Oregon Standards
Oregon Department of Education 2004-05 School Year Section A

Message from Susan Castillo

The last several years have delivered Oregon's schools, districts and communities some great challenges. Your schools have had growing diversity and growing class sizes while investment levels haven't kept up with that demand. Our expectations for all students continue to increase as we move beyond the goal of universal access to the goal of universal proficiency. And on top of these challenges you have been forced to work with uncertain budgets that fluctuate during the middle of a school year while the demands of your job remain consistent—helping all students meet Oregon's high standards.

Even with these challenges, it is because of your unwavering dedication and commitment to Oregon's children that student achievement has continued on an upward trend, drop out rates have continued on a downward trend, and we continue to meet the needs of more students so we can close the achievement gap.

The last several years have also been challenging for the Oregon Department of Education. When I first entered office in January 2003, it was clear we needed to make some significant internal changes in how we do business. So over the last year we have been in the process of restructuring around how best to meet the needs of districts, schools, students, and the public—while also streamlining our operational structure in order to maximize our performance at a minimized cost.

We have reduced top management by 15% and have clearly identified our role around three core functions: accountability, leadership, and school improvement. This reorganization continues as a work in progress, but already the result is a more focused agency better prepared to support you in your efforts to meet the needs of all students.

The *Oregon Standards* is an example of the kind of support we are committed to providing in our pursuit of accountability, leadership and school improvement. This tool is published annually, at no cost to you or your district, to ensure you have access to the most updated information about Oregon's content standards both in print and on our website as you make school and district classroom and curriculum plans.

While the goal of statewide standards is to create consistency, the State Board of Education does make amendments as necessary to ensure you have the tools you need to help Oregon's students learn what they need to know and do. It is important to note the additions and amendments adopted for the 2004-05 school year, which are outlined in the cover story, "What's New." If the State Board of Education adopts new standards or amends current standards during the school year, we will notify your district superintendent immediately and make the updated material available on our website (www.ode.state.or.us).

One of our central roles is to support you so you can focus on helping our children prepare for success as students and as adults. That means being available to you by phone or e-mail about Oregon Standards, curriculum alignment, professional development opportunities, budgeting, communications and public relations, or any other issue we can serve as a resource. A list of Department specialists is on page 24C. I encourage you to use this as another tool during a time where collaboration is essential.

This new school year will likely present obstacles unknown to us now, but it will also present us with a new window of opportunity to renew our focus and strengthen our partnership. Oregon's teachers have one of the most important jobs in society, and our most important job is to support you so that together we can and will deliver the results we all want: every student, every day—a success.

INSIDE

What's New in 2004-05

The Oregon Standards newspaper is undergoing some changes in response to your feedback. These changes are both in structure and in content. Your comments and feedback in this process are always greatly appreciated, and can be directed to Kathleen Vanderwall at kathleen.vanderwall@state.or.us or at 503-378-3600 ext. 2288.

A summary of the changes are as follows:

- An excerpt of the English-language Proficiency (ELP) Standards is available on pages 34-40 of Section B in this document. The entire ELP Standards are available as a portable document format (PDF), as a rich text format (RTF), and as a Word document on the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links/,
- The inclusion of implementation information for Subject Area Endorsements in social sciences, the arts, second languages, physical education, and health (page 30A),
- The inclusion of the Grade 4 and Grade 7 Performance Standards for writing (pages 28A and 29A),
- The addition of information on the Oregon Department of Education website (page 1B),
- The inclusion of the Proficiency-based Admission Standards (PASS) with the English/language arts and mathematics grade-level standards.

In addition to these changes, content standards for Health will be adopted by the State Board of Education after the publication deadline for this document. Those can be accessed at www.ode.state.or.us/teachlearn/standards/newspaper/links/.

No changes have been made to the content standards for science, social sciences, the arts, second languages, and physical education.

SCIENCE

Adopted April 2001

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

Science is the rational and systematic observation, identification, description, experimental investigation, and theoretical explanation of natural events. The interrelated areas of scientific study attempt to answer questions about the physical and living universe.

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.	Describe objects according to their physical properties.	Identify substances as they exist in different states of matter. *Distinguish among solids, liquids, and gases.* *Identify unique properties of each state of matter.*	Compare properties of specific substances. *Describe how to measure characteristic properties including boiling and melting points, solubility, and density.* *Recognize that substances may be grouped by their physical properties.* *Use the concept of density to evaluate which objects will float or sink in water.*	Describe properties of elements and their relationship to the periodic table. *Explain atoms and their base components (protons, neutrons, and electrons) as a basis for all matter.* *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.* *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. Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science. Use information, skills, and investigative processes employed in a field of science. Investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Understand chemical and physical changes.	Describe and analyze chemical and physical changes.	Describe changes that occur in matter.	Describe the ability of matter to change state by heating and cooling. *Recognize that heating and cooling cause changes in states of matter.* *Identify changes in states of matter seen in the environment.*	Compare physical and chemical changes. *Distinguish between examples of chemical changes and physical changes.* *Describe processes that will separate the components of physical mixtures.* *Describe events that accompany chemical changes, but not physical changes.* *Explain how our understanding of the nature of matter and chemical reactions has changed over time.*	Analyze the effects of various factors on physical changes and chemical reactions. *Describe how transformations among solids, liquids, and gases occur (change of state).* *Identify factors that can influence change of state, including temperature, pressure, and concentration.* *Describe chemical reactions in terms of reactants and products.* *Describe the factors that affect the rate of chemical reactions.* *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.	Describe an object's position and how to affect its movement.	Describe and compare the motion of objects. *Recognize and describe the motion of an object in terms of one or more forces acting on it.*	Explain interactions between force and matter and relationships among force, mass, and motion. *Recognize and describe the motion of an object based on its mass and the force exerted on it.* *Predict the change in direction or speed of an object by changing the forces acting on it.* *Explain inertia.*	Describe and explain the effects of multiple forces acting on an object. *Understand and apply the relationship F=ma in situations in which one force acts on an object.* *Recognize that equal and opposite forces occur when one object exerts a force on another.* *Describe the forces acting on an object, based on the motion of that object.*	
			Identify examples of magnetism and gravity exerting force on an object. *Recognize that magnets attract and repel each other and other materials.* *Recognize that things on or near Earth are pulled toward it by Earth's gravity.*	Recognize that every object exerts gravitational force on every other object. *Describe the effect of gravitational force on objects at the Earth's surface.*	Recognize that gravity is a universal force. *Describe the relationship of mass and distance to gravitational force.*	

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*District accountability is based on CIM assessment results from grade 10 students.

SCIENCE

Adopted April 2001

Student accountability on statewide assessments for these standards began 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.	Identify common types and uses of energy.	Identify forms of various types of energy and their effects on matter. *Identify various forms of energy including heat, light, sound, and electricity.* Describe examples of energy transfer. *Identify the direction of heat transfer on a diagram showing objects at different temperatures.* *Identify ways to produce heat including light, burning, electricity, friction, and as a by-product of mechanical and electrical machines.* *Identify examples of energy transfer in the environment.*	Compare forms and behaviors of various types of energy. *Distinguish between the forms of energy including heat, chemical, mechanical, and gravitational potential energy.* Describe and explain various energy transfers and resulting transformations. *Trace the flow of energy transformations in a system.* *Explain the principle that energy is conserved, neither created nor destroyed.* *Identify how technological advances have changed humankind's use of energy.*	Describe differences and similarities between kinds of waves, including sound, seismic, and electromagnetic, as a means of transmitting energy. *Recognize that waves of all kinds have energy that can be transferred when the waves interact with matter.* *Apply the concepts of frequency, wavelength, amplitude, and energy to electromagnetic and mechanical waves.* Describe and analyze examples of conservation of energy. *Recognize that heat energy is a by-product of most energy transformations.* *Describe ways in which energy can be transferred, including chemical reactions, nuclear reactions, and light waves.* *Explain the difference between potential and kinetic energy.* *Analyze the flow of energy through a system by applying the law of conservation of energy.*	(See previous page)

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.	Recognize characteristics that are similar and different between organisms.	Group or classify organisms based on a variety of characteristics. *Classify a variety of living things into groups using various characteristics.* Describe the function of organ systems. *Classify organs by the system to which they belong.*	Describe and explain the relationship and interaction of organ systems. *Identify organ systems at work during a particular activity and describe their effect on each other.*		Know and apply fundamental concepts of the life sciences. Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science. Use information, skills, and investigative processes employed in a field of science. Investigate, through research and inquiry, important principles, theories, and relationships from a field of science.

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LIFE SCIENCE: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM*/CAM	PASS CRITERIA
		Describe the basic needs of living things.	Describe basic plant and animal structures and their functions. *Associate specific structures with their functions in the survival of the organism.*	Describe and explain the structure and functions of an organism in terms of cells, tissues, and organs. *Identify differences and similarities between plant and animal cells.* *Recognize how structural differences among organisms at the cellular, tissue, and organ level are related to their habitat and life requirements.* *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.* *Explain how our understanding of cells and microbes has changed over time.*	Describe, explain, and compare the structure and functions of cells in organisms. *Describe how biological systems can maintain equilibrium (homeostasis).* *Identify unique structures in cells from plants, animals, and prokaryotes.* *Identify cell organelles and state how their activities contribute to a particular type of cell carrying out its functions.* *Explain the role of the cell membrane in cell transport.* *Distinguish between active and passive transport, including diffusion and osmosis, explaining the mechanics of each.* *Describe photosynthesis as a chemical process and part of the carbon cycle.* *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.	Describe how related plants and animals have similar characteristics.	Describe the life cycle of an organism. *Describe the life cycle of common organisms.* *Recognize that organisms are produced by living organisms of similar kind, and do not appear spontaneously from inanimate materials.*	Describe how the traits of an organism are passed from generation to generation. *Distinguish between asexual and sexual reproduction.* *Identify traits inherited through genes and those resulting from interactions with the environment.* *Use simple laws of probability to predict patterns of heredity with the use of Punnett squares.* *Explain how our understanding of heredity has changed over time.*	Explain laws of heredity and their relationship to the structure and function of DNA. *Describe the structure of DNA and the way that DNA functions to control protein synthesis.* *Recognize and understand the differences between meiosis and mitosis in cellular reproduction.* *Recognize that changes in DNA (mutations) and anomalies in chromosomes create changes in organisms.* *Apply concepts of inheritance of traits, including Mendel's laws, Punnett squares, and pedigrees, to determine the characteristics of offspring.* *Recognize the existence of technology that can alter and/or determine inherited traits.*	

