize reasonable ranges of temperatures for different events (e.g., cold or hot day).**

MA.04.ME.05 *Determine measurements of length and perimeter to the nearest inch and nearest foot.*

MA.04.ME.06 **Estimate the length of objects in inches, feet, and yards.**

MA.04.ME.07 *Determine measurements of volume to the nearest $^1/_4$ cup, quart, or gallon of measuring cups, beakers, or graduated cylinders.*

MA.04.ME.08 **Estimate the volume of objects in cups, quarts, and gallons.**

MA.04.ME.09 *Determine measurements of weight to the nearest ounce and pound.*

MA.04.ME.10 **Estimate the weight of objects in ounces and pounds.**

MA.04.ME.11 **Relate the area of a rectangle and its dimensions to area models for multiplication and division.**

MA.04.ME.12 *Determine perimeter and area of rectangles given lengths of sides.*

MA.04.ME.13 **Estimate and measure the area of a rectangular surface using unit squares.**

MA.04.ME.14 *Use referents for U.S. customary measurements to make estimates of length, weight, and volume* **and evaluate the reasonableness of the estimate (e.g., length of one floor tile and estimate length of classroom).**

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06

Common Curriculum Goals	Oregon Grade-level Standards — Grade 4	Common Curriculum Goals	Oregon Grade-level Standards — Grade 4
Geometry		**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	**PROPERTIES AND RELATIONSHIPS** MA.04.GM.01 *Identify,* **describe**, *compare, and classify quadrilaterals by their sides and angles.* MA.04.GM.02 *Identify right, acute, and obtuse angles in isolation and in geometric figures.* MA.04.GM.03 *Use properties of quadrilaterals to determine the lengths of their sides and perimeters.* MA.04.GM.04 **Develop, understand**, **and** *apply the property that the sum of the angle measures in a quadrilateral is 360 degrees.* MA.04.GM.05 **Identify congruent quadrilaterals using concrete methods.** MA.04.GM.06 **Draw conclusions about the measures of corresponding sides and angles of two congruent quadrilaterals.**	**Select, apply, and translate among mathematical representations to solve problems.**	**CONCEPTUAL UNDERSTANDING** MA.04.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.*
		Apply and adapt a variety of appropriate strategies to solve problems.	**PROCESSES AND STRATEGIES** MA.04.PS.02 *Choose strategies that can work and then carry out the strategies chosen.*
		Monitor and reflect on the process of mathematical problem solving.	**VERIFICATION** MA.04.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.04.GM.07 **Model, sketch, draw, and label points, lines, line segments, angles, rays, quadrilaterals, and parallel, perpendicular, and intersecting lines.** MA.04.GM.08 **Build three-dimensional objects and sketch two-dimensional representations of the object.**	**Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.**	**COMMUNICATION** MA.04.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.*
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.04.GM.09 *Locate coordinates of points on graph paper, maps, globes, and other charts.* MA.04.GM.10 *Determine the shortest path of horizontal and vertical movement between two locations on a grid.*	**Accurately solve problems that arise in mathematics and other contexts.**	**ACCURACY** MA.04.PS.05 *Accurately solve problems using mathematics.*
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.04.GM.11 *Predict* **and describe** *the results of performing reflections, rotations and translations of quadrilaterals.* MA.04.GM.12 *Identify* **and describe** *a motion or series of motions that will show two quadrilaterals are congruent.*		

MATHEMATICS STANDARDS NUMBERING KEY

CE = Calculations & Estimations	SP = Statistics & Probability
AR = Algebraic Relationships	GM = Geometry
PS = Problem Solving	ME = Measurement

For example, the 1st standard listed under GEOMETRY for 4th grade (*Identify,* **describe**, *compare, and classify quadrilaterals by their sides and angles.*) would be MA.04.GM.01.

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.05.CE.01 *Order, model, and compare common fractions, decimals, and percentages.* MA.05.CE.02 *Locate decimals and percentages on a number line.* MA.05.CE.03 *Model, recognize,* **and generate** *equivalent forms of commonly used fractions, decimals, and percents.* MA.05.CE.04 *Identify classes of numbers (e.g., primes, composites, even, odd, multiples) in a 1-to-100 number chart* **and describe numeric patterns related to them.** MA.05.CE.05 *Recognize characteristics of odd, even, prime, and composite numbers.*
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.05.CE.06 **Develop and evaluate strategies for computing with decimals and fractions.** MA.05.CE.07 *Divide by two-digit numbers.* MA.05.CE.08 **Determine the meaning of a remainder expressed as a whole number, fraction, or decimal in a problem situation involving division.** MA.05.CE.09 *Add and subtract fractions and mixed numbers with common fractions found on a ruler (2, 4, 8, 16).* MA.05.CE.10 *Add, subtract, multiply, and divide decimals, including money amounts.* MA.05.CE.11 **Model percentages on a hundreds grid to determine equivalent decimals and percentages.** MA.05.CE.12 *Determine the order of operations for multiple-step calculations involving addition, subtraction, multiplication, and division.* MA.05.CE.13 *Select and use an appropriate estimation strategy (overestimate, underestimate, range of estimates) based on the problem situation when computing with decimals.* MA.05.CE.14 **Use referent numbers and rounding to estimate the magnitude of calculations with decimals.**
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.05.CE.15 *Use inverse operations (addition and subtraction, multiplication and division) to solve problems* **and check solutions** *involving calculations with decimals.* MA.05.CE16 *Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with decimals.*
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.05.SP.01 *Compare two related sets of data using measures of center (mean, median and mode) and spread (range).*
Understand and apply basic concepts of probability.	**PROBABILITY** MA.05.SP.02 **Connect simple fractional probabilities to events (e.g., heads is 1 out of 2; rolling a 5 on a six-sided number cube is $^1/_6$).**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.05.SP.03 **Design investigations to address a question and recognize how data collection methods affect the nature of a set of data.** MA.05.SP.04 **Understand basic concepts of sampling (e.g., larger samples yield better results, the need for representative samples).** MA.05.SP.05 **Represent and** *interpret data using tables, circle graphs, bar graphs, and line graphs or plots (first quadrant).* MA.05.SP.06 **Compare different representations of the same data and evaluate how well each representation shows important aspects of the data (e.g., circle and bar graphs, histograms with different widths).** MA.05.SP.07 **Evaluate the appropriateness of representations of categorical and numeric data (e.g., categorical: types of lunch food; and numerical: heights of students in a class).**
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.05.SP.08 *Analyze data from tables and bar graphs using mean, median, mode, and range, and draw conclusions.*
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.05.AR.01 **Represent and** *analyze patterns and functions using words, tables, graphs or simple algebraic expressions.* MA.05.AR.02 *Supply a missing element in or determine a rule that extends number patterns involving multiplication or division.*
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.05.AR.03 *Use letters, boxes, or other symbols to stand for an unknown quantity in expressions or equations.* MA.05.AR.04 *Represent the idea of a variable as an unknown quantity using a letter or symbol.* MA.05.AR.05 *Represent and evaluate algebraic expressions involving a single variable (e.g., 4s, .05n).* MA.05.AR.06 *Identify* **and represent** *whole number data on a coordinate graph (first quadrant).*
Use mathematical models to represent and understand quantitative relationships.	**MODELING** MA.05.AR.07 *Identify* **or describe** *a situation which may be modeled by a given graph.*
Analyze change in various contexts.	**CHANGE** MA.05.AR.08 **Identify and describe situations with constant or varying rates of change and compare them.**
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement.	**UNITS AND TOOLS** MA.05.ME.01 *Using estimation, convert from a measurement expressed using one unit within a system to one using a comparable unit within the other system (e.g., inches to centimeters).* MA.05.ME.02 **Understand that measurements are approximations and understand how differences in units and tools affect precision.**
Apply appropriate techniques, tools, and formulas to determine measurements.	**DIRECT AND INDIRECT MEASUREMENT** MA.05.ME.03 **Know common referents for Fahrenheit and Celsius temperatures (e.g., freezing point, boiling point).** MA.05.ME.04 *Determine measurements of length and perimeter to the nearest tenth centimeter (millimeter) and nearest tenth meter.* MA.05.ME.05 *Estimate the measure of acute, right, and obtuse angles in degrees using referent angles of 45 and 90 degrees and determine the measurement of angles between 0 and 180 degrees to the nearest degree.* MA.05.ME.06 **Develop and** *use formulas for determining the perimeter and area of rectangles, and related triangles and parallelograms.* MA.05.ME.07 **Develop strategies to measure the perimeter of simple polygons and everyday objects.** MA.05.ME.08 **Analyze the effects on area and perimeter by combining two simple geometric figures (e.g., two right triangles and a rectangle).** MA.05.ME.09 **Compare and contrast the formulas for area of rectangles, related triangles, and parallelograms.** MA.05.ME.10 **Estimate and measure volume of a rectangular solid using unit cubes.** MA.05.ME.11 *Use referents for metric measurements to make estimates of length, weight, and volume* **and evaluate the reasonableness of the estimate (e.g., height of teacher estimated in height of student lengths).**