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SCIENCE

Adopted April 2001

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

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.	Describe a habitat and the organisms that live there.	Describe the relationship between characteristics of specific habitats and the organisms that live there. *Use drawings or models to represent a series of food chains for specific habitats.* *Identify the producers, consumers, and decomposers in a given habitat.* *Recognize how all animals depend upon plants whether or not they eat the plants directly.* *Explain the relationship between animal behavior and species survival.* *Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat.*	Identify and describe the factors that influence or change the balance of populations in their environment. *Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs.* *Identify populations of organisms within an ecosystem by the function that they serve.* *Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.* *Explain the importance of niche to an organism's ability to avoid direct competition for resources.*	Describe and analyze the effect of species, including humans, on an ecosystem. *Predict outcomes of changes in resources and energy flow in an ecosystem.* *Explain how humans and other species can impact an ecosystem.* *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.	Identify how some animals gather and store food, defend themselves, and find shelter.	Describe how adaptations help a species survive. *Describe changes to the environment that have caused the population of some species to change.* *Identify conditions that might cause a species to become endangered or extinct.*	Describe and explain the theory of natural selection as a mechanism for evolution. *Identify and explain how random variations in species can be preserved through natural selection.* *Describe how animal and plant structures adapt to environmental change.*	Analyze how living things have changed over geological time, using fossils and other scientific evidence. *Recognize that, over time, natural selection may result in development of a new species or subspecies.* *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.* *Explain how biological evolution can account for the diversity of species developed over time.* *Explain the relationship between genetics, mutations, and biological evolution.* *Explain how our understanding of evolution has changed over time.*	

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SCIENCE

Adopted April 2001

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

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

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SCIENCE

Adopted April 2001

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

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.	Identify and trace the movement of objects in the sky.	Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models. *Describe Earth's position and movement in the solar system.* *Recognize that the rotation of the Earth on its axis every 24 hours produces the night-and-day cycle.*	Explain the relationship of the Earth's motion to the day, season, year, phases of the moon, and eclipses. *Explain the relationship between the cycle of seasons and the tilt of the Earth on its axis.*	Explain how mass and distance affect the interaction between Earth and other objects in space. *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.* *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.	Make observations. Based on these observations, ask questions or form hypotheses, which can be explored through simple investigations.	Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific investigations.	Based on observations and scientific concepts, ask questions or form hypotheses that can be explored through scientific investigations.	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.
DESIGNING THE INVESTIGATION Design safe and ethical scientific investigations to address questions or hypotheses.	Design scientific investigations to address and explain questions or hypotheses.	Plan a simple investigation.	Design a simple scientific investigation to answer questions or test hypotheses.	Design a scientific investigation to answer questions or test hypotheses.	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.
COLLECTING AND PRESENTING DATA Conduct procedures to collect, organize, and display scientific data.	Collect, organize, and display scientific data.	Collect data from an investigation.	Collect, organize, and summarize data from investigations.	Collect, organize, and display sufficient data to support analysis.	Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation.	Conduct scientifically accepted procedures to collect, organize, and display data.

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SCIENCE

Adopted April 2001

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

SCIENTIFIC INQUIRY: (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM*/CAM	PASS CRITERIA
ANALYZING AND INTERPRETING RESULTS Analyze scientific information to develop and present conclusions.	Analyze scientific information to develop and present conclusions.	Use the data collected from an investigation to explain the results.	Summarize, analyze, and interpret data from investigations.	Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.	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.

PERFORMANCE STANDARDS

BENCHMARK 1 (GRADE 3)	MEET STANDARD	EXCEED STANDARD
No State Test		

BENCHMARK 2 (GRADE 5)	MEET STANDARD	EXCEED STANDARD
State Test (knowledge and skills)	Score of 223 out of 300	Score 239 out of 300
Work Samples**		
■ Minimum score in the Designing and Collecting dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Analyzing and Forming should be scored but are not included in the performance standard in 2004-05		

BENCHMARK 3 (GRADE 8)	MEET STANDARD	EXCEED STANDARD
State Test (knowledge and skills)	Score of 233 out of 300	Score 247 out of 300
Work Samples**		
■ Minimum score in the Designing, Collecting, and Analyzing dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Forming should be scored but is not included in the performance standard in 2004-05		

CIM*/CAM	MEET STANDARD	EXCEED STANDARD
State Test (knowledge and skills)	Score of 239 out of 300	Score 252 out of 300
Work Samples**		
■ Minimum score in the Designing, Collecting, and Analyzing dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Forming should be scored but is not included in the performance standard in 2004-05		

** See scientific inquiry work sample implementation schedule, page 9A.

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SCIENCE

Adopted April 2001

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 seven 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 Criteria:
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 Criteria:
Examine the work of scientists and the development of scientific theories or bodies of research.

Abstract and 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 Criteria:
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.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 for Social Sciences Subject Area Endorsement.

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 past, present, and future.

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.	Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution. *Know the concept of "rule of law."*	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. *Distinguish the purposes of government as stated in the Preamble.* *Understand how the power of government is limited in the United States.* *Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.*	Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution. *Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.* *Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.* *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.
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.		Identify the primary functions of federal, state, and local governments. *Identify public safety, transportation, education, and recreation as responsibilities of local governments.* *Know how laws are made.*	Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels. *Identify the power and/or responsibility of each level of government.* *Understand how laws are made and enforced at the federal, state, and local levels.*	Understand the interrelationship between local, state, and federal government. *Understand the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.* *Understand how federalism creates shared and reserved powers at each level of government.*	Apply understanding of the interrelationships among the structures and functions of the U.S. Constitution.
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.		Understand the roles and responsibilities of the three branches of government. *Name and distinguish the primary function of each branch of government at the federal and state levels.*	Understand the powers of each branch of government as stated in the Constitution. *Understand the basic idea of checks and balances of each branch of the federal government.* *Identify the legislative, executive, and judicial institutions at each level of government.* *Understand the powers and responsibilities of the executive branch of government.* *Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.*	Understand how the branches of government have powers and limitations. *Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.* *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.* *Identify and understand the powers and limits to power of the Presidency.*	

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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
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify rights that people have in their communities.	Identify the rights of U.S. citizens. *Identify basic rights that are given to citizens of the United States.*	Understand citizens' rights and how the Constitution protects those rights. *Identify and understand the rights of citizens guaranteed under the Bill of Rights.*	Understand the role of the courts and of the law in protecting the rights of U.S. citizens. *Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.* *Understand the role of due process in the protection of individuals.* *Understand how the rights of citizens have been augmented by case law decisions.*	Apply understanding of the U.S. government's political system and citizen responsibilities as informed, ethical participants.
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.	Identify ways that people can participate in their communities and the responsibilities of participation.	Understand how citizens can learn about public issues. *Identify and give examples of resources that provide information about public issues.*	Understand how citizens can make their voices heard in the political process. *Identify and give examples of ways that citizens can let their opinions be known in the political process.*	Understand the civic responsibilities of U.S. citizens and how they are met. *Identify the responsibilities of citizens in 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.		Identify and give examples of how individuals can influence the actions of government. *Identify and give examples of actions citizens can take to influence government policy and decision-making.*	Identify and give examples of how groups and organizations can influence the actions of government. *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.*	Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations. *Understand how U.S. political parties have influenced government policy and decisions.* *Understand the causes, course, and impact of the civil rights/ equal rights movements.* *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.	Distinguish local and world issues.	Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements. *Know how the United States makes treaties with other nations, including Indian nations.* *Know how nations demonstrate good will toward other nations in a variety of ways.*	Understand how actions of the U.S. government affect citizens of both the United States and other countries. *Know how the U.S. government affects citizens of other countries.* *Know how U.S. government actions with other nations affect citizens of the United States.*	Understand the purposes and functions of major international organizations and the role of the United States in them. *Understand and give examples of how international organizations influence policies or decisions.* *Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.* *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.		Understand that there are different ways for governments to be organized. *Recognize that governments are organized in different ways.*	Understand various forms of government. *Compare and contrast various forms of government to the United States' government.*	Understand how various forms of government function in different situations. *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.	Understand that limited resources make economic choice necessary.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits. *Know that whenever a choice is made, there is a cost.*	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources). *Know that people respond predictably to positive and negative incentives.*	Understand how specialization and competition influence the allocation of resources. *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.
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.		Identify and give examples of the concepts of "trade-off" and "opportunity costs." *Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.* *Understand the difference between "needs" and "wants" and their relationship to economic trade-offs.*	Understand how trade-offs and opportunity costs can be identified and measured. *Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.* *Distinguish between "needs" and "wants" in the U.S. and other countries of the world, and the impact of the media.*	Understand a cost-benefit analysis of economic choices. *Compare and contrast the allocation of goods and services in market and command economies.* *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.		Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers. *Understand that prices rise and fall depending on supply and demand.*	Understand how price is an incentive for both buyers and producers/ sellers in the marketplace. *Understand how supply and demand respond predictably to changes in economic circumstances.*	Understand how consumer demand and market price directly impact one another. *Understand that competition among sellers leads to lower prices and impacts production.* *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.

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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.			Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems. *Understand how decisions about production are made in traditional, capitalist, and command economies.*	Evaluate different economic systems, comparing advantages and disadvantages of each. *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.
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.			Understand how banks function within the economy. *Identify and give examples of the services of a bank, and know the role of banks in the economy.*	Understand how government can affect the national economy through policy. Understand how government can affect international trade through tariffs, quotas and trade agreements. *Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.* *Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.* *Identify tariffs, quotas, and trade agreements, and understand the consequences of their use on 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.		Recognize examples of how nations interact economically. *Recognize that nations interact through trade.*	Identify and give examples of how the United States economy affects citizens of both the United States and other countries. *Give examples of how the United States economy affects citizens of the United States.* *Give examples of how the United States economy affects citizens of other countries.*	Understand the purposes and functions of major international economic organizations and the role of the United States in them. *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.		Identify the characteristics of money and the advantages of its use over barter. *Distinguish between "barter" and "money" and how they facilitate the exchange of goods.*	Understand the function of money. *Understand how money functions as a means of exchange, a store of value, and a measure of value.*	Understand how money makes saving and borrowing easier. *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.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	Understand the processes of earning, saving, spending, budgeting, and record keeping in money management. *Recognize that people earn income by exchanging their labor for wages and salaries.* *Recognize that savings are the part of income not spent on taxes or consumption.* *Recognize that spending involves exchanging money for goods or services.* *Recognize that a budget is a record-keeping plan for managing income and spending.*	Understand factors that determine personal income and predict future earnings, based on plans for education and training. *Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.* *Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.* *Understand how workers can increase their productivity by improving their skills or by using tools and machinery.*	Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy. *Identify and give examples of potential incentives and disincentives of entrepreneurship.* *Identify and give examples of potential risks and returns of economic decisions under various economic conditions.* *Understand the risks and benefits to the use of credit.*	
			Understand how banks and credit unions serve savers and borrowers. *Understand how interest creates incentives for borrowing and saving.*	Understand different ways that people invest and save. *Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.* *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.	View and draw simple maps and pictures to locate, describe, and show movement among places.	Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams. *Know and use basic map elements to answer geographic questions or display geographic information.*	Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections. *Use maps, charts, and graphs to understand patterns of movement over time and space.*	Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement. *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.	Understand the purpose of maps, globes, and other geographic tools.	Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information. *Use maps and charts to interpret geographic information.* *Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.*	Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places. *Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.*	Interpret and evaluate information using complex geographic representations. *Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.*	Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions.