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Geometry		**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	**PROPERTIES AND RELATIONSHIPS** MA.05.GM.01 *Identify,* **describe**, *compare and classify triangles by their sides and angles.* MA.05.GM.02 *Use properties of triangles to determine the lengths of their sides and perimeters.* MA.05.GM.03 **Develop, understand**, **and** *apply the property that the sum of the angle measures in a triangle is 180 degrees.* MA.05.GM.04 **Draw conclusions about the measures of corresponding sides and angles of two congruent and similar triangles.**	**Select, apply, and translate among mathematical representations to solve problems.**	**CONCEPTUAL UNDERSTANDING** MA.05.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.*
		Apply and adapt a variety of appropriate strategies to solve problems.	**PROCESSES AND STRATEGIES** MA.05.PS.02 *Choose strategies that can work and then carry out the strategies chosen.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.05.GM.05 **Accurately draw and label triangles, angles, and line segments using measurement tools.** MA.05.GM.06 *Identify* **and build** *three-dimensional objects from two-dimensional representations.*	**Monitor and reflect on the process of mathematical problem solving.**	**VERIFICATION** MA.05.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.*
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.05.GM.07 **Make and** *use coordinate systems to specify location and describe paths.* MA.05.GM.08 *Find the distance between points along the horizontal and vertical lines of a coordinate system.*	**Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.**	**COMMUNICATION** MA.05.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.*
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.05.GM.09 *Identify* **and describe** *line and rotational symmetry in two-dimensional shapes and designs.* MA.05.GM.10 *Identify* **and describe** *a motion or series of motions that will show two triangles are congruent.*	**Accurately solve problems that arise in mathematics and other contexts.**	**ACCURACY** MA.05.PS.05 *Accurately solve problems using mathematics.*

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 6
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.06.CE.01 *Order, model, and compare positive rational numbers (fractions, decimals, and percentages).* MA.06.CE.02 *Apply factors and multiples to express fractions in lowest terms and identify fraction equivalents.* MA.06.CE.03 **Understand rates and ratios as comparisons of two quantities by division.** MA.06.CE.04 **Differentiate between rates and ratios and express both as fractions.** MA.06.CE.05 *Solve problems by calculating rates and ratios.* MA.06.CE.06 *Locate positive rational numbers (fractions, decimals, and percentages) on a number line.* MA.06.CE.07 *Apply equivalent forms of fractions and decimals to solve problems.* MA.06.CE.08 *Determine equivalent forms of fractions, mixed numbers, and improper fractions.* MA.06.CE.09 **Model square numbers and recognize their characteristics.** MA.06.CE.10 *Identify prime and composite numbers less than 100.* MA.06.CE.11 **Solve problems using concepts related to factoring and determining divisibility (e.g., 2, 3, 5, 9, and 10).**
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.06.CE.12 **Develop and analyze algorithms for computing with fractions and mixed numbers.** MA.06.CE.13 *Add and subtract fractions with like and unlike denominators.* MA.06.CE.14 **Understand linear, area, and discrete models to** *multiply and divide fractions.* MA.06.CE.15 *Solve problems involving common percentages.* MA.06.CE.16 **Convert mentally among common decimals, fractions, and percentages.** MA.06.CE.17 **Apply grouping symbols to simplify calculations and evaluate expressions.** MA.06.CE.18 **Develop and** *use strategies to estimate the results of positive rational number computations* **and judge the reasonableness of results.** MA.06.CE.19 **Use referent numbers in estimating answers to adding and subtracting fractions and mixed numbers (e.g., $2\frac{1}{4} + \frac{3}{8} < 3$, since both $\frac{1}{4}$ and $\frac{3}{8}$ are less than $\frac{1}{2}$).**
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.06.CE.20 *Use the inverse operations of addition and subtraction to solve problems* **and check solutions** *involving adding and subtracting fractions and mixed numbers.* MA.06.CE.21 *Apply the associative, commutative, and distributive properties to simplify computations with positive rational numbers.*
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.06.SP.01 *Find, use, and interpret measures of center and spread.*
Understand and apply basic concepts of probability.	**PROBABILITY** MA.06.SP.02 **Determine experimental probability of an event from a set of data.** MA.06.SP.03 **Express probability using fractions, ratios, decimals, and percents.** MA.06.SP.04 **Understand that probability cannot determine an individual outcome, but can be used to predict the frequency of an outcome.** MA.06.SP.05 **Determine the number of possible combinations of two or more classes of objects (e.g., shirts, pants, and shoes).**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.06.SP.06 **Design experiments and simulations to determine experimental probability of different outcomes.** MA.06.SP.07 **Understand that experimental probability approaches theoretical probability as the number of trials increases.** MA.06.SP.08 **Recognize and understand the connections among concepts of independent outcomes, picking at random, and fairness.** MA.06.SP.09 **Represent and** *interpret the outcome of a probability experiment using a frequency distribution, including determining experimental probabilities.*
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.06.SP.10 *Make predictions for succeeding trials of a probability experiment given the outcome of preceding repeated trials.* MA.06.SP.11 *Predict the outcome of a probability experiment by computing and using theoretical probability.*
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.06.AR.01 **Represent**, *analyze, and determine rules for finding patterns involving positive rational numbers with tables, graphs, words, and when possible, symbolic rules.*
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.06.AR.02 **Develop an understanding of different uses of variables (e.g., as a placeholder for a specific unknown, as representative of a range of values).** MA.06.AR.03 *Represent and evaluate algebraic expressions involving two variables (e.g., bh / 2, 2w + 2L).* MA.06.AR.04 **Describe and** *interpret relationships using information from tables and graphs including coordinate graphs (first quadrant).* MA.06.AR.05 **Graph linear equations on a coordinate grid by making a table using whole number coordinates.**
Use mathematical models to represent and understand quantitative relationships.	**MODELING** MA.06.AR.06 **Model and solve contextualized problems using various representations such as graphs, tables, and equations.** MA.06.AR.07 **Recognize and represent direct variation using tables and graphs.** MA.06.AR.08 **Identify and sketch a graph that models a given situation.**
Analyze change in various contexts.	**CHANGE** MA.06.AR.09 **Investigate how a change in one variable relates to a change in a second variable.**
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement.	**UNITS AND TOOLS** MA.06.ME.01 *Select the most appropriate unit to measure area and perimeter.* MA.06.ME.02 *Carry out unit conversions in the U.S. customary system as a result of calculations involving measurements of length, perimeter, volume, and weight (e.g., $6\frac{1}{2}'' + 10\frac{1}{4}'' = 16\frac{3}{4}''$ or 1 ft. $4\frac{3}{4}''$).* MA.06.ME.03 *Convert from a measurement expressed in one unit within a system to another using a different unit within the same system to measure perimeter and area.*

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6
Apply appropriate techniques, tools, and formulas to determine measurements.	**DIRECT AND INDIRECT MEASUREMENT** MA.06.ME.04 *Determine measurements of length and perimeter to the nearest eighth inch (for lengths less than one foot) and nearest inch (for lengths greater than one foot).* MA.06.ME.05 *Estimate the measures of angles greater than 180 degrees.* MA.06.ME.06 **Develop and** *use formulas for finding perimeter and area of polygons.* MA.06.ME.07 *Calculate the area and circumference of a circle using pi as well as common approximations of pi (e.g., 3.14, 22 /7).* MA.06.ME.08 **Develop strategies for determining approximate perimeter and area of irregular shapes.** MA.06.ME.09 *Determine the area of a complex figure representative of a problem situation composed of a combination of two or more geometric figures (e.g., attach a triangle to a parallelogram).* MA.06.ME.10 **Recognize that two-dimensional shapes having the same perimeter may have different areas and that shapes having the same area may have different perimeters.** MA.06.ME.11 *Analyze how changes in area of a figure affect the dimensions of the figure.* MA.06.ME.12 *Use referents to make estimates of area* **and evaluate the reasonableness of the estimate (e.g., estimate area of classroom by measuring area of one floor tile).** MA.06.ME.13 *Calculate rates (e.g., miles per hour, simple interest, people per square mile) to solve problems.*	**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
		Select, apply, and translate among mathematical representations to solve problems.	**CONCEPTUAL UNDERSTANDING** MA.06.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.*
		Apply and adapt a variety of appropriate strategies to solve problems.	**PROCESSES AND STRATEGIES** MA.06.PS.02 *Choose strategies that can work and then carry out the strategies chosen.*
		Monitor and reflect on the process of mathematical problem solving.	**VERIFICATION** MA.06.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.*
		Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.	**COMMUNICATION** MA.06.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.*
		Accurately solve problems that arise in mathematics and other contexts.	**ACCURACY** MA.06.PS.05 *Accurately solve problems using mathematics.*
Geometry			
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	**PROPERTIES AND RELATIONSHIPS** MA.06.GM.01 *Identify,* **describe**, *compare and classify polygons by their sides and angles.* MA.06.GM.02 *Identify and represent the radius, center, diameter, chord, and circumference of a circle.* MA.06.GM.03 *Identify combinations of angles that are complementary or supplementary and determine their measures.* MA.06.GM.04 *Use properties of polygons to determine the lengths of sides and perimeters.* MA.06.GM.05 **Develop, understand**, **and** *apply the property of the sum of the measures of the interior angles in a polygon as well as the sum of the exterior angles.* MA.06.GM.06 **Find and use congruent polygons which will cover a surface without overlapping (tessellation).**		
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.06.GM.07 **Model, sketch, draw, and label polygons, circles (including the center, radius, and diameter), complementary angles, supplementary angles, vertical angles, and adjacent angles.** MA.06.GM.08 *Identify* **and describe** *the intersection of two or more geometric figures in the plane (e.g., the intersection of a circle and a line).*		
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.06.GM.09 **Plot polygons on coordinate graphs (first quadrant).** MA.06.GM.10 *Determine lengths and areas of simple polygons from coordinate graphs.*		
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.06.GM.11 **Build or sketch a shape that has a given number of lines of symmetry, or rotational symmetries (e.g., sketch a simple polygon with a given number of lines of symmetry).**		

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards — Grade 7
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.07.CE.01 *Model and compare rational numbers with an emphasis on integers.* MA.07.CE.02 *Express numbers greater than one in scientific and standard notation.* MA.07.CE.03 *Use rates, ratios, and percents to solve problems.* MA.07.CE.04 *Locate rational numbers (with an emphasis on integers) on a number line.* MA.07.CE.05 **Interpret**, *model, and use percents greater than 100 and less than 1 to solve problems.* MA.07.CE.06 *Determine the prime factorization of a number less than 1000 and express the prime factorization using exponents when applicable.* MA.07.CE.07 *Use factors (including greatest common factor of two or more numbers), multiples (including least common multiple of two or more numbers), prime factorization, and relatively prime numbers to solve problems.*
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.07.CE.08 **Develop and analyze algorithms and** *compute with integers.* MA.07.CE.09 *Multiply and divide fractions and mixed numbers.* MA.07.CE.10 *Compute with squares and cubes, with an emphasis on finding area, surface area, and volume.* MA.07.CE.11 *Solve problems involving percentages (including percent increase and decrease, interest rates, tax, discount, tips, and part/whole relationships).* MA.07.CE.12 *Apply order of operations including exponents, to simplify calculations and evaluate expressions.* MA.07.CE.13 **Develop and** *use strategies to estimate the results of integer computations* **and judge the reasonableness of results**. MA.07.CE.14 **Use referent numbers in estimating answers to calculations with fractions and percents (e.g., 12 x $^3/_8$ < 6, since $^3/_8$ < $^1/_2$ and $^1/_2$ of 12 is 6).**
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.07.CE.15 **Demonstrate the meaning of whole number exponents as repeated multiplication.** MA.07.CE.16 *Use inverse operations (addition and subtraction, multiplication and division) to solve problems* **and check solutions** *involving calculations with integers.* MA.07.CE.17 *Apply the associative, commutative, and distributive properties to simplify computations with rational numbers (with an emphasis on integers).* MA.07.CE.18 **Describe the effects of multiplying or dividing a number by a number between 0 and 1.** MA.07.CE.19 *Apply the property of additive inverses to determine solutions of equations.*
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.07.SP.01 *Find, use,* **and interpret** *measures of center and spread, including mean and interquartile range for given* **or derived** *data.*
Understand and apply basic concepts of probability.	**PROBABILITY** MA.07.SP.02 *Compute experimental probabilities from a set of data and theoretical probabilities for single and simple compound events, using various methods (e.g., organized lists, tree diagrams, area models).* MA.07.SP.03 *Determine probabilities of simple independent and dependent events.* MA.07.SP.04 **Compare experimental probability of an event with the theoretical probability and explain any difference.** MA.07.SP.05 *Determine all possible outcomes of a particular event or all possible arrangements of objects in a given set by applying various methods including tree diagrams and systematic lists.*
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.07.SP.06 **Formulate questions and design experiments or surveys to collect relevant data.** MA.07.SP.07 **Identify situations in which it makes sense to sample and** *identify methods for selecting a sample (e.g., convenience sampling, responses to survey, random sampling) that are representative of a population.* MA.07.SP.08 *Distinguish between random and biased samples and identify possible sources of bias in sampling.* MA.07.SP.09 **Represent and** *interpret data using frequency distribution tables, box-and whisker-plots, stem-and-leaf plots, and single- and multiple-line graphs.* MA.07.SP.10 *Determine the graphical representation of a set of data that best shows key characteristics of the data.* MA.07.SP.11 **Recognize distortions of graphic displays of sets of data and evaluate appropriateness of alternative displays.**
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.07.SP.12 *Analyze data from frequency distribution tables, box-and whisker-plots, and stem-and-leaf plots using measures of center and spread and draw conclusions.* MA.07.SP.13 *Predict and evaluate how adding data to a set of data affects measures of center.* MA.07.SP.14 *Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.*
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.07.AR.01 **Represent**, *analyze, and determine rules for finding patterns involving integers with tables, graphs, words, and when possible, symbolic rules.*
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.07.AR.02 *Algebraically represent situations and solve problems involving linear equations* **and inequalities**. MA.07.AR.03 *Evaluate algebraic expressions and formulas by substituting integers.* MA.07.AR.04 *Interpret algebraic relationships represented by two-column tables, number lines and coordinate graphs (four quadrants).* MA.07.AR.05 **Graph linear equations on a coordinate grid by making a table using integer coordinates.**
Use mathematical models to represent and understand quantitative relationships.	**MODELING** MA.07.AR.06 *Model situations, make predictions and inferences, and solve problems using linear equations.* MA.07.AR.07 **Recognize and represent direct variation using tables, graphs, and equations.** MA.07.AR.08 *Identify* **and sketch** *a graph that models a given situation.*
Analyze change in various contexts.	**CHANGE** MA.07.AR.09 *Identify* **and describe** *how a change in one variable relates to a change in a second variable.*
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement.	**UNITS AND TOOLS** MA.07.ME.01 *Select the most appropriate unit to measure surface area and volume.* MA.07.ME.02 *Convert from a measurement expressed in one unit within a system to another using a different unit within the same system to measure surface and volume.*

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MATHEMATICS

Adopted April 2002

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Common Curriculum Goals	Oregon Grade-level Standards — Grade 7	Common Curriculum Goals	Oregon Grade-level Standards — Grade 7
Apply appropriate techniques, tools, and formulas to determine measurements.	**DIRECT AND INDIRECT MEASUREMENT** MA.07.ME.03 **Develop and** *use strategies and formulas for calculating surface area and volume of right prisms, pyramids, and cylinders.* MA.07.ME.04 **Develop strategies for determining approximate volumes of irregular shapes.** MA.07.ME.05 *Determine surface area and volume of three-dimensional block constructions, given a two-dimensional representation.* MA.07.ME.06 **Compare and contrast the formulas for surface area and volume of prisms and pyramids.** MA.07.ME.07 **Create examples of rectangular prisms having the same volume, but different surface areas.** MA.07.ME.08 **Describe what happens to the surface area and volume of a solid when its shape is changed.** *MA.07.ME.09 Use referents to make estimates of surface area and volume* **and evaluate the reasonableness of the estimate.**	**Mathematical Problem Solving** **Select, apply, and translate among mathematical representations to solve problems.** **Apply and adapt a variety of appropriate strategies to solve problems.** **Monitor and reflect on the process of mathematical problem solving.** **Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.** **Accurately solve problems that arise in mathematics and other contexts.**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM. **CONCEPTUAL UNDERSTANDING** MA.07.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.* **PROCESSES AND STRATEGIES** MA.07.PS.02 *Choose strategies that can work and then carry out the strategies chosen.* **VERIFICATION** MA.07.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* **COMMUNICATION** MA.07.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* **ACCURACY** MA.07.PS.05 *Accurately solve problems using mathematics.*
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	**PROPERTIES AND RELATIONSHIPS** MA.07.GM.01 **Determine defining properties that characterize classes of quadrilaterals including side and angle measurements and their component parts** (e.g., altitudes, medians, diagonals, bisectors). MA.07.GM.02 *Identify parallel and intersecting lines and pairs of angles formed (right, vertical, adjacent) by parallel lines cut by a transversal and determine their measure.* MA.07.GM.03 **Use proportional reasoning, drawings, models, or technology to demonstrate congruence and similarity of polygons with an emphasis on quadrilaterals.** MA.07.GM.04 *Determine the measures of missing sides and angles in congruent quadrilaterals and their component parts.*		
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.07.GM.05 **Model, sketch, and label prisms, pyramids, cylinders, and quadrilaterals with specified side lengths or angle measures.** MA.07.GM.06 *Use two-dimensional representation of three-dimensional objects, including nets, to solve problems involving surface area and volume.*		
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.07.GM.07 *Identify properties of quadrilaterals and their component parts on a coordinate graph.*		
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.07.GM.08 *Determine the image of a point (with integer coordinates) on a graph under translations and reflections.*		

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MATHEMATICS

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Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals

Oregon Grade-level Standards — Grade 8

Calculations and Estimations

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

NUMBERS

MA.08.CE.01 *Compare numbers greater than one expressed in scientific notation.*

MA.08.CE.02 *Apply proportions to solve problems.*

MA.08.CE.03 *Locate rational numbers on a number line.*

MA.08.CE.04 *Apply equivalent forms of rational numbers (including percents) to solve problems.*

Compute fluently and make reasonable estimates.

COMPUTATION AND ESTIMATION

MA.08.CE.05 **Develop and analyze algorithms and** *compute with rational numbers.*

MA.08.CE.06 *Use order of operation rules, including exponents.*

MA.08.CE.07 **Develop and** *use strategies to estimate the results of rational number computations* **and judge the reasonableness of results.**

MA.08.CE.08 **Estimate square roots of whole numbers less than 100 and cube roots of whole numbers less than 1000 between two whole numbers.**

Understand meanings of operations and how they relate to one another.

OPERATIONS AND PROPERTIES

MA.08.CE.09 **Demonstrate the meaning of square roots as lengths of the sides of squares and cube roots as lengths of edges of cubes.**

MA.08.CE.10 *Use the inverse operations of squares and square roots to solve problems* **and check solutions**.

MA.08.CE.11 *Apply the associative, commutative, and distributive properties to simplify computations with rational numbers.*

MA.08.CE.12 *Apply the property of multiplicative inverses to determine solutions of linear equations and inequalities.*

Statistics and Probability

Select and use appropriate statistical methods to analyze data.