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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.	Identify major physical features and describe how they are represented on maps, globes, and other tools.	Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon. *Identify the names of the continents and their relative size, shape, and location.* *Identify the names of the fifty states and their location relative to other states.* *Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.*	Locate and identify on maps and globes the regions of the world and their prominent physical features. *Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.*	Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events. *Locate, identify, and explain changes in countries over time.* *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.	Identify physical characteristics of places and compare them.	Identify physical and human characteristics of regions in the United States and the processes that have shaped them. *Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.* *Identify the type of economic activity, population distribution, and cities found in regions of the United States.*	Identify and compare physical and human characteristics of major regions and significant places in the world. *Locate and identify population centers and geographic reasons for their locations.* *Identify, locate, and compare the cultural characteristics of places and regions.* *Recognize relationships between the physical and cultural characteristics of a place or region.*	Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them. *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.
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.		Identify patterns of migration and cultural interaction in the United States. *Understand how physical geography affects the routes, flow, and destinations of migration.* *Explain how migrations affect the culture of emigrants and native populations.*	Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions. *Identify patterns of population distribution and infer causes.* *Recognize and identify patterns of migration streams in U.S. history.* *Understand how migration streams affect the spread of cultural traits.*	Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products. *Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.* *Understand how communication and transportation technologies contribute to trade and cultural convergence.*	Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation or conflict.
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.		Identify and give examples of issues related to population increases and decreases. *Identify and give examples of positive and negative impacts of population increases or decreases.*	Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result. *Identify and give examples of economic, cultural, and environmental factors that influence population.* *Predict the affect of a given economic, cultural, or environmental change on a population.*	Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions. *Evaluate the consequences of economic, cultural, or environmental changes on a given population.*	

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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.	Understand how peoples' lives are affected by the physical environment.	Understand how physical environments are affected by human activities. *Understand how and why people alter the physical environment.* *Describe how human activity can impact the environment.*	Understand how human modification of the physical environment in a place affects both that place and other places. *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.* *Understand how clearing vegetation affects the physical environment of a place and other places.*	Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity. *Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.* *Identify and understand different methods of extracting and using resources, and analyze and compare the affect on the environment.*	Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.
	Understand how physical characteristics in the environment and changes in the environment affect human activities.		Understand how human activities are affected by the physical environment. *Identify constraints on human activity caused by the physical environment.* *Understand how the physical environment presents opportunities for economic and recreational activity.*	Understand how changes in a physical environment affect human activity. *Understand how changes in the physical environment can increase or diminish capacity to support human activity.* *Understand how climatic events or climate change affect human activity.* *Predict how changes in an ecosystem (not caused by human activity) might influence human activity.*	Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment. *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.	Understand calendar time sequences and chronological sequences within narratives.	Interpret data and chronological relationships presented in timelines and narratives. *Order events found in historical narratives.* *Calculate time and infer information from timelines.*	Represent and interpret data and chronological relationships from history, using timelines and narratives. *Identify and create chronologies of events.* *Compare and contrast historical interpretations.*	Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history. *Reconstruct the chronological order of significant events related to historical developments.* *Interpret the relationship of events occurring over time.* *Interpret timelines, charts and graphs illustrating chronological relationships.*	Understand and reconstruct chronological relationships and patterns of succession and duration in human history.

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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
Analyze cause and effect relationships, including multiple causalities.	Identify and analyze cause and effect relationships in history.		Identify cause and effect relationships in a sequence of events.	Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.	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 throughout U.S. history.
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		Understand how history can be organized using themes, geography, or chronology.	Identify and give examples of chronological patterns and recognize them in related events over time.	Recognize and interpret continuity 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.		Identify primary and secondary sources.	Evaluate data within the context it was created, testing its reliability, credibility, and bias.	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.			Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. *Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.* *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.* *Understand the importance of the rise of Islam and its interaction with Europe.* *Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.* *Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.* *Understand the characteristics and impact of Renaissance thinking, art, and learning.*	Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history. *Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.* *Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.* *Understand the concepts of imperialism and nationalism.* *Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.* *Understand the major consequences of imperialism in Asia and Africa at the turn of the century.* *Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.* *Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.* *Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.* (continued)	Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.

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HISTORY (Continued)

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(See previous page.)	(See previous page.)			(See previous page.)	*Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.* *Identify and understand the causes of WWI and the reasons why the United States entered this war.* *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.* *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.* *Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.* *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.* *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.* *Understand the systemic campaign of terror and persecution in Nazi Germany.* *Understand the response of the world community to the Nazis and to the Holocaust.* *Identify and understand the causes and consequences of the resistance movement in India.* *Understand the division of Europe after WWII leading to the Cold War.* *Understand the impact of the Cold War on individuals, groups and nations.* *Understand the causes and impact of the Korean and Vietnam Wars.*	(See previous page.)

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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
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.		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. *Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.* *Understand the impact of early European exploration on Native Americans and on the land.* *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.* *Understand the colonial experience and how it led to the American Revolution.* *Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.*	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post American Revolution through 1900. *Identify and understand the issues and events that were addressed at the Constitutional Convention.* *Trace the route and understand the significance of the Lewis and Clark Expedition.* *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.* *Understand the effects of Jacksonian Democracy on political practices.* *Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.* *Understand how the abolitionists advocated for the end of slavery and the impact of their activities.* *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.* *Identify and understand the events that led to the Civil War.* *Understand the political, economic, and social causes, course, and impact of the Civil War.* *Understand how Reconstruction affected the country.* *Identify and understand Constitutional changes that resulted from the Civil War and Reconstruction.* *Understand the effects of Indian Wars and the opening of the West on Native American tribes.* *Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.* *Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii ("Manifest Destiny").* *Understand the effect of territorial expansion on other nations and their people.*	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900. *Identify and understand the effects of 19th century reform movements on American life in the early 20th century.* *Understand the concerns, successes, and limitations of Progressivism.* *Understand how new inventions, new methods of production, and new sources of power transformed work, production, and labor in the early 20th century.* *Understand the changes in society and culture in the early 20th century.* *Understand the causes of the Great Depression and the effect of the Great Depression on the American family.* *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.* *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.

Italicized text defines eligible content that may appear on 2004-05 Oregon Statewide Assessments.

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.		Understand how individuals changed or significantly influenced the course of Oregon state history. *Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.* *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.*	Understand how various groups of people were affected by events and developments in Oregon state history. *Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.* *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.*	Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history. *Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.* *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.* *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.	Understand events from local history.	Understand how individuals changed or significantly influenced the course of local history.	Understand the lasting influence of events and developments in local history.	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.	Identify an issue or problem that can be studied.	Examine an event, issue, or problem through inquiry and research.	Clarify key aspects of an event, issue, or problem through inquiry and research.	Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.	Define and explain complex events, issues, problems, and phenomena (historical or contemporary) of significance to society.
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather information relating to an issue or problem.	Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).	Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. 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.
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	Identify and study two or more points of view of an event, issue, or problem.	Examine a controversial event, issue, or problem from more than one perspective.	Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.	Analyze multiple characteristics, causes, and consequences of events, issues, and phenomena at various levels, from local to international.
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify how people or other living things might be affected by an event, issue, or problem.	Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	Examine the various characteristics, causes, and effects of an event, issue, or problem.	Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	Investigate questions and hypotheses about developments in U.S. history through historical research and social science analysis.
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Identify possible options or responses; then make a choice or express an opinion.	Identify a response or solution and support why it makes sense, using support from research.	Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.	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.

Italicized text defines eligible content that may appear on 2004-05 Oregon Statewide Assessments.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 for Social Sciences Subject Area Endorsement.

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 should 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

SOCIAL SCIENCES PERFORMANCE STANDARDS

BENCHMARK 1 (GRADE 3)	MEET STANDARD	EXCEED STANDARD
Social Sciences No State Test		

BENCHMARK 2 (GRADE 5)	MEET STANDARD	EXCEED STANDARD
Social Sciences State Test (knowledge and skills) Work Samples (not required)	Score of 215 out of 300	Score of 225 out of 300

BENCHMARK 3 (GRADE 8)	MEET STANDARD	EXCEED STANDARD
Social Sciences State Test (knowledge and skills) Work Samples (not required in 2004-05—phase in begins 2005-06)	Score of 231 out of 300	Score of 241 out of 300

CIM	MEET STANDARD	EXCEED STANDARD
Social Sciences State Test (knowledge and skills) Work Samples (not required in 2004-05—phase in begins 2005-06)	Score of 239 out of 300	Score of 249 out of 300

THE ARTS

*Adopted 1996**

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

AESTHETICS AND ART CRITICISM: Respond to, explain and analyze works of art, based on technical, organizational, and aesthetic elements.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Recognize artistic elements in works of art.	Identify artistic elements and principles which can be used to analyze works of art.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Recognize, examine, and understand the elements and principles that are common across various art forms or disciplines. Recognize and understand the creative process within various artforms or disciplines. Communicate an understanding of various art forms or disciplines.
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	Describe an idea or feeling connected with viewing or hearing a work of art.	Identify personal preferences and their relationship to artistic elements.	State preferences for works of art and reasons for preferences based on key artistic elements and principles used in producing the art.	State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.	

HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Identify both common and unique characteristics found in works of art from various time periods and cultures.	Relate works of art from various time periods and cultures to each other.	Identify an event or condition which inspired a work of art.	Identify distinguishing features of works of art and their historical and cultural contexts.	Describe and explain distinguishing features of works of art and their historical and cultural contexts.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture.	Recognize exemplary works, artists, movements, and historical developments in the arts. Analyze social/cultural perspectives in the arts, within a work of art, or in varied responses to a specific work. Understand the historical, cultural, artistic, and/or personal context in which a work of art was created. Understand the roles of the arts in empowering people and enriching their lives. Understand how assumptions, values, organizations, and conditions of societies influence artistic creations. Understand how the arts influence, shape, and are used to change or preserve societies.
Understand that the arts have a historical connection.	Describe how historical and cultural contexts influence works of art.		Describe how historical or contemporary events influenced or influence works of art.	Discuss and compare works of art from different time periods and cultures emphasizing their historical context.	Describe and explain how the characteristics of a society or culture influenced works of art.	
Explain how a work of art reflects the artist's personal experience in a society or culture.						
Understand how the arts serve a variety of personal, professional, practical and cultural needs.						