STATISTICS

MA.08.SP.01 *Choose appropriate measures of central tendencies to describe given* **or derived** *data.*

MA.08.SP.02 *Estimate a line of best fit on a scatter plot* **and informally explain the meaning of the line** *and use the line to make predictions.*

Understand and apply basic concepts of probability.

PROBABILITY

MA.08.SP.03 *Understand and use appropriate terminology to describe complementary and mutually exclusive events and determine their probabilities.*

MA.08.SP.04 *Apply theoretical probability to determine if an event or game is fair or unfair* **and pose** *and evaluate modifications to change the fairness.*

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

COLLECT AND DISPLAY DATA

MA.08.SP.05 **Collect and display data as lists, tables, and plots using appropriate technology (e.g., graphing calculators, computer software).**

MA.08.SP.06 **Represent bivariate data in a scatter plot** *and identify relationships in the plot.*

Develop and evaluate inferences and predictions that are based on data.

DATA ANALYSIS AND PREDICTIONS

MA.08.SP.07 *Estimate or predict the occurrence of future events using data.*

Algebraic Relationships

Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

MA.08.AR.01 **Represent**, *analyze and determine rules for finding patterns relating to linear functions, nonlinear functions, and arithmetic sequences with tables, graphs, and symbolic rules.*

MA.08.AR.02 *Identify functions as linear or nonlinear from tables, graphs, or equations* **and contrast their properties**.

MA.08.AR.03 *Interpret the meaning of the rate of change and y-intercept of a linear relationship in a problem setting.*

Represent and analyze mathematical situations and structures using algebraic symbols.

ALGEBRAIC RELATIONSHIPS

MA.08.AR.04 *Represent and solve equations of the form ax+b=c or k(ax + b) = c.*

MA.08.AR.05 **Approximate solutions of systems of linear equations from a graph.**

MA.08.AR.06 *Recognize* **and generate** *equivalent symbolic forms for algebraic expressions with an emphasis on linear relationships.*

MA.08.AR.07 *Evaluate algebraic expressions and formulas, including expressions involving exponents and parentheses, by substituting rational numbers.*

MA.08.AR.08 *Translate between and interpret linear relationships represented by words, symbols, tables, and graphs.*

MA.08.AR.09 *Determine the slope and x- and y-intercepts given the graph of a linear equation.*

MA.08.AR.10 **Graph a linear equation given the slope and an initial value (y-intercept).**

MA.08.AR.11 *Recognize* **and graph** *the solutions of linear inequalities on a number line.*

MA.08.AR.12 **Graph simple quadratic equations (y = kx^2 or y = kx^2 + b) by generating a table of values for a given equation.**

MA.08.AR.13 *Identify* **and describe** *the effects of changing the slope or y-intercept on the graph of a linear relationship of the form y = kx or y = kx + b.*

Use mathematical models to represent and understand quantitative relationships.

MODELING

MA.08.AR.14 *Model situations, make predictions and inferences, and solve problems using linear equations and inequalities.*

MA.08.AR.15 *Recognize* **and represent** *direct variation using tables, graphs, and equations.*

MA.08.AR.16 *Determine when data represented in a table or graph represents a linear or nonlinear relationship.*

Analyze change in various contexts.

CHANGE

MA.08.AR.17 **Understand that the rate of change in a linear function is constant and is equal to the slope of its graphed line.**

MA.08.AR.18 *Determine the slope of a line given two points on the line.*

MA.08.AR.19 *Analyze the nature of change in quantities in linear relationships represented by graphs, tables, or formulas.*

Measurement

Understand measurable attributes of objects and the units, systems, and processes of measurement.

UNITS AND TOOLS

MA.08.ME.01 *Determine an appropriate scale for representing an object in a scale drawing.*

MA.08.ME.02 *Carry out unit conversions between the metric and U.S. customary systems of measurement given conversion ratios (e.g., 1 in = 2.54 cm).*

MA.08.ME.03 **Convert between units for large and small numbers in the metric system (e.g., mega- to kilo-).**

Apply appropriate techniques, tools, and formulas to determine measurements.

DIRECT AND INDIRECT MEASUREMENT

MA.08.ME.04 *Calculate and analyze changes in area and volume in relation to changes in linear measures of figures.*

MA.08.ME.05 *Analyze how changes in surface area and volume of a solid affect the dimensions of the solid.*

MA.08.ME.06 *Solve problems involving rates and derived measurements for such attributes as speed, velocity, and density.*

MA.08.ME.07 *Determine actual distances from scale drawings, blueprints, and maps and solve problems involving scale factors.*

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8
Geometry		**Mathematical Problem Solving**	These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	**PROPERTIES AND RELATIONSHIPS** MA.08.GM.01 **Determine defining properties that characterize classes of triangles including side and angle measurements and their component parts** *(e.g., angle bisectors, altitudes, medians)***.** MA.08.GM.02 **Use proportional reasoning, drawings, models or technology to demonstrate similarity and congruence of polygons with an emphasis on triangles.** MA.08.GM.03 *Determine the measures of corresponding sides and angles of congruent and similar triangles and their component parts.* MA.08.GM.04 *Use similar triangles to measure distances indirectly (e.g., flagpole and shadow).* MA.08.GM.05 *Use the Pythagorean theorem to determine if triangles are right triangles and determine the lengths of missing sides in right triangles.* MA.08.GM.06 **Investigate triangles and their component parts and draw conclusions about their properties.** MA.08.GM.07 **Create and critique inductive and deductive arguments to verify the Pythagorean theorem.** MA.08.GM.08 **Justify conclusions that two triangles are or are not congruent and are or are not similar.**	**Select, apply, and translate among mathematical representations to solve problems.** **Apply and adapt a variety of appropriate strategies to solve problems.** **Monitor and reflect on the process of mathematical problem solving.** **Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.** **Accurately solve problems that arise in mathematics and other contexts.**	**CONCEPTUAL UNDERSTANDING** MA.08.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.* **PROCESSES AND STRATEGIES** MA.08.PS.02 *Choose strategies that can work and then carry out the strategies chosen.* **VERIFICATION** MA.08.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* **COMMUNICATION** MA.08.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* **ACCURACY** MA.08.PS.05 *Accurately solve problems using mathematics.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.08.GM.09 **Draw to scale two-dimensional representations of rectangular prisms and triangles with specified side lengths or angle measures.** MA.08.GM.10 **Construct and** *read drawings and models made to scale.*		
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.08.GM.11 *On a coordinate plane, determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines.* MA.08.GM.12 *Determine the distance between two points on a coordinate graph using right triangles and the Pythagorean theorem.*		
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.08.GM.13 **Classify transformations based on whether they produce congruent or similar non-congruent figures (e.g., compare pairs of shapes where the image has been transformed, identify the type of translation and use angles, diagonals, and lines of symmetry to determine congruence).** MA.08.GM.14 *Identify* **and sketch** *the figure that is the result of a given rotation, translation, reflection, or dilation or a combination of two transformations.* MA.08.GM.15 **Know properties of dilated images.** MA.08.GM.16 *Determine the effects of a transformation on linear and area measurements of the original figure.*		

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	**NUMBERS** MA.CM.CE.01 *Compare real numbers.* MA.CM.CE.02 *Order and compare numbers expressed in scientific notation to each other and to other forms of real numbers.* MA.CM.CE.03 **Recognize that the set of real numbers contains the set of irrational numbers and the set of rational numbers and know the difference between them.** MA.CM.CE.04 *Locate real numbers on a number line (including approximations of irrational numbers).* MA.CM.CE.05 *Apply equivalent forms of real numbers to solve problems.*
Compute fluently and make reasonable estimates.	**COMPUTATION AND ESTIMATION** MA.CM.CE.06 *Compute with real numbers, including absolute value and numbers expressed in scientific notation.* MA.CM.CE.07 *Compute with integer exponents and whole number roots.* MA.CM.CE.08 **Mentally multiply and divide by powers of 10 to estimate results of computations involving numbers expressed in scientific notation.** MA.CM.CE.09 **Develop and** *use strategies to estimate the results of real number computations, determine the amount of error,* **and judge the reasonableness of results**. MA.CM.CE.10 *Estimate the results of computations with integer powers and roots of real numbers.*
Understand meanings of operations and how they relate to one another.	**OPERATIONS AND PROPERTIES** MA.CM.CE.11 **Recognize that taking the nth root of a number corresponds to prime factorization.** MA.CM.CE.12 *Use the inverse operations of nth power and nth root to solve problems* **and check solutions**. MA.CM.CE.13 *Apply the associative, commutative, and distributive properties to simplify computations with real numbers.* MA.CM.CE.14 **Use properties of numbers to demonstrate whether assertions are true or false**.
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**STATISTICS** MA.CM.SP.01 *Estimate from a graph or a set of data the mean and standard deviation of a normal distribution* **and draw conclusions about the distribution of data using measures of center and spread** *(e.g., analyze a variety of summary statistics and graphical displays)***.** MA.CM.SP.02 **Analyze bivariate data and identify the type of function (e.g., linear, quadratic, exponential) that could be used to model the data.**
Understand and apply basic concepts of probability.	**PROBABILITY** MA.CM.SP.03 *Compute the probability of a compound event (e.g., toss a coin three times to find the probability of two heads).* MA.CM.SP.04 *Determine probabilities of dependent and independent events (e.g., use colored marbles with and without replacement).* MA.CM.SP.05 *Use conditional probability to solve problems (e.g., from a sample set for the roll of two tetrahedral die; given that a sum is even, what is the probability that the sum is 6?).* MA.CM.SP.06 *Determine* **all possible outcomes of a particular event or all possible** *arrangements of objects in a given set by applying counting strategies, combinations, and permutations.*
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	**COLLECT AND DISPLAY DATA** MA.CM.SP.07 *Determine appropriate designs for simulations (surveys, observational studies, and experiments) and modeling to study a problem* **and construct empirical probability distributions to represent results**. MA.CM.SP.08 *Use matrices, histograms, scatter plots, stem-and-leaf plots, and box-and-whisker-plots to interpret data.* MA.CM.SP.09 *Identify examples of populations that are normally distributed.*
Develop and evaluate inferences and predictions that are based on data.	**DATA ANALYSIS AND PREDICTIONS** MA.CM.SP.10 *Make inferences and predictions from data in histograms, scatter plots, and parallel box plots.* MA.CM.SP.11 *Make predictions about populations based on reported sample statistics.* MA.CM.SP.12 **Understand that inferences about a population drawn from a sample involve uncertainty and that the role of statistics is to measure that uncertainty.**
Algebraic Relationships	
Understand patterns, relations, and functions.	**PATTERNS AND FUNCTIONS** MA.CM.AR.01 **Represent and** *generalize sequences resulting from linear, quadratic, and exponential relationships using recursive or explicit formulas, tables of values, and graphs.* MA.CM.AR.02 **Produce a valid conjecture using inductive reasoning by generalizing from a pattern of observations.** MA.CM.AR.03 *Evaluate and make a table for two-variable formulas and match a graph or table of values to its formula.* MA.CM.AR.04 *Identify independent and dependent variables and determine the domain and range of a function in a problem situation.*
Represent and analyze mathematical situations and structures using algebraic symbols.	**ALGEBRAIC RELATIONSHIPS** MA.CM.AR.05 *Algebraically represent situations and solve problems involving quadratic and exponential equations, including exponential growth and decay.* MA.CM.AR.06 *Use graphs to solve non-linear equations, including quadratics.* MA.CM.AR.07 *Represent and solve systems of linear equations with two variables using simultaneous equations and by graphing.* MA.CM.AR.08 *Recognize* **and generate** *equivalent forms for algebraic expressions, including combining like terms and expanding binomials.* MA.CM.AR.09 *Evaluate algebraic expressions and formulas by substituting real numbers.* MA.CM.AR.10 *Translate between and interpret quadratic and exponential relationships represented by words, symbols, tables, and graphs.* MA.CM.AR.11 *Determine and interpret maxima or minima and zeros of quadratic functions, and linear functions where y = constant.* MA.CM.AR.12 **Graph linear inequalities in two variables.** MA.CM.AR.13 **Graph quadratic and exponential equations.** MA.CM.AR.14 *Analyze how changing a parameter (i.e., k, b) in a quadratic or exponential function of the form y = k^x + b, y = kx^2 + b, or y = k(x + b)^2 affects its graph.*
Use mathematical models to represent and understand quantitative relationships.	**MODELING** MA.CM.AR.15 *Model situations, make predictions and inferences, and solve problems using linear, quadratic, and exponential functions.* MA.CM.AR.16 *Determine when data represented in a table or graph represents a linear, quadratic, or exponential relationship.*
Analyze change in various contexts.	**CHANGE** MA.CM.AR.17 *Approximate and interpret rates of change in graphical and numeric data.* MA.CM.AR.18 *Analyze the nature of change of each variable in a nonlinear relationship as suggested by a table of values, a graph, or a formula.*
Measurement	
Understand measurable attributes of objects and the units, systems, and processes of measurement.	**UNITS AND TOOLS** MA.CM.ME.01 *Determine the appropriate units, scales, and tools for problem situations involving measurement.* MA.CM.ME.02 *Solve problems involving unit conversions (e.g., mile per hour to feet per second) given the unit equivalencies.* MA.CM.ME.03 **Determine the precision of a given measuring tool (e.g., 1 degree for a standard protractor).**

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MATHEMATICS

Adopted April 2002

Student accountability for Grades 3-8 and CIM began in 2005-06.

Common Curriculum Goals	Oregon Grade-level Standards CIM/CAM
Apply appropriate techniques, tools, and formulas to determine measurements.	**DIRECT AND INDIRECT MEASUREMENT** MA.CM.ME.04 **Develop and** *use strategies and formulas for calculating surface area and volume of cones and spheres.* MA.CM.ME.05 *Use formulas to solve problems involving finding missing dimensions given perimeter, area, surface area, and volume of polygons, circles, prisms, pyramids, cones, cylinders, and spheres.* MA.CM.ME.06 **Develop and understand**, **and** *use the formula for determining arc length (e.g., portion of a circle).* MA.CM.ME.07 *Determine perimeter and area of shapes of circles and polygons (annulus, etc.) in context.* MA.CM.ME.08 *Determine the surface area and volume of a complex figure composed of a combination of two or more geometric figures or a figure derived from a regular solid (e.g., hemisphere, frustum of a cone).* MA.CM.ME.09 **Compare and contrast the formulas for surface area and volume of cylinders and cones.** MA.CM.ME.10 **Determine a shape that has minimum or maximum perimeter, area, surface area, or volume under specified conditions.** MA.CM.ME.11 **Make and** *use scale drawings and models to solve problems.*
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	**PROPERTIES AND RELATIONSHIPS** MA.CM.GM.01 **Determine defining properties that characterize classes of three-dimensional figures and their component parts.** MA.CM.GM.02 **Recognize and represent three-dimensional figures and their component parts.** MA.CM.GM.03 **Justify and** *use theorems involving the angles formed by parallel lines cut by a transversal.* MA.CM.GM.04 **Develop, understand**, **and** *apply properties of circles and of inscribed and circumscribed polygons.* MA.CM.GM.05 *Use measures of sides and of interior and exterior angles of polygons to classify figures and solve problems.* MA.CM.GM.06 **Prove congruence of two triangles or their corresponding component parts.** MA.CM.GM.07 *Determine the measures of corresponding angles, sides, and corresponding parts of congruent and similar figures.* MA.CM.GM.08 *Use angle, side length, and triangle inequality relationships to solve problems.* MA.CM.GM.09 *Use trigonometric functions, and angle and side relationships of special right triangles (30- 60-right triangles and isosceles right triangles) to solve for an unknown length and determine distances and solve problems.* MA.CM.GM.10 **Investigate relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.** MA.CM.GM.11 **Construct and judge the validity of a logical argument and give counterexamples to disprove a statement.** MA.CM.GM.12 **Justify and** *use theorems involving the properties of triangles, quadrilaterals, circles, and their component parts to verify congruence and similarity.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	**MODELING** MA.CM.GM.13 **Model, sketch, label and where appropriate construct cones and spheres, and basic elements of geometric figures (e.g., altitudes, midpoints, medians, angle bisectors, and perpendicular bisectors) using compass and straightedge or technology.** MA.CM.GM.14 **Describe how two or more objects are related in space (e.g., skew-lines, the possible ways three planes might intersect).** MA.CM.GM.15 **Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object through scale drawings, perspective drawings, blueprints, or computer simulations.** MA.CM.GM.16 *Recognize representations of three-dimensional objects from different perspectives and identify cross-sections of three-dimensional objects.*
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	**COORDINATE GEOMETRY** MA.CM.GM.17 *Determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines on a coordinate plane given the algebraic equations representing them.* MA.CM.GM.18 *Calculate slope, distance and midpoint between points with an emphasis on practical applications* **(use coordinate formulas)**.
Apply transformations and use symmetry to analyze mathematical situations.	**TRANSFORMATIONS AND SYMMETRY** MA.CM.GM.19 *Use coordinate geometry to determine whether a figure is symmetrical with respect to a line or a point.* MA.CM.GM.20 *Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, and/or dilation.* MA.CM.GM.21 *Determine the image of a figure on a coordinate graph under translations, reflections, and rotations.* MA.CM.GM.22 *Given a figure and its image on a coordinate graph, determine the translation vector or locate the axis of reflection.* MA.CM.GM.23 *Determine the coordinates of* **and draw** *the dilation of a figure on a coordinate graph.* MA.CM.GM.24 *Analyze the congruence, similarity, and line or rotational symmetry of figures using transformations.*
Mathematical Problem Solving	*These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3-CIM.*
Select, apply, and translate among mathematical representations to solve problems.	**CONCEPTUAL UNDERSTANDING** MA.CM.PS.01 *Interpret the concepts of a problem-solving task and translate them into mathematics.*
Apply and adapt a variety of appropriate strategies to solve problems.	**PROCESSES AND STRATEGIES** MA.CM.PS.02 *Choose strategies that can work and then carry out the strategies chosen.*
Monitor and reflect on the process of mathematical problem solving.	**VERIFICATION** MA.CM.PS.03 *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.*
Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.	**COMMUNICATION** MA.CM.PS.04 *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.*
Accurately solve problems that arise in mathematics and other contexts.	**ACCURACY** MA.CM.PS.05 *Accurately solve problems using mathematics.*

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MATHEMATICS

Current Oregon University System Admission Option: Adopted by the State Board of Higher Education in 2005.