*Revised Arts standards are proprosed for adoption by the State Board of Education in October 2004.

THE ARTS

*Adopted 1996**

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

CREATE, PRESENT, AND PERFORM: Use ideas, skills, and techniques in the arts.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM	PASS CRITERIA
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Create, present and/or perform a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect.	Create, present and/or perform a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect.	Create, present and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect.	Create, present and/or perform a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect.	Note: The PASS Standards have options for students to exhibit skill in one of the following disciplines of the arts: theater, visual arts, music, or dance. The criteria for music are listed here as an example.
Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork.	Communicate verbally and in writing about one's own artwork.	Communicate, using a simple vocabulary related to various art forms.	Communicate, using an extended vocabulary related to various art forms.	Communicate verbally and in writing about one's own artwork.	Evaluate and reflect on one's own artwork.	Use appropriate sound production, blend and balance (in ensembles), and use accurate intonation. Use correct rhythms and pitches, execution (control) of dynamics, and articulation.
Express ideas, moods and feelings through various art forms.						Use an expression and style of interpretation that is appropriate to the composer's intent, including tempo, phrasing, and dynamics. Perform music for a public audience. Recognize the significance of experiences with the arts and reflect on the performance or creation of an artistic work.

PERFORMANCE REQUIREMENTS

Performance 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 state performance requirements are phased-in. An implementation timeline is being developed for the Subject Area Endorsement in The Arts based on state performance requirements.

*Revised Arts standards are proprosed for adoption by the State Board of Education in October 2004.

SECOND LANGUAGES

Adopted March 2002 (standards refined)

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

Proficiency in second languages consists of communicating through listening, speaking, signing, reading, writing, and applying culturally appropriate practices in real-life situations in a second language. The stages below are adapted 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.

COMMUNICATION: Comprehend, express, and exchange ideas in a language other than English.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
LISTENING: Demonstrate comprehension of messages from authentic and other sources for a variety of purposes.	Demonstrate comprehension of messages from authentic and other sources on a variety of topics.	Comprehend isolated words/signs and everyday expressions.	Comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics.	Comprehend familiar ideas and details in statements and questions on everyday topics.	Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.	Comprehend main ideas and supporting details from varied sources and conversations on a wide range of topics.
SPEAKING: Speak/sign for a variety of audiences and purposes. Communicate information, express/exchange ideas, and accomplish tasks. Initiate and engage in conversations by asking and answering questions, expressing/ exchanging ideas, needs, likes and dislikes, and opinions.	Communicate information, express/exchange ideas, and accomplish tasks on a variety of topics.	Use memorized words/ signs and everyday expressions and identify familiar objects.	Use simple memorized phrases, sentences, and questions on a limited range of topics.	Use phrases, sentences and questions to express ideas and some details on a range of topics.	Use sentences and questions to communicate information and ideas and maintain simple conversations in familiar situations on everyday topics.	Use sentences and questions to communicate information in situations that are not routine.
READING: Read to comprehend and gain information from a variety of print/ videotext* materials.	Comprehend and gain information from a variety of print/videotext* materials.	Comprehend some common words/signs, and phrases, including words/signs similar to those in the first language.	Comprehend simple text by using contextual cues.	Comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes, schedules, and directions.	Comprehend main ideas and pertinent details from simple written/ videotext* materials including authentic sources.	Comprehend ideas and details from clearly organized, longer written/videotext* materials such as essays or short stories.
WRITING: Write/compose effectively for a variety of audiences and purposes. Communicate information and express ideas in written form for a variety of audiences and purposes.	Communicate information and express ideas in written/videotext* form for a variety of audiences and purposes.	Write/compose the alphabet, if any, of the second language. Write/compose memorized words and phrases.	Write/compose short phrases, lists, and simple sentences.	Write/compose effectively for a variety of audiences and purposes.	Write/compose short letters and simple paragraphs to meet practical needs and produce simple, guided compositions.	Write/compose letters or short essays to communicate information and ideas based on personal experiences.

*Videotext—text superimposed on still images and videoframes.

SECOND LANGUAGES

Adopted March 2002 (standards refined)

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

CULTURE: Demonstrate and recognize cultural products, perspectives, and practices appropriate to the cultures studied.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
Recognize and demonstrate appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Recognize and demonstrate appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Recognize and demonstrate basic polite behaviors and basic nonverbal cues in very limited situations.	Recognize and demonstrate a few simple cultural practices and customs.	Recognize and demonstrate some common social conventions, social courtesies and nonverbal cues.	Recognize and demonstrate common social conventions, social courtesies, and nonverbal cues.	Comprehend and use common social conventions, social courtesies, and non-verbal cues in situations that are not routine.
Identify cultural products, perspectives, and practices of second language cultures.	Identify cultural products, perspectives, and practices of a second language culture.	Identify basic cultural products, perspectives, and practices of a second language culture.	Identify a few cultural products, perspectives, and practices of a second language culture.	Describe or demonstrate some cultural products, perspectives, and practices.	Compare and contrast first and second language cultures.	Discuss some perspectives of a second language culture.

CONNECTION TO OTHER DISCIPLINES: Reinforce and increase knowledge of other subjects through the second language.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
Acquire information and recognize viewpoints available through the second language and culture. Reinforce and increase knowledge of other subjects through the second language.						

PERFORMANCE REQUIREMENTS

Performance requirements for Second Languages 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 Languages using local performance standards founded on the state's content standards until state performance requirements are phased-in. An implementation timeline is being developed for the Subject Area Endorsement in Second Languages based on state performance requirements.

PHYSICAL EDUCATION

Adopted September 2001

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

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, knows the benefits from involvement in physical activity and its contributions to a healthy life.

EXPRESSIVE AND EFFICIENT MOVING

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
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.	Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike. Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. Demonstrate three different step patterns and combinations of movements into repeatable sequences.	Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner. Perform one dance or rhythmic activity to music.	Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity. Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow. Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic.	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.		Through feedback and practice, demonstrate improvement in performance of a new motor skill.	Describe and apply principles of training, conditioning, and practice for specific physical activities. Detect and correct errors of a critical element of movement.	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.		Use basic offensive and defensive roles in physical activities, or games, or sports. Identify rules and procedures in specified physical activities.	Demonstrate basic strategies specific to one team activity and one dual or individual activity. Demonstrate an understanding of the rules to be followed during participation in specified physical activities.	Communicate to others basic strategies specific to one team activity and one dual or individual activity. 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

Adopted September 2001

Subject Area Endorsement may be awarded based on local performance standard until state performance requirement is implemented.

FITNESS FOR LIFETIME

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.	Identify changes in his/her body during moderate to vigorous exercise.	Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).	Develop personal activity goals and describe benefits that result from regular participation in physical education. Analyze and categorize physical activities according to potential fitness benefits.	Participate in physical activities and evaluate personal factors that impact participation. 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.		Identify and assess the health-related components of fitness.	Correctly interpret results of physical fitness assessments and use them to develop a written fitness program. Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model.	Assess and analyze personal health-related fitness status. 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

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.	Identify rules, procedures, and etiquette in a specified physical activity. Identify positive ways to resolve conflict.	Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.	Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. Identify the elements of socially acceptable conflict resolution and sportsmanship.	Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsmanlike behavior.
Understand and apply safety in movement activities.					
Understand that history and culture influence games, sports, play, and dance.					

PERFORMANCE REQUIREMENTS

Performance 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 state performance requirements are phased-in. An implementation timeline is being developed for the Subject Area Endorsement in Physical Education based on state performance requirements.

PERFORMANCE STANDARDS

The following charts show the performance standards by content area for each benchmark.

BENCHMARK 1 (GRADE 3)	MEET STANDARD	EXCEED STANDARD
Reading and Literature State Test	Score of 201 out of 300	Score of 215 out of 300
Writing State Test A state writing test is no longer administered at this grade level		
Work Samples ■ Minimum score in each required trait	3	4
■ Number of work samples meeting standards required in 2004-05	1	1
■ Voice, Word Choice, and Sentence Fluency should be scored but are not included in the performance standard.		
Speaking No State Test		
Work Samples ■ Minimum score in each required trait	3	4
■ Number of work samples meeting standards required in 2004-05	1	1
Mathematics State Test (knowledge and skills)	Score of 202 out of 300	Score of 215 out of 300
Work Samples ■ Minimum score in each dimension	4	5
■ Number of work samples meeting standards required in 2004-05	1	1

♦ A score of 36 to 39 conditionally meets the standard on the test. The school district may declare that the mathematics standards have been met on the condition that the student has met the standards on all required work samples.

BENCHMARK 2 (GRADE 5)	MEET STANDARD	EXCEED STANDARD
Reading and Literature State Test	Score of 215 out of 300	Score of 231 out of 300
Writing State Test A state writing test is no longer administered at this grade level		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Voice and Word Choice should be scored but are not included in the performance standard.		
Speaking No State Test		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
Mathematics State Test (knowledge and skills)	Score of 215 out of 300	Score of 231 out of 300
State Test (problem-solving) ■ Composite score	Score of 40 out of 58♦	Score of 50 out of 58
■ Minimum score in each dimension	3	4
Work Samples ■ Minimum score in each dimension	4	5
■ Number of work samples meeting standards required in 2004-05	1	1

GRADE 4	MEET STANDARD	EXCEED STANDARD
Writing State Test ■ Composite Score ■ Minimum score in each trait ■ Conventions score ■ Voice and Word Choice are scored on the state assessment but are not included in the performance standard.	32 to 39* (out of 48) 3** Not Doubled	40 to 48 (out of 48) 4** Not Doubled

* A state test receiving a composite score of 28 to 31 points conditionally meets the standard. The school district may declare that the standard has been met on the condition that the 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.

PERFORMANCE STANDARDS

BENCHMARK 3 (GRADE 8)	MEET STANDARD	EXCEED STANDARD
Reading and Literature State Test	Score of 231 out of 300	Score of 239 out of 300
Writing State Test A state writing test is no longer administered at this grade level		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Voice and Word Choice should be scored but are not included in the performance standard.		
Speaking No State Test		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
Mathematics State Test (knowledge and skills)	Score of 231 out of 300	Score of 239 out of 300
State Test (problem-solving) ■ Composite score	Score of 40 out of 58♦	Score of 50 out of 58
■ Minimum score in each dimension	3	4
Work Samples ■ Minimum score in each dimension	4	5
■ Number of work samples meeting standards required in 2004-05	1	1

GRADE 7	MEET STANDARD	EXCEED STANDARD
Writing State Test		
■ Composite Score	40 to 49* (out of 60)	50 to 60 (out of 60)
■ Minimum score in each trait	3**	4**
■ Conventions score	Doubled	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 declare that the standard has been met on the condition that the 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.

CIM/CAM	MEET STANDARD	EXCEED STANDARD
Reading and Literature State Test	Score of 239 out of 300	Score of 249 out of 300
Writing State Test		
■ Composite Score	Score of 40 out of 60■	Score of 50 out of 60
■ Minimum score in each required trait	3	4
■ Voice and Word Choice are scored on the state assessment but are not included in the performance standard.		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	3▼	3▼
■ Voice and Word Choice should be scored but are not included in the performance standard.		
Speaking No State Test		
Work Samples ■ Minimum score in each required trait	4	5
■ Number of work samples meeting standards required in 2004-05	3	3
Mathematics State Test (knowledge and skills)	Score of 239 out of 300	Score of 249 out of 300
State Test (problem-solving) ■ Composite score	Score of 40 out of 58♦	Score of 50 out of 58
■ Minimum score in each dimension	3	4
Work Samples ■ Minimum score in each dimension	4	5
■ Number of work samples meeting standards required in 2004-05	2▼	2▼

■ A score of 35 to 39 conditionally meets the standard on the test. The school district may declare that the writing standards have been met on the condition that the student has met the standards on all required writing work samples.

▼ A state writing or mathematics problem-solving test meeting the standards may be substituted for one work sample, provided the test is in a different mode from the remaining work sample(s) resulting in a collection that has one expository, one persuasive, and one imaginative or narrative work (writing) or strand (mathematics) from the remaining work sample(s).

♦ A score of 36 to 39 conditionally meets the standard on the test. The school district may declare that the mathematics standards have been met on the condition that the student has met the standards on the state multiple choice test and all required work samples.

PERFORMANCE STANDARDS

The following charts show the performance standards by content area for each benchmark.

BENCHMARK 1 (GRADE 3)	MEET STANDARD	EXCEED STANDARD
Science No State Test		
Social Sciences No State Test		

BENCHMARK 2 (GRADE 5)	MEET STANDARD	EXCEED STANDARD
Science State Test (knowledge and skills)	Score of 223 out of 300	Score of 239 out of 300
Work Samples** ■ Minimum score in the Designing and Collecting dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Analyzing, and Forming should be scored but are not included in the performance standard in 2004-05.		
Social Sciences State Test (knowledge and skills)	Score of 215 out of 300	Score of 225 out of 300
Work Samples (not required)◆		

BENCHMARK 3 (GRADE 8)	MEET STANDARD	EXCEED STANDARD
Science State Test (knowledge and skills)	Score of 233 out of 300	Score of 247 out of 300
Work Samples** ■ Minimum score in the Designing, Collecting, and Analyzing dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Forming should be scored but is not included in the performance standard in 2004-05		
Social Sciences State Test (knowledge and skills)	Score of 231 out of 300	Score of 241 out of 300
Work Samples (not required in 2004-05—phase-in begins 2005-06)◆		

CIM/CAM	MEET STANDARD	EXCEED STANDARD
Science State Test (knowledge and skills)	Score of 239 out of 300	Score of 252 out of 300
Work Samples** ■ Minimum score in the Designing, Collecting, and Analyzing dimensions	4	5
■ Number of work samples meeting standards required in 2004-05	1	1
■ Forming should be scored but is not included in the performance standard in 2004-05		
Social Sciences State Test (knowledge and skills)	Score of 239 out of 300	Score of 249 out of 300
Work Samples (not required in 2004-05—phase in begins 2005-06)◆		

** See scientific inquiry work sample implementation schedule, page 9A.

◆ See Social Science Analysis implementation schedule, page 21A.

Arts, Second Languages, Physical Education, and Health

Performance requirements for The Arts, Second Languages, Physical Education, and Health 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, Second Languages, and/or Physical Education using local performance standards founded on the state's content standards until state performance requirements are phased-in. An implementation timeline is being developed for the Subject Area Endorsements based on state performance requirements.

CAREER-RELATED LEARNING

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. See the Department's web site for more information (www.ode.state.or.us/teachlearn/standards/newspaper/links/). The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document is available on the Department's web site at www.ode.state.or.us/teachlearn/standards/newspaper/links/.

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

COMMON CURRICULUM GOALS

HEALTH EDUCATION

Health education develops understanding of health promotion and disease prevention and offers opportunities for students to develop skills to reduce health risks and maintain and enhance healthy lifestyles.

COMMON CURRICULUM GOALS

HEALTHY AND FIT BODY: Understand and integrate concepts of physical, mental and emotional health.

- Understand and analyze the relationships among nutrition, physical activity, psychological factors (such as stress) and personal hygiene and their effects on personal health and well being.
- Understand the influence, interdependence and impact of different body systems on health.
- Understand key concepts of growth and development and their relationship to lifetime wellness.

CONTROLLABLE HEALTH RISKS: Apply prevention and risk reduction concepts to health-related problems.

- Understand and apply prevention and risk reduction strategies for health-related interventions.
- Understand principles and concepts related to infectious and communicable diseases.
- Predict short- and long-term consequences of safe, risky and harmful behaviors.

SAFE AND HEALTHY ENVIRONMENT: Explain safe physical, social and emotional environments for individuals, families, schools and communities.

- Understand and apply strategies to improve and maintain individual, family, school and community health.
- Apply injury prevention, first aid and emergency care skills.
- Understand the potential influences of environmental factors on personal and public health.
- Demonstrate violence prevention and conflict resolution skills.

INFORMED CONSUMER: Analyze health information, products and services while considering media, technological and cultural influences.

- Analyze influences of culture, technology and the media on health-related products and services.
- Evaluate the validity and reliability of health-related information, products and services as a consumer or potential consumer.

HEALTHY RELATIONSHIPS: Understand and apply interpersonal communication skills to enhance health.

- Understand and apply concepts of effective communication with peers and adults.
- Demonstrate refusal and negotiation skills.
- Demonstrate healthy ways to express needs, wants, feelings and respect for self and others.

CONTENT STANDARDS AND BENCHMARKS

Revised health education common curriculum goals and content standards are currently being developed. The common curriculum goals will be presented to the State Board of Education in September with adoption in early fall. To find out more about where to see a draft of these common curriculum goals and content standards and to view them once adopted, go to www.ode.state.or.us/teachlearn/standards/newspaper/links/.

TECHNOLOGY

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

- Demonstrate proficiency in the use of technological tools and devices.
- Select and use technology to enhance learning and problem solving.
- Access, organize, and analyze information to make informed decisions, using one or more technologies.
- Use technology in an ethical and legal manner and understand how technology affects society.
- Design, prepare, and present unique works using technology to communicate information and ideas.
- 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.

Oregon Department of Education 2004-05 School Year

Grade-level Foundations & Standards

Section B

State Priorities Moving Forward

SUPERINTENDENT'S LITERACY INITIATIVE

Every Child—A Reader

Learn how educators, community members, business partners, students and parents can make a difference! Joining together, they will implement a comprehensive statewide literacy initiative that focuses on improving the reading achievement of all Oregon students. To find out about literacy initiative activities, see the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Every ELL Student—Success in the Mainstream

ELP Standards were developed with one goal in mind—the successful participation of ELL students in regular education classes. The standards set clear benchmarks by defining five progressive levels of performance in the acquisition of English for the domains of reading, writing, speaking and listening. Progress will also be reported on comprehension. More information is available on the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links.

CIM SUBJECT AREA ENDORSEMENTS

Every Student—Reaching Goals Beyond the CIM

With the passage of HB 2744, students can receive a "value added" endorsement in subject areas beyond those required for the CIM (social sciences, the arts, second languages, physical education and health). To receive these endorsements, students must first attain the CIM and then meet or exceed state or local performance requirements. More information about the law, performance requirements and development of assessment procedures, is available on the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links.

MIDDLE SCHOOL-HIGH SCHOOL IMPROVEMENT

Every Student—Ready for Postsecondary Success

Dramatic changes in demands of society, the workplace and life have occurred in the past decade. To address these changes, meaningful, relevant and rigorous learning environments are needed to challenge and support students as they move toward successful transitions and success in post-secondary life. To learn how a comprehensive and integrated approach to school improvement can focus efforts and what the implementation expectations will be, see the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links.

PROFICIENCY-BASED ASSESSMENT SYSTEM (PASS)

Every College Bound Student—Access and Success in Higher Education

The PASS Standards better prepare students for academic success in college. They may also be used in admission decision making, scholarship awards and tiebreakers, placement, and for potential college credit. The PASS standards have been developed by practicing high school teachers in collaboration with college faculty in six content areas: English, mathematics, science, the arts, second languages and social studies. To learn more about PASS, contact Christine Tell at (541) 346-5799 or www.ous.edu/pass/.

2004-05 Transition Year for Standards

The 2004-05 school year is one of transition for students as it marks the last year when some English/Language Arts tests are based on standards adopted in 1998. The following summarizes key points relating to this year's Language Arts assessments:

- In 2004-05 students in grades 3, 5, 8, and 10 will take reading/literature assessments based on the old 1998 standards; accountability for the new standards will begin in 2005-06. The current standards that are in effect through the spring of 2005 can be found on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
- All students in grades 4, 6, and 7 will participate in state assessments in reading/literature as Oregon moves toward early compliance with NCLB requirements. These tests will be based on the new standards, but accountability (AYP and Report Card ratings) will not begin until the year 2005-06. These assessments serve to monitor student growth and complete pilot testing of assessment items at these grade levels.
- The state writing assessment will shift from grades 3, 5, 8 and 10 to grades 4, 7, and 10. Anchor papers reflecting the expectations for students at these grade levels can be found on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.

English/Language Arts Score Reporting Categories

Benchmark Standards SRCs	Grade-level SRCs
Word Meaning	Vocabulary
Locating Information	Reading to Perform a Task
Literal Comprehension	Demonstrate General Understanding: Literary and Informational Text
Inferential Comprehension	Develop an Interpretation: Literary and Informational Text
Evaluative Comprehension	Examine Content and Structure: Informational Text
Literary Elements and Devices	Examine Content and Structure: Literary Text

Grade-level Foundations & Standards

The State Board of Education approved:

REVISED STANDARDS FOR ENGLISH/LANGUAGE ARTS

Students will first be accountable for these English/language arts standards on the 2005-06 state assessments. Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.

INSIDE *Section B*

ENGLISH/LANGUAGE ARTS

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.