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTIONS OF PROFICIENT PERFORMANCE
Calculations and Estimations	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
	PERFORM ALGEBRAIC OPERATIONS (PASS Standard B) Use numeric and algebraic operations and mathematical expressions to solve equations and inequalities. Criterion B2: Estimate and Compute Use computation, estimation, and mathematical properties to solve problems; use estimation to check the reasonableness of results, including those obtained by technology. Descriptions of Proficient Performance for B2: • recognizes and selects the most appropriate method for determining an answer: estimation, computation, or a combination of both • selects and uses an appropriate process and computational or measurement tool (e.g., paper and pencil, calculator, computer software, protractor, ruler, etc.) • identifies and communicates a range of reasonable results • uses appropriate number representations and operations (e.g., scientific notation, π, etc.) • correctly performs appropriate calculations on real numbers and expressions • computes correct answers to problems involving direct calculations, interpretation of word problems, and/or charts and graphs
Compute fluently and make reasonable estimates.	
Understand meanings of operations and how they relate to one another.	
Statistics and Probability	
Select and use appropriate statistical methods to analyze data.	**USE PROBABILITY AND STATISTICS TO COLLECT AND STUDY DATA (PASS Standard D)** Use probability and statistics in the study of various disciplines, situations, and problems; understand and apply valid statistical methods and measures of central tendency, variability, and correlation in the collection, organization, analysis, and interpretation of data. Criterion D1: Use of Probability Understand and apply concepts of probability. Descriptions of Proficient Performance for D1: • uses experimental or theoretical probability to represent and interpret situations or problems • represents and calculates compound probabilities for dependent, independent, conditional, and mutually exclusive events • calculates and represents experimental probability through simulation • calculates and represents theoretical probability using various methods (diagrams, tables, area models, counting techniques, technology, etc.) • uses probability concepts (e.g., random variable) to design and conduct simulations, including sampling, data analysis, and/or interpretation • finds and interprets an expected value for a given situation Criterion D2: Organization and Use of Data Create charts, tables, and graphs to display data; use displays to draw inferences, make predictions, and solve problems. Descriptions of Proficient Performance for D2: • develops informative tables, plots, and graphic displays (histograms, scatter plots, stem and leaf plots, box and whiskers, etc.) to accurately represent and study data • interprets information represented in tables, plots, and graphs • draws defensible inferences from data using graphical representations (line of best fit, histograms, etc.)
Understand and apply basic concepts of probability.	
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
Develop and evaluate inferences and predictions that are based on data.	• determines trends, the nature of distributions, and predicted values using graphical representations of data • analyzes data displays to evaluate the reasonableness of claims, reports, studies, and conclusions Criterion D3: Use, Analyze and Interpret Data Develop and evaluate inferences and predictions that are based on data. Descriptions of Proficient Performance for D3: • uses appropriate methods and terminology to compute statistics • uses appropriate symbols and terms to represent statistics • applies statistical measures of frequency, center, spread, and correlation in the representation and analysis of data (including the normal distribution) • draws appropriate inferences or makes predictions (including comments on their validity and reliability) that are supported by the data collected • reviews and critiques the investigative design, data collection, and analysis for sources of error and bias • analyzes bivariate data and identifies the type of function that could be used to model the data Criterion D4: Statistical Investigation Design, conduct, and critique statistical experiments, simulations, or surveys; collect data. Descriptions of Proficient Performance for D4: • states questions, hypotheses, or predictions that can be investigated through the use of statistical methods and/or probability simulation • plans, tests, and/or investigates designs (and/or surveys), considering issues of randomization, appropriate data, and effective data-gathering techniques • develops and conducts one or more investigations of reasonable complexity and depth, drawing appropriate conclusions
Algebraic Relationships	
Understand patterns, relations, and functions.	**PERFORM ALGEBRAIC OPERATIONS (PASS Standard B)** Use numeric and algebraic operations and mathematical expressions to solve equations and inequalities. Criterion B1: Solving Equations and Inequalities Solve equations and inequalities numerically, graphically, and/or algebraically. Descriptions of Proficient Performance for B1: • correctly uses operations and properties to simplify algebraic expressions • selects an effective means of solving a given equation, inequality, or system • clearly shows the steps in the process selected • finds the correct (most reasonable) solution - if it exists • solves a variety of equations and inequalities *NOTE: Criterion B2 is listed in Calculations and Estimations.* Criterion B3: Use of Matrices Use matrices to organize and analyze information and to solve problems. Descriptions of Proficient Performance for B3: • correctly organizes numeric information into an array of numbers • correctly performs matrix addition and multiplication • correctly solves problems (e.g., systems of equations, geometric transformations, etc.) using matrices
Represent and analyze mathematical situations and structures using algebraic symbols.	

MATHEMATICS

Current Oregon University System Admission Option: Adopted by the State Board of Higher Education in 2005

Common Curriculum Goals	PASS Standards, Criteria, and Descriptions of Proficient Performance	Common Curriculum Goals	PASS Standards, Criteria, and Descriptions of Proficient Performance

Use mathematical models to represent and understand quantitative relationships.
 	
Analyze change in various contexts.
	USE FUNCTIONS TO UNDERSTAND MATHEMATICAL RELATIONSHIPS (PASS Standard E)
	Use patterns and functions to represent relationships between variables and to solve problems; interpret and understand the connections among symbolic, graphic, and tabular representations of linear, quadratic, and exponential functions.
	Criterion E1: Representation and Recognition of Functions
	Represent functions using and translating among words, tables, graphs, and symbols; recognize and distinguish a variety of classes of functions.
	Descriptions of Proficient Performance for E1:
	• recognizes, represents, and interprets linear, quadratic, and exponential functions
	• sketches the graph of a function presented in symbolic, tabular, or worded form
	• correctly determines the symbolic form of a function from specific characteristics of the function and its graph (slope, vertex, intercepts, etc.)
	• creates an accurate table of values for a function presented in symbolic, graphic, or worded form
	• identifies the class to which a function belongs; recognizes when a function does not belong to any of the listed classes
	Criterion E2: Analysis of Functions
	Understand and analyze features of a function and limitations on the domain of a function.
	Descriptions of Proficient Performance for E2:
	• determines if a relation in any form is a function
	• uses understanding of a class of functions in the analysis of a particular function
	• correctly determines the domain and range of a function
	• evaluates a function (determines f (x) given x) presented in symbolic, tabular, or graphic form
	• correctly generates ordered pairs and calculates the rate of change between two ordered pairs
	• accurately interprets points, intervals, slopes, and rates of change
	• accurately identifies and interprets the meaning of x- and y- intercepts
	• simplifies expressions and solves equations
	Criterion E3: Use of Functions as Models
	Model situations and solve problems using a variety of functions.
	Descriptors of Proficient Performance for E3:
	• understands and analyzes the functional relationship between inputs and outputs in real-world situations
	• models real-world situations and represents observed patterns with appropriate functions
	• selects an appropriate function class to model a real-world situation
	• correctly interprets situations or solves problems using functions, their representations and properties
	
	REPRESENT, ANALYZE, AND USE ADVANCED FUNCTIONS (PASS Standard F)
	Analyze the nature and behavior of more-advanced functions, including trigonometric, logarithmic, general polynomial, and rational, and use such functions to model mathematical relationships.
	Criterion F1: Manipulation and Solution of Advanced Functions
	Simplify expressions and solve equations involving advanced functions.
	Descriptions of Proficient Performance for F1:
	• simplifies expressions involving:
	  • properties of rational expressions
	  • properties of logarithmic functions
	  • trigonometric identities
	  • properties of general polynomial functions
			• solves equations using:
			  • properties of rational expressions
			  • properties of logarithmic functions
			  • trigonometric identities
			  • properties of general polynomial functions
			Criterion F2: Representation and Recognition of Advanced Functions
			Represent advanced functions using and translating among words, tables, graphs, and symbols; recognize and distinguish classes of advanced functions.
			Descriptions of Proficient Performance for F2:
			• recognizes, represents, and interprets rational, logarithmic, trigonometric, and general polynomial functions
			• sketches the graph of an advanced function presented in symbolic, tabular, or worded form
			• correctly determines the symbolic form of an advanced function from specific characteristics of the function and its graph (slope, intercepts, period, etc.)
			• creates an accurate table of values for an advanced function presented in symbolic, graphic, or worded form
			• identifies the class to which a function belongs; recognizes when a function does not belong to any of the listed classes
			• recognizes and represents inverses of advanced functions
			• recognizes and represents composite functions
			Criterion F3: Analysis of Advanced Functions
			Understand and analyze the behavior of advanced functions.
			Descriptions of Proficient Performance for F3:
			• determines whether an inverse relation of a function is a function
			• uses understanding of classes of advanced functions in the analysis of a particular function
			• correctly determines the domain and range of an advanced function
			• identifies the restrictions on the domain of a function so that the inverse relation is a function
			• identifies and interprets discontinuities, asymptotes, increasing and decreasing intervals, rates of change, and extrema, through informal means
			• identifies and interprets features of periodic functions
			• determines the limit of a function as x approaches finite values and as x approaches infinity
			Criterion F4: Use of Advanced Functions as Models
			Model situations and solve problems using a variety of advanced functions.
			Descriptions of Proficient Performance for F4:
			• models real-world situations and represents observed patterns using rational, logarithmic, trigonometric, general polynomial, and/or composite functions
			• selects an appropriate advanced function class to model a real-world situation
			• correctly interprets situations or solves problems using advanced functions, their representations, and their properties

MATHEMATICS

Current Oregon University System Admission Option: Adopted by the State Board of Higher Education in 2005.

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTIONS OF PROFICIENT PERFORMANCE

Measurement
 	
Understand measurable attributes of objects and the units, systems, and processes of measurement.
 	