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

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL FOUNDATIONS Kindergarten	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL FOUNDATIONS Kindergarten
Reading **Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce . . . words in text by using phonics")***	CONCEPTS OF PRINT **Identify the front cover, back cover, and title page of a book.** **Follow words read aloud from left to right and from top to bottom of the page.** **Know that print is spoken words written down and has meaning.** **Recognize that sentences in print are made up of separate words.** **Distinguish letters from words.** **Recognize and name all upper and lower case letters.** PHONEMIC AWARENESS **Listen to spoken sentences and recognize individual words in a sentence.** **Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).** **Given a spoken word, produce another word that rhymes with it.** **Listen to one-syllable words and tell the beginning and ending sounds.** **Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.** **Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.** **Orally blend two to three spoken sounds into recognizable words (e.g., / a / t / = at; / c / a / t / = cat).** **Orally segment single syllable spoken words into their components (e.g., cat = / c / a / t /).** DECODING AND WORD RECOGNITION **Understand that as letters of words change, so do the sounds (alphabetic principle).** **Learn most one-to-one letter sound correspondences.** **Blend sounds to read one-syllable decodable words.** **Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).**	**Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")*** **Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")*** **Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")*** **Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")*** **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. *(Similar to 1996 "Demonstrate literal comprehension")*** **Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*** **Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	READ TO PERFORM A TASK **Locate the title and the name of the author of a book.** **Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.** INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Correctly answer simple questions about a text read aloud.** INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION **Use pictures or portions of the text to make predictions about the text.** **Connect the information in text to life experiences.** INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure. LISTEN TO AND READ LITERARY TEXT **SKILLS TO SUPPORT STANDARDS:** • **Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.** • **Name some book titles and authors.** • **Demonstrate listening comprehension of more complex literary text through discussions.** LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Tell the sequence of events in a story.** **Correctly answer simple questions about stories read aloud.** **Retell, reenact, dramatize, or draw stories or parts of stories.** LITERARY TEXT: DEVELOP AN INTERPRETATION **Connect events in text to life experiences.** **Make predictions based on illustrations or portions of the story.** LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE There are currently no kindergarten grade-level foundations for Literary 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. **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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")***	LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT **SKILLS TO SUPPORT STANDARDS:** • **Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.** • **Demonstrate listening comprehension of more complex text through discussions.** VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** **Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).** **Describe common objects and events in both general (ball) and specific language (large red ball with stripes).**		

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.

Student accountability for grades 3 to 8 and CIM standards begins 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:** • **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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)***	SPEAKING **Recite short poems, rhymes, and songs.** **Retell, reenact, or dramatize stories or parts of stories.** **Show and tell using props.** **Share information and ideas, speaking in complete, coherent sentences.** **Describe people, places, things (e.g., size, color, and shape), locations, and actions.** **Tell an experience or story in a logical sequence.** **Speak audibly.** **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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING **Write by moving from left to right and from top to bottom.** **Independently write many uppercase and lowercase letters.** **Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.** **Write most letters and some words when they are dictated.** **Write some consonant-vowel-consonant words such as *man, cat,* and *run* (demonstrating the alphabetic principle).** **Write (unconventionally) to express own meaning.** **Produce or dictate writing that approximates natural or story language.**		
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*	CONVENTIONS SPELLING **Use phonemic awareness and letter knowledge to spell independently.** **Spell some conventionally-spelled consonant-vowel-consonant words.** HANDWRITING **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 **Listen when others are speaking.** **Understand and follow one- and two-step oral directions.**
		Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. *(1996 Analysis)*	ANALYSIS There are currently no kindergarten grade-level foundations for Analysis.
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. *(1996 Modes/Forms)*	WRITING APPLICATIONS NARRATIVE WRITING **Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.** EXPOSITORY WRITING **Write (unconventionally) simple messages or directions for a specific reason—or for a specific person or specific people.**		
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.		

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.
Student accountability for grades 3 to 8 and CIM standards begins 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. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")***	CONCEPTS OF PRINT **Identify letters, words, and sentences.** **Match oral words to printed words.** **Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.** PHONEMIC AWARENESS **Create and state a series of rhyming words including consonant blends (e.g., flat, slat).** **Listen and distinguish initial, medial, and final sounds in single-syllable words.** **Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).** **Listen and count the number of sounds in a syllable; count the number of syllables in a word.** **Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., / c / a / t / = cat; / f / l / a / t / = flat).** **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 /).** **Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).** DECODING AND WORD RECOGNITION **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.** **Use letter-sound correspondence knowledge to sound out unknown words.** **Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).** **Read compound words and contractions.** **Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).** **Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).** **Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).** **Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.** **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).** **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. *(Similar to 1996 "…know the meaning of words in text by using…language structure, contextual clues, and visual clues")*** **Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")*** **Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")*** **Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")*** **Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")*** **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. *(Similar to 1996 "Demonstrate literal comprehension")***	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** **Classify categories of words (e.g., concrete collections of animals, foods, toys).** **Use context to understand word and sentence meanings.** READ TO PERFORM A TASK **Read written directions, signs, captions, warning labels, and informational books.** **Locate the title, name of author, name of illustrator, and table of contents.** **Alphabetize a list of words by the first letter.** **Read and understand simple one-step written instructions.** **Obtain information from print illustrations.** **Identify text that uses sequence or other logical order (explain how informational text is different from a story).** INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Describe new information gained from text in own words.** **Answer simple written comprehension questions based on material read.** INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION **Make connections and discuss prior knowledge of topics in informational texts.** **Discuss how, why, and what-if questions in sharing informational texts.** INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE There are currently no grade 1 grade-level foundations for Informational Text: Examine Content and Structure. LISTEN TO AND READ LITERARY TEXT **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Demonstrate listening comprehension of more complex literary text through discussions.** LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Describe the roles of authors and illustrators.** **Recollect, talk, and write about books read during the school year.** **Retell the main events of the story describing the beginning, the middle, and the end.** **Sequence the events in the story.**
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:** • **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.** • **Demonstrate listening comprehension of more complex text through discussions.** • **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.** • **Notice when difficulties are encountered in understanding text.**		

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.

Student accountability for grades 3 to 8 and CIM standards begins 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. ***(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")***	LITERARY TEXT: DEVELOP AN INTERPRETATION **Relate prior knowledge to the story.** **Predict and justify what will happen next in stories.**		CAPITALIZATION **Capitalize the first word of a sentence, names of people, and the pronoun I.** HANDWRITING **Print legibly and space letters, words, and sentences appropriately.**
Examine content and structure of grade-level literary text. ***(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE **Distinguish fantasy from realistic text.**	**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.** ***(1996 Modes/Forms)***	WRITING APPLICATIONS NARRATIVE WRITING **Write brief stories that describe an experience.** EXPOSITORY WRITING **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.** **Write simple directions.**
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **With guidance, discuss ideas and select a focus when writing.** • **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 **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 ***(1996 "Convey clear, focused main ideas…");*** **organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs** ***(1996 "Structure information in clear sequence…");*** **and use precise words and fluent sentence structures that support meaning.** ***(1996 "Sentence Structure")***	WRITING **With assistance, write for different purposes and to a specific audience or person.** **Develop an idea with an identifiable beginning, middle and end.** **Sequence two or more events.** **Use descriptive words when writing.** **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** ***(1996 Ideas and Content);*** **organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements** ***(1996 Organization);*** **use language appropriate to topic, context, audience, and purpose** ***(1996 Language);*** **and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.** ***(1996 Delivery)***	SPEAKING **Recite poems, rhymes, songs, and stories.** **Stay on topic when speaking.** **Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why*, and *how* questions.** **Relate an important life event or personal experience in a simple sequence.** **With guidance, use descriptive words when speaking about people, places, things, and events.** **Speak clearly.** **Look at listeners.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. ***(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")***	CONVENTIONS SPELLING **Spell correctly three- and four-letter short vowel words (can, will).** **Use spelling/phonics-based knowledge to spell independently when necessary.** **Show spelling consciousness or sensitivity to conventional spelling.** GRAMMAR **Identify and correctly write singular and plural nouns (cat/cats).** **Identify and correctly write simple possessive pronouns (my/mine; his/hers).** PUNCTUATION **Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.**	**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.** ***(1996 Analysis)***	LISTENING **Listen attentively.** **Ask questions for clarification and understanding.** **Give, restate, and follow simple two-step directions.** ANALYSIS There are currently no grade 1 grade-level foundations for Analysis.

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links.
Student accountability for grades 3 to 8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL FOUNDATIONS Grade 2	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.** ***(Similar to 1996 "Recognize, pronounce…words in text by using phonics")***	DECODING AND WORD RECOGNITION **Read regular multi-syllabic words.** **Use letter-sound correspondence knowledge to sound out unknown words.** **Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading.** **Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su / per, vowel-consonant/consonant-vowel = sup / per).** **Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).** **Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).** **Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.** **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).** **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.** ***(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Read informational texts for answers to specific questions or for specific purposes.** **Recall facts and details in the text to clarify and organize ideas.**
		Develop an interpretation of grade-level informational text across the subject areas. ***(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION **Pose possible answers to how, why, and what-if questions.** **Connect the information in text to life experiences, text, and world.**
		Examine content and structure of grade-level informational text across the subject areas. ***(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE **Connect and compare information across selections.**
		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:** • **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.** • **Demonstrate listening comprehension of more complex text through discussions.** • **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.** • **Reread sentences when meaning is not clear.** • **Read voluntarily for interest and own purposes.**	**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:** • **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.** • **Demonstrate listening comprehension of more complex literary text through discussions.**
		Demonstrate general understanding of grade-level literary text. ***(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING **Retell the sequence of the story.** **Identify and describe the plot, setting, and character(s) in the story.**
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. ***(Similar to 1996 "…know the meaning of words in text by using…language structure, contextual clues, and visual clues")***	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** **Know and explain common antonyms and synonyms.** **Use knowledge of individual words in unknown compound words to predict their meaning (daydream).** **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).** **Use context to identify simple multiple-meaning words (change, duck).** **Determine meanings of words by using a dictionary or glossary.**	**Develop an interpretation of grade-level literary text.** ***(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")***	LITERARY TEXT: DEVELOP AN INTERPRETATION **Make and confirm predictions about what will happen next.** **Describe cause-and-effect of specific events.**
		Examine content and structure of grade-level literary text. ***(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE **Connect and compare similarities in characters and events across stories.** **Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.** **Take part in creative responses to texts such as dramatizations and oral presentations.**
		Writing	
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. ***(Similar to 1996 "Locate information")***	READ TO PERFORM A TASK **Read written directions, signs, captions, warning labels, and informational books.** **Use titles, tables of contents, and chapter headings to locate information in text.** **Interpret information from diagrams, charts, and graphs.** **Alphabetize a list of words to the second letter.** **Follow two-step written instructions.**	**Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **Create a list of ideas for writing.** • **In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.** • **With assistance, revise original drafts to improve sequence and provide more descriptive detail.** • **With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.**