Apply appropriate techniques, tools, and formulas to determine measurements.
	USE GEOMETRIC CONCEPTS AND MODELS (PASS Standard C)
	Represent and solve problems with two- and three-dimensional geometric models, properties of figures, analytic geometry, and right-triangle trigonometry.
	Criterion C2: Direct and Indirect Measurement
	Use geometry and right-triangle trigonometry to determine measurements.
	Descriptions of Proficient Performance for C2:
	• selects and uses appropriate methods, systems, units, measuring instruments and technology to determine accurate measurements
	• determines measurements indirectly, using:
	  • accurate scaled drawings
	  • similarity, proportion, and congruence
	  • right-triangle relationships (Pythagorean Theorem, sine, cosine, tangent)
	  • properties of geometric figures
	• applies appropriate computations to determine:
	  • the perimeter and area of basic plane figures (e.g., circles, triangles, quadrilaterals)
	  • the volume and surface area of basic solids (e.g., spheres, cones, cylinders, prisms)

Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.** **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.** **Use visualization, spatial reasoning, and geometric modeling to solve problems.**	Criterion C1: Recognition and Analysis of Geometric Figures Represent, interpret, and analyze a wide variety of geometric figures and their properties using drawings, models, and the Cartesian coordinate system. Descriptions of Proficient Performance for C1: • recognizes a wide variety of geometric shapes, figures, properties, and relationships in a variety of environments in both two and three dimensions • analyzes a wide variety of geometric figures in terms of their properties (e.g., parallel lines with transversal, polygons, circles, and triangle congruence/similarity) • uses coordinate geometry to analyze properties of lines, circles, and figures • uses coordinate and analytic geometry to understand relationships between lines (parallel, perpendicular, intersecting) and figures • recognizes and represents geometric transformations (i.e., size and scale changes, dilations, translations, reflections, and rotations) • formulates and tests conjectures and conclusions *NOTE: Criterion C2 is listed in Measurement.* Criterion C3: Use of Geometric Models Use geometric relationships, spatial reasoning, and models to solve problems. Descriptions of Proficient Performance for C3: • develops clear and accurate geometric models to communicate concepts and relationships • applies geometry and right-triangle trigonometry to understand and model real-world problems

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTIONS OF PROFICIENT PERFORMANCE

Mathematical Problem Solving
 	
Select, apply, and translate among mathematical representations to solve problems.
 	
Apply and adapt a variety of appropriate strategies to solve problems.
 	
Monitor and reflect on the process of mathematical problem solving.
 	
Communicate mathematical thinking coherently and clearly; use the language of mathematics to express mathematical ideas precisely.
 	
Accurately solve problems that arise in mathematics and other contexts.
	SOLVE MATHEMATICAL PROBLEMS (PASS STANDARD A)
	Apply mathematical problem-solving strategies to problems from within and outside mathematics; devise, implement, and evaluate processes and solutions; select and use appropriate models, operations, and technologies.
	Criterion A1: Formulation and Understanding
	Understand and formulate problems; select or provide relevant information; use mathematical concepts, models, and representations.
	Descriptions of Proficient Performance for A1:
	• clearly and appropriately frames and clarifies a mathematical problem:
	  • given a problem, demonstrates an understanding of the context, variables and constraints involved;
	  or
	  • given a context from within or outside mathematics, poses a problem, providing appropriate information, variables, and constraints
	• uses all relevant information from the problem; identifies and obtains any additional information or resources necessary for solving the problem
	Criterion A2: Processes and Strategies
	Consider and choose among various strategies, algorithms, models, and concepts to devise and carry out solutions.
	Descriptions of Proficient Performance for A2:
	• selects, develops, and completes thorough, detailed, efficient, and reasonable processes and strategies
	• uses clear and mathematically correct pictures, diagrams, models, and/or symbols to develop the solution
	• selects and correctly uses appropriate computational tools and methods
	• demonstrates proficient performance in algebra, geometry, and/or probability and statistics, as appropriate to the problem (see Standards B, C, or D)
	Criterion A3: Verification
	Evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations.
	Descriptions of Proficient Performance for A3:
	• reviews and checks strategies and calculations, using an alternative approach when possible to verify reasonableness of results
	• reflects on the problem solving process and uses mathematical knowledge to evaluate how effective it was
	• reflects on the solution and uses mathematical knowledge to evaluate how reasonable and appropriate it was
	• considers extensions and generalizations of the problem, process, or solution
	Criterion A4: Communication
	Represent and communicate reasoning processes, solutions, ideas, and conclusions; use correct mathematical terminology, symbols, and notation.
	Descriptions of Proficient Performance for A4:
	• clearly represents the reasoning, processes and calculations used to arrive at a solution or develop an idea
	• sequences and connects the presentation so that the reader can follow the mathematical thinking from start to finish
	• uses mathematical notation, symbols, graphics, and terminology precisely and correctly
	• minimizes mechanical errors (spelling, punctuation, paragraphing, etc.) so as not to interfere with clarity of communication

Glossary

Academic Content Standards—statements of what students are expected to know in particular subjects and be able to do at specified grade levels developed through the standards setting processes, involving Oregon educators. The State Board of Education has adopted the content standards for science, social sciences, the arts, second languages, physical education, and health education, and grade-level standards in English language arts and mathematics.

Alignment—the process of linking assessment, instruction, and learning in classrooms to content and performance standards.

Benchmark Standards—a specific statement of knowledge and skills to be demonstrated at the end of a specified range of grades. In science, social sciences, the arts, physical education and health education, a student's progress toward the Certificate of Initial Mastery or Subject Area Endorsement can be checked at or about grades 3, 5, 8, and 10.

Career-Related Learning Standards— statements of fundamental skills essential for success in employment, college, family, and community life that are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (beginning in 2006-07). These are most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experiences.

Certificate of Advanced Mastery (CAM)—an award earned by students who have demonstrated rigorous application of knowledge and skills in preparation for their post-high school goals.

Certificate of Initial Mastery (CIM)—an award earned by students who have met CIM-level standards on state tests and classroom work samples in English language arts, mathematics, and science.

Classroom Assessment—assessment developed, administered and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a given topic. Often, these are called local assessments and when scored using official state scoring guides may be used as work samples.

Cognitive Demand—categories of expectations for student performance that are contextual within a particular subject (e.g. math, science, social sciences, English language arts). Identifying cognitive demands makes it possible for teachers to describe the level of thinking students engage in while learning, and while demonstrating their learning.

Collection of Evidence—evidence collected that shows students' ability to apply what they know and can do related to the standards. A Collection of Evidence is required for Juried Assessment and can be used to demonstrate Extended Application.

Common Curriculum Goals—broad goal statements that describe the same course of study (curriculum) used in all Oregon school districts from kindergarten through grade 12. The Common Curriculum Goals include the academic content standards.

Content and Assessment Panels—statewide advisory groups convened by the Department of Education to review, revise, and promote the academic content standards and related assessment items. Panels consist of Oregon teachers and administrators who usually serve three-year terms.

Criterion-Referenced Assessment—an assessment that uses specific criteria, such as content or performance standards, as the measure for student knowledge and skills. It measures an individual's performance relative to specific criteria and not in comparison to the performance of other students.

Cut Scores—the minimum scores associated with performance standards established by Oregon educators and other stakeholders and adopted by the State Board of Education that marks where Oregonians believe a critical difference in levels of performance is demonstrated. These scores must be periodically reviewed to ensure they remain consistent with Oregonians' expectations.

Education Plan—a formalized plan and process through which students establish their personalized education, career and life goals. In the plan, students also outline specific activities that will help them achieve their identified learning goals.

Education Profile—documentation of the student's progress toward achieving the goals outlined in the education plan. Examples include achievement toward CIM, CAM, learning goals, graduation requirements, and other personal accomplishments.

Eligible Content—statements related to the content standards that are eligible for inclusion in the statewide knowledge and skills assessment. The eligible content in science and social sciences is *italicized.*

English Language Proficiency Standards—statements designed to supplement the English language arts standards to ensure that Limited English Proficient (LEP) students develop proficiency in both the English language and the concepts and skills contained in the English language arts standards.

Extended Application—the application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

Formative Assessment—a type of classroom assessment used by teachers to help "form" student knowledge and skills during instruction by highlighting a student's academic strengths and weaknesses; often referred to as "assessment **for** learning" rather than "assessment **of** learning."

Grade-level Foundations—specific statements that describe what students should know and be able to do at grades K-2 in English language arts and Mathematics that will prepare them to meet the grade 3 standards.

Grade-level Standards—specific statements, adopted by the State Board of Education, that describe what students should know and be able to do at grades 3 through 8 and CIM (Certificate of Initial Mastery) in English language arts and mathematics.

Language Functions and Grammatical Forms— English language learners (ELL) and second language learners need to understand both the function (purpose) and form (structure) of language. **Functions** refer to the purpose for which speech or writing is being used. **Forms** of a language deal with the internal grammatical structure of words.

Norm-Referenced Assessment–evaluations of student performance or performances that are based on comparisons to larger groups rather than each student's mastery of the content standards.

Oregon Skill Sets—a planning tool for students and teachers that allows for meaningful connections to careers and the working world. School districts may use them to guide curriculum and lesson development. Skill Sets are organized by Oregon's six broad Career Learning Areas: (1) Agriculture, Food & Natural Resource Systems; (2) Arts, Information & Communications; (3) Business & Management; (4) Health Services; (5) Human Resource Systems; (6) Industrial & Engineering Systems.

Oregon Statewide Assessment System (OSAS)—official name for Oregon's statewide Knowledge and Skills Tests, Writing Assessment, and work samples in writing, speaking, math problem solving, scientific inquiry and social science analyses.