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

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Student accountability for grades 3 to 8 and CIM standards begins 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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING **With guidance, make reasonable judgments about what to include in written compositions.** **Group related ideas to maintain a consistent focus.** **Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.** **Sequence three or more events.** **Select and use descriptive words when writing.** **Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).** **Use correct word order in written sentences.**		EXPOSITORY WRITING **Write a brief description of a familiar object, person, place, or event:** • **Develop a main idea.** • **Use details to support the main idea.** **Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.** **Write instructions that illustrate multiple steps.** **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 **Understand the purposes of various reference materials.** **Find ideas for writing in pictures and/or books.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*	CONVENTIONS SPELLING **Spell correctly words which are used frequently but do not fit common spelling patterns such as *was, were, says, said, who, what,* and *why.*** **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).** **Spell correctly previously studied words and spelling patterns in own writing.** **Represent all sounds in a word when spelling independently.** GRAMMAR **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).** **Identify and begin to correctly write a few contractions (isn't, can't).** PUNCTUATION **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 **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 **Form letters correctly and space words and sentences properly so that printing can be read easily by another person.**	**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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)***	SPEAKING **Retell stories in own words including characters, setting, and plot.** **Tell experiences in logical order.** **With guidance, report on a topic with supportive facts and details.** **With guidance, organize presentations to maintain a clear focus.** **Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).**
		Listen critically and respond appropriately across the subject areas.	LISTENING **Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).** **Ask for clarification and explanation of stories and ideas.** **Retell in own words information that has been shared orally by others.** **Give and follow three- and four-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. *(1996 Modes/Forms)*	WRITING APPLICATIONS NARRATIVE WRITING **Write brief narratives based on personal experiences:** • **Move through a logical sequence of events.** • **Describe the setting, characters, objects, and events.**	**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. *(1996 Analysis)***	ANALYSIS There are currently no grade 2 grade-level foundations for Analysis.

Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Grade 3 Adopted June 2002

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Demonstrate comprehension by identifying answers to questions about the text.* *Distinguish the main idea and supporting details in informational text.* *Determine significant information from the text, including problems and solutions.* **Summarize major points from informational text.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **Read regular words with several syllables.** **Use letter-sound correspondence knowledge and structural analysis to decode words.** **Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.** **Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.** **Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).** **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Recall major points in the text and make predictions about forthcoming information.* *Distinguish cause-and-effect and fact and opinion.* **Ask how, why, and what-if questions in interpreting informational texts.** **Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the 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:** • **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.** • **Demonstrate listening comprehension of more complex text through discussions.** • **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.** • **Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.** • **Read longer selections and books independently.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE **Use knowledge of the author's purpose to comprehend informational text.** **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:** • **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.** • **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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** *Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.* *Use sentence and word context to find the meaning of unknown words.* **Categorize words by their relationships (e.g., dog/mammal, animal/living things).** **Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).** **Use a dictionary or glossary to learn the meaning and other features of unknown words.**	**Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify the speaker or narrator in a selection.* *Distinguish the order of events or a specific event from a sequence of events.* *Determine significant events from the story.* **Summarize major points from literary text.**
		Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Determine what characters are like by what they say or do and by how the author or illustrator portrays them.* *Predict probable future outcomes or actions.* *Determine and discuss the underlying theme or author's message in literary text.* *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. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **Read written directions, signs, captions, warning labels, and informational books.** *Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.* *Interpret information from diagrams, charts, and graphs.* *Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).* **Alphabetize a list of words to the third letter.** **Use dictionaries, encyclopedias, CD-ROMs, and Internet to locate information.**	**Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	*LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE* **Compare and contrast versions of the same stories from different cultures.** **Create different endings to stories and identify the reason and the impact of the endings.**

Italicized text defines content that may appear on classroom work samples and State Writing Assessments in 2004-05 and on Reading and Literature Knowledge and Skills tests in 2005-06.
Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Grade 3 Adopted June 2002

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3
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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*** **Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")***	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.** • **Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.** • **With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.** • **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • **With assistance, revise writing for others to read improving the focus and progression of ideas.** • **With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.** • **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. *Write appropriately for purpose and audience.* *Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.* **Use vivid adjectives and action verbs.** **Begin to elaborate descriptions and incorporate figurative wording in own writing.** *Write correctly complete sentences of statement, command, question, or exclamation.* CONVENTIONS SPELLING *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).* *Spell correctly previously studied words and spelling patterns in own writing.* *Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).*	**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. *(1996 Modes/Forms)***	GRAMMAR *Use subjects and verbs that are in agreement (we are instead of we is).* *Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.* *Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).* *Identify and correctly write singular possessive nouns (dog's tail).* PUNCTUATION *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).* *Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said.).* CAPITALIZATION *Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon.).* HANDWRITING **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 (Imaginative)* *Expository* WRITING APPLICATIONS NARRATIVE WRITING **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 **Write descriptive pieces about people, places, things, or experiences:** • **Develop a unified main idea.** • **Use details to support the main idea.** **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.** **Write brief reports:** • **Include observations and information from two or more sources.** • **Use diagrams, charts, or illustrations that are appropriate to the text.** **Write brief responses to literary text:** • **Include what the text is about.** • **Include personal response to text supported by reasons.**

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Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Grade 3 Adopted June 2002

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3
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 **Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).**		
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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)***	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **With guidance, organize ideas sequentially or around major points of information.** **Provide a beginning, middle, and end, including concrete details that develop a central idea.** **With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).** **Use clear and specific vocabulary to communicate and, with assistance, establish the tone.** **Use appropriate intonation and vocal patterns to emphasize important points.** **Maintain good eye contact while speaking.**		
Listen critically and respond appropriately across the subject areas.	LISTENING **Retell in own words and explain what has been said by a speaker.** **Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).** **Answer questions completely and with appropriate elaboration.** **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. *(1996 Analysis)*	ANALYSIS **Distinguish between the speaker's opinions and verifiable facts.**		

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* **Identify key facts and information after reading two passages or articles on the same topic.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **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).** **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *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.* *Draw inferences or conclusions about an author's meaning supported by facts and events from the text.* *Identify the main idea of a passage when it is not explicitly stated.*
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:** • **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.** • **Make connections to text, within text, and among texts across the subject areas.** • **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • **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.** • **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Determine the author's purpose, and relate it to details in the text.* *Distinguish between cause-and-effect and between fact and opinion in expository text.* *Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.* **Identify and analyze text that uses sequential or chronological order.** **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:** • **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.** • **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive 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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine meanings of words using contextual and structural clues.* *Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.* *Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.* **Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).** **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).**	**Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.* *Identify the main problem or conflict of the plot, and explain how it is resolved.*
		Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Make and confirm predictions about text using ideas presented in the text itself.* *Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.* *Identify the main idea of a passage when it is not explicitly stated.* *Draw inferences or conclusions about a text based on explicitly stated information.*
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.** *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.* *Find information in specialized materials (e.g., atlas, magazine, catalog).* *Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.*	**Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE **Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).** **Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.** **Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).**

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 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.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • **Identify audience and purpose.** • **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.** • **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • **Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.** • **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 *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 *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.* *Use underlining, quotation marks, or italics to identify titles of documents.* *Correctly write plural possessive nouns (girls' hats).* CAPITALIZATION *Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.* HANDWRITING **Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.** **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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. *Select a focus and a point of view based upon purpose and audience.* *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.* *Use words that describe, explain, or provide additional details and connections.* *Use simple sentences and compound sentences in writing.* *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. *(1996 Modes/Forms)***	WRITING MODES **Work Samples can be selected from any of the listed modes.** *Personal Narrative* *Fictional Narrative (Imaginative)* *Expository* WRITING APPLICATIONS NARRATIVE WRITING **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 **Write responses to literature:** • **Demonstrate an understanding of the literary work.** • **Support interpretations through references to both the text and prior knowledge.** EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS **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.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*	CONVENTIONS SPELLING *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).*		

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Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4
	PERSUASIVE WRITING **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 **Write summaries that contain the main idea of the reading selection.**		
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 **Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.** **Use note-taking skills.** **Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).** **Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.** **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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)*	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.** **Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.** **Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.** **Use a variety of descriptive words that help to convey a clear message.** **Use correct grammar most of the time.** **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 **Ask thoughtful questions and respond orally to questions with appropriate discussion.** **Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.** **Follow detailed directions and instructions.**		
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. *(1996 Analysis)*	ANALYSIS **Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.**		

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.* **Identify key facts and information after reading several passages or articles on the same topic.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **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).** **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence* **and prior knowledge**. *Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the 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:** • **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.** • **Make connections to text, within text, and among texts across the subject areas.** • **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • **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.** • **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Determine the author's purpose, and relate it to specific details in the text.* *Draw conclusions about whether portions of the passage are facts or opinions.* *Recognize and analyze characteristics of persuasive text.* **Evaluate new information and ideas by testing them against known information and ideas.** **Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).**
		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:** • **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.** • **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive 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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine meanings of words using contextual and structural clues.* *Understand and explain frequently used synonyms, antonyms, and homographs.* *Determine the meanings of figurative expressions, such as those in similes and metaphors.* **Use word origins to determine the meaning of unknown words and phrases.** **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).** **Use a thesaurus to determine related words and concepts.**	**Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.* *Identify the main events of the plot, their causes, and the influence of specific events on future actions.*
		Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *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.* *Identify the theme, understanding that* theme *refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.* *Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.*
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.** *Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.* *Find information in specialized materials (e.g., thesaurus, almanac, newspaper).* **Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).**	**Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")***	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE *Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.* *Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.* *Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).* **Evaluate the believability of characters and the degree to which a plot is believable or realistic.**

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • **Identify audience and purpose.** • **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.** • **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • **Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.** • **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 *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).* *Ensure that verbs agree with their subjects.* PUNCTUATION *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.").* *Correctly place commas and periods inside quotation marks.* CAPITALIZATION *Use correct capitalization.* HANDWRITING **Write legibly in cursive or manuscript.** **Read cursive fluently.**
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. *Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.* *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.* *Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.* *Use a variety of descriptive words, demonstrating awareness of impact on audience.* *Use simple and compound sentences and begin using complex sentences.* *To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.*	**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. *(1996 Modes/Forms)***	WRITING MODES Work Samples can be selected from any of the listed modes. *Personal Narrative* *Fictional Narrative (Imaginative)* *Expository* **Persuasive (Work Sample only)** WRITING APPLICATIONS NARRATIVE WRITING **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 **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.** EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS **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.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*	CONVENTIONS SPELLING *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).*		

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Bold text defines instructional standards.

ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

Benchmark standards and eligible content for statewide assessments through 2004-05 are on the web at www.ode.state.or.us/teachlearn/standards/newspaper/links/.
Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
	PERSUASIVE WRITING **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 **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).** **Write business letters to request information (e.g., for school reports).**	**Speaking and Listening**	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **Develop a focus and point of view that are appropriate to audience and purpose.** **Organize information to clarify and support spoken ideas with evidence and examples.** **Use descriptive words that clearly convey the message and establish the tone.** **Use appropriate technical words that support clear understanding.** **Use correct grammar consistently.** **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 **Use organizational features of printed text to locate relevant information.** **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** **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.** **Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).** **Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries—MLA).**	**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** ***(1996 Ideas and Content);*** **organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements** ***(1996 Organization);*** **use language appropriate to topic, context, audience, and purpose** ***(1996 Language);*** **and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.** ***(1996 Delivery)***	
		Listen critically and respond appropriately across the subject areas.	LISTENING **Ask relevant questions that seek information not already discussed.** **Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.** **Make inferences or draw conclusions based on an oral report.**
		Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. ***(1996 Analysis)***	ANALYSIS **Identify and discuss the purposes of media—information, entertainment, persuasion, interpretation of events, and transmission of culture.** **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-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* **Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.** **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.* *Infer the main idea when it is not explicitly stated, and support with evidence from the 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:** **• 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.** **• Make connections to text, within text, and among texts across the subject areas.** **• Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** **• Match reading to purpose—location of information, full comprehension, and personal enjoyment.** **• 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.** **• Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.* *Distinguish among facts, supported inferences, and opinions in text.* *Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.* **Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.** **Compare and contrast information on the same topic after reading two passages or articles.** **Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.**
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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** **• Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** **• Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.* *Interpret figurative language, including similes, metaphors, and words with multiple meanings.* **Understand and explain "shades of meaning" in related words.** **Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.**	**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:** **• 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.** **• 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. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.** *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.* *Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.* **Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).**	**Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.* *Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).*
		Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *Determine characters' traits by what the characters say in narration and dialogue.* *Analyze the influence of setting on the conflict and its resolution.* *Identify and examine the development of themes in literary works.* *Infer the main idea when it is not explicitly stated.* *Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.*

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6
Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")*	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE *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).* *Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.* **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.**		*Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.* *Use a variety of descriptive words to paint a visual image in the mind of the reader.* *Make paragraph breaks when using dialogue.* *Use simple, compound, and complex sentences.* *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.*
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • **Identify audience and purpose.** • **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.** • **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • **Revise drafts to improve the organization and consistency of ideas within and between paragraphs.** • **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.**	**Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")***	CONVENTIONS SPELLING *Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).* GRAMMAR *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).* *Ensure that verbs agree with compound subjects.* PUNCTUATION *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 *Use correct capitalization.* HANDWRITING **Write legibly.**
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. *Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.* *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.*	**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. *(1996 Modes/Forms)***	WRITING MODES Work Samples can be selected from any of the listed modes. *Personal Narrative* *Fictional Narrative (Imaginative)* *Expository* **Persuasive (Work Sample only)** WRITING APPLICATIONS NARRATIVE WRITING **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.**

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6
	EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT **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.** EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS **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 **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 **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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)*** **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. *(1996 Analysis)***	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **Develop a focus and point of view.** **Match the purpose, message, occasion, and delivery to the audience.** **Organize information using supporting details, reasons, descriptions, and examples.** **Emphasize key points to assist the listener in following the main ideas and concepts.** **Support opinions with detailed evidence and with visual or media displays.** **Use language effectively to convey the message and make content clear.** **Use correct grammar consistently.** **Use effective rate, volume, pitch, and tone, and align nonverbal elements, including eye contact, to sustain audience interest and attention.** LISTENING **Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the nonverbal message, including posture, facial expressions, and gestures.** **Identify the tone, mood, and emotion conveyed in oral communication.** **Restate and execute multiple-step oral directions and instructions.** ANALYSIS **Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.** **Compare ideas and points of view expressed in broadcast, print media, and electronic media.**
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 **Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.** **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** **Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).** **Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).** **Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries—MLA).**		

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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* **Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.* *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.** *Infer the main idea when it is not explicitly stated, and support with evidence from the 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:** • **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.** • **Make connections to text, within text, and among texts across the subject areas.** • **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • **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.** • **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Determine the author's purpose and how the author's perspective influences the text.* *Differentiate between conclusions that are based on fact and those that are based on opinions.* *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).* **Compare and contrast information on the same topic after reading several passages or articles.** **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.**
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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine meanings of words using contextual and structural clues.* *Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.* *Clarify word meanings through the use of definition, inference, example, restatement, or contrast.* **Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.**	**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:** • **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.** • **Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.**
		Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")*	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **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.** *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.* *Locate information by using consumer product information.* **Understand and explain the use of a simple mechanical device by following technical directions.**	**Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")***	LITERARY TEXT: DEVELOP AN INTERPRETATION *Predict future outcomes supported by the text.* *Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).* *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.* *Identify and analyze development of themes conveyed through characters, actions, and images.* *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* *Infer unstated reasons for actions based on events and images in the text.*

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 2005-06.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7
Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")*	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE *Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.* *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).* *Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.* **Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).**		*To convey a livelier effect, use the active voice rather than the passive voice.* *Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).* CONVENTIONS SPELLING *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 *Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.* *Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.* *Demonstrate appropriate English usage.* PUNCTUATION *Use a comma after a dependent clause that introduces a sentence.* *Use appropriate internal punctuation, including commas, semicolons, and colons.* *Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.* CAPITALIZATION *Use correct capitalization.* HANDWRITING **Write legibly.**
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*			
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** • **Identify audience and purpose.** • **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** • **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** • **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.** • **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** • **Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.** • **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.**		
Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*	WRITING These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. *Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.* *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.* *Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.* *Use varied word choices to make writing interesting and more precise.* *To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).*	**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. *(1996 Modes/Forms)***	WRITING MODES Work Samples can be selected from any of the listed modes. *Personal Narrative* *Fictional Narrative (Imaginative)* *Expository* *Persuasive* WRITING APPLICATIONS NARRATIVE WRITING **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 **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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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS **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 **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 **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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)*** **Listen critically and respond appropriately across the subject areas.**	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.** **Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.** **Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.** **Use a variety of descriptive and accurate words appropriate to audience and purpose.** **Use correct grammar consistently.** **Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.** LISTENING **Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.** **Determine the speaker's attitude toward the subject.** **Respond to persuasive presentations with questions, challenges, or affirmations.**
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 **Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.** **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** **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.** **Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.** **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).**	**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. *(1996 Analysis)***	ANALYSIS **Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.** **Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.**

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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8
Reading		**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")***	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* **Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.**
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*	DECODING AND WORD RECOGNITION **Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.**	**Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")***	INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Predict probable future outcomes supported by the text, including foreshadowing clues.* *Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.* *Infer the main idea when it is not explicitly stated, and support with evidence from the 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:** • **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.** • **Make connections to text, within text, and among texts across the subject areas.** • **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • **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.** • **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.**	**Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")***	INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Determine the author's purpose and perspective and relate them to specific details in the text.* *Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.* *Compare and contrast information on the same topic after reading several passages or articles.* **Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).** **Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.** **Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.**
		Literature	
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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*	VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine meanings of words using contextual and structural clues.* *Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.* *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.* **Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.**	**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:** • **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.** • **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. *(Similar to 1996 "Locate information")*	READ TO PERFORM A TASK **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.** *Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.* **Understand and explain the use of a complex mechanical device by following technical directions.**	**Demonstrate general understanding of grade-level literary text. *(Similar to 1996 "Demonstrate literal comprehension")***	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*
		Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Predict probable future outcomes supported by the text.* *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.* *Identify and analyze the development of themes in literary works based on evidence in the text.* *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* *Infer unstated reasons for actions based on evidence in the text.*

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COMMON CURRICULUM GOALS

Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")*

Writing

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

OREGON GRADE-LEVEL STANDARDS
Grade 8

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

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.

Evaluate how well literary elements contribute to the overall effectiveness of a selection.

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.*

Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

Analyze how dialogue is used to develop characters and mood in a selection.

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.

Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

PLANNING, EVALUATION, AND REVISION

SKILLS TO SUPPORT STANDARDS:

- **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.**
- **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- **Identify audience and purpose.**
- **Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.**
- **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- **Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.**
- **Revise drafts for word choice, appropriate organization, consistent point of view—and transitions between paragraphs, passages, and ideas.**
- **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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")*

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")*

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. *(1996 Modes/Forms)*

OREGON GRADE-LEVEL STANDARDS
Grade 8

WRITING

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

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

Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.

Establish coherence within and among paragraphs through effective transitions and parallel structures.

Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

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

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

To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.

CONVENTIONS

SPELLING

Use correct spelling conventions.

GRAMMAR

Use consistent verb tenses.

Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).

Demonstrate appropriate English usage.

PUNCTUATION

Use conventions of punctuation correctly, including commas, hyphens, dashes, and semicolons.

CAPITALIZATION

Use correct capitalization.

HANDWRITING

Write legibly.

WRITING MODES

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

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive

WRITING APPLICATIONS

NARRATIVE WRITING

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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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8
	EXPOSITORY WRITING: RESPONSE TO LITERARY TEXT **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.**	**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 **Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.** **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** **Plan and conduct multiple-step information searches by using computer networks.** **Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.** **Achieve an effective balance between documented researched information and original ideas.** **Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries—MLA, Reference Entries—APA).**
	EXPOSITORY WRITING: RESEARCH REPORTS/ MULTIMEDIA PRESENTATIONS **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.**	**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** ***(1996 Ideas and Content);*** **organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements** ***(1996 Organization);*** **use language appropriate to topic, context, audience, and purpose** ***(1996 Language);*** **and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.** ***(1996 Delivery)***	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **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.** **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.** **Use credible and relevant information to convey message.** **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.** **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.** **Use appropriate grammar.** **Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.**
	PERSUASIVE WRITING **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.**	**Listen critically and respond appropriately across the subject areas.**	LISTENING **Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.** **Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.**
	SUMMARIES, BUSINESS LETTERS, JOB APPLICATIONS AND RESUMES, TECHNICAL WRITING **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).** **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.**	**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.** ***(1996 Analysis)***	ANALYSIS **Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.** **Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).** **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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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM
Reading **Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. *(Similar to 1996 "Recognize, pronounce…words in text by using phonics")*** **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. *(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")*** **Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. *(Similar to 1996 "Locate information")***	DECODING AND WORD RECOGNITION **Read at an independent and instructional reading level appropriate to grade level.** LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT **SKILLS TO SUPPORT STANDARDS:** • **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.** • **Make connections to text, within text, and among texts across the subject areas.** • **