Performance Assessment— a measure of a student's ability based on an application of what he or she has learned to standardized tasks such as activities, exercises, or problems. Performance tasks often have more than one acceptable solution. An example of a performance assessment is Oregon's Writing Assessment.

Performance Descriptors—short paragraphs that describe what students know and are able to do as represented by the performance standards.

Performance Requirement—a description of the quality and quantity of content standards students need to meet based on the student work being assessed. Applies to social sciences, arts, second language, physical education, and health education.

Performance Standards—adopted by the State Board of Education, these reflect the number and kinds of work samples, as well as the scores on statewide assessments, considered sufficient to meet or exceed standards.

Proficiency—the targeted level of achievement expected of students based on Oregon's expectations and national trends. Proficiency can be measured through statewide assessments and/or classroom evidence.

Proficiency-based Admission Standards System (PASS)—a system based on Oregon's academic content standards (for the CIM and the CAM) that describes the knowledge and skills students need to demonstrate in order to be successful in Oregon's seven public universities. Part of the Oregon University System, this alignment information is designed to create a seamless K-16 educational system and was adopted by the State Board of Higher Education.

Scoring Guide—an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a scale to help rate student work. Used by Oregon teachers to evaluate student work samples and the State Writing Assessment on a 1-6 point scale.

Subject Area Endorsement—an award earned by students who have met the CIM requirements and state standards in social sciences, the arts, second languages, physical education, and/or health education.

Sufficiency—the amount and variety of evidence necessary to clearly show that a student is proficient in a particular content area. Performance standards adopted by the State Board of Education reflect the number and kinds of work samples, as well as performance levels on statewide assessments, considered "sufficient" to show student mastery of skills in each content area.

Summative Assessment—a type of assessment, such as the Oregon Statewide Assessment and the National Assessment of Educational Progress (NAEP), that generally occurs after a period of instruction as a measure of learning; often referred to as "assessment **of** learning" rather than "assessment **for** learning."

Work Sample—representative samples of individual student work (e.g., research paper, statistical experiments, speaking presentations) that are scored using an official state scoring guide in those subjects for which one has been adopted (i.e., writing, speaking, mathematical problem solving, scientific inquiry, and social science analysis).

RESOURCES

The Oregon Department of Education is ready to help teachers, classified staff, and administrators as you further develop your standards-based curriculum and instructional methods. Please let us know what you need.

CURRICULUM AND ASSESSMENT

If you have questions about the Common Curriculum Goals, academic content standards, eligible content, curriculum, instructional issues, or assessment in a particular area, contact the specialist. To learn more about the ODE "Go" Links visit www.ode.state.or.us/go/.

CURRICULUM AND ASSESSMENT AREA *(Go Link www.ode.state.or.us/go/)	SPECIALIST	PHONE (503) 947-5600	E-MAIL
English Language Arts (ELA)	Julie Anderson	(503) 947-5613	julie.anderson@state.or.us
English Language Arts Assessment (ReadingAssessment, WritingAssessment, SpeakingAssessment)	Ken Hermens	(503) 947-5830	ken.hermens@state.or.us
English Language Proficiency Standards (ELP)	Carmen West	(503) 947-5669	carmen.west@state.or.us
English Language Proficiency Assessment (ELPA)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
Mathematics (Math)	Jonathan Wiens	(503) 947-5764	jonathan.wiens@state.or.us
Mathematics Assessment (MathematicsAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
Science (Science)	Cheryl Kleckner	(503) 947-5794	cheryl.kleckner@state.or.us
Science Assessment (ScienceAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
Social Sciences (SocialSciences)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Social Sciences Assessment (SocialSciencesAssessment)	Leslie Phillips	(503) 947-5835	leslie.phillips@state.or.us
The Arts (Arts)	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Health Education (Health)	Jess Bogli	(503) 947-5659	jess.bogli@state.or.us
Physical Education (PE)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Second Language (SecondLanguage)	Rendy Jantz	(503) 947-5695	rendy.jantz@state.or.us
Career Related Learning Areas (CareerLearning):			
Arts and Communication	Michael Fridley	(503) 947-5660	michael.fridley@state.or.us
Business and Management	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Health Services	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Human Resource Systems	Susanne Daggett	(503) 947-5713	susanne.daggett@state.or.us
Industrial and Engineering Systems	Ginger Redlinger	(503) 947-5700	ginger.redlinger@state.or.us
Natural Resource Systems	Laura Roach	(503) 947-5656	laura.s.roach@state.or.us
Educational Technology (EdTech)	Carla Wade	(503) 947-5631	carla.wade@state.or.us
Extended Assessments (ExtendedAssessments)	Dianna Carrizales	(503) 947-5837	dianna.carrizales@state.or.us
Juried Assessment (JuriedAssessment)	Cathy Brown	(503) 947-5832	cathy.brown@state.or.us
REAL Assessment for Real Success (REALAssessment)	Susan Huggins	(503) 947-5824	susan.huggins@state.or.us
National Assessment of Educational Progress (NAEP)	Elaine Hultengren	(503) 947-5836	elaine.hultengren@state.or.us

ADDITIONAL CONTACTS

FOCUS AREA *(Go Link www.ode.state.or.us/go/)	CONTACT	PHONE (503) 947-5600	E-MAIL
Alignment (Alignment)	Drew Hinds	(503) 947-5799	drew.hinds@state.or.us
Alternative Education (AlternativeEd)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Charter Schools NCLB (CharterSchools)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Certificate of Advanced Mastery (CAM)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Continuous Improvement Planning (CIP)	Cathryn Gardner	(503) 947-5622	cathryn.gardner@state.or.us
Child Development Specialists (CDS)	June Tremain	(503) 947-5809	june.tremain@state.or.us
Diploma (Diploma)	Cliff Brush	(503) 947-5790	cliff.brush@state.or.us
Expanded Options (ExpandedOptions)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Guidance and Counseling Programs (Counseling)	June Tremain	(503) 947-5809	june.tremain@state.or.us
High School/Community College Connections	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
High School Improvement (HighSchoolImprovement)	Theresa Levy	(503) 947-5736	theresa.levy@state.or.us
Homeless Education (HomelessEd)	Dona Bolt	(503) 947-5781	dona.bolt@state.or.us
Home School (HomeSchool)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Instructional Materials (InstructionalMaterials)	Sue Parton	(503) 947-5783	sue.parton@state.or.us
Migrant Education (MigrantEd)	Charlie Benitez	(503) 947-5805	charlie.benitez@state.or.us
Oregon Skill Sets (SkillSets)	Ron Dodge	(503) 947-5653	ron.dodge@state.or.us
Private Schools, K-12 (PrivateSchoolsK-12)	Karyn Chambers	(503) 947-5773	karyn.chambers@state.or.us
Professional Technical Education (PTE)	Jim Schoelkopf	(503) 947-5697	jim.schoelkopf@state.or.us
Proficiency-based Admission Standard System	Mark Endsley	(503) 725-5711	mark_endsley@ous.edu
Reading First (ReadingFirst)	Russ Sweet	(503) 947-5638	russ.sweet@state.or.us
Resources for Educational Achievement and Leadership (REAL)	Sarah Martin	(503) 947-5668	sarah.martin@state.or.us
Service Learning (ServiceLearning)	Pete Ready	(503) 947-5682	pete.ready@state.or.us
Subject Area Endorsements (SubjectAreaEndorsements)	Margaret Bates	(503) 947-5615	margaret.bates@state.or.us
Talented and Gifted (TAG)	Andrea Morgan	(503) 947-5772	andrea.morgan@state.or.us
Teacher Quality (TeacherQuality)	Bev Pratt	(503) 947-5806	bev.pratt@state.or.us

Web Resources

Oregon Department of Education
www.ode.state.or.us

Oregon Resources for Educational Achievement and Leadership (REAL)
www.ode.state.or.us/go/real

Oregon Virtual School District
www.ode.state.or.us/go/ovsd

Oregon Skill Sets
www.state.or.us/go/skillsets

U.S. Department of Education
www.ed.gov

ChalkBoard Project
www.chalkboardproject.org

Confederation of Oregon School Administrators
www.cosa.k12.or.us

Healthy Kids Learn Better
www.healthykidslearnbetter.org

Northwest Regional Educational Laboratory
www.nwrel.org

Oregon Association of Education Service Districts
www.open.k12.or.us/oaesd

Oregon Department of Community Colleges and Workforce Development
www.oregon.gov/ccwd

Oregon Distance Education
www.oregonone.org

Oregon Education Association
www.oregoned.org

Oregon Public Education Network
www.open.k12.or.us
www.openc.k12.or.us

Oregon School Boards Association
www.osba.org

Oregon School Library Information System
www.oslis.k12.or.us

Oregon University System
www.ous.edu

Navigating ODE Web

Tip #1: Use Categories

Use the Categories (Students, Parents, Teachers, or Administrators) on the ODE Web:
www.ode.state.or.us

Tip #2: Use Google to Search the ODE Web

Use Google to Search ODE Web:
www.ode.state.or.us/search/google.aspx

*Tip #3: Use ODE "Go" Links

Use ODE "Go" Links (Easy Links):
www.ode.state.or.us/go/
Example "Go" Link for REAL:
www.ode.state.or.us/go/real

Tip #4: Search Standards

Use REAL Searchable Standards:
www.ode.state.or.us/go/standards

Tip #5: Use REAL

Use the Resources for Educational Achievement and Leadership (REAL):
www.ode.state.or.us/go/real

SEND US YOUR COMMENTS

Please let us know how you use this newspaper and what we could change to better meet your needs.

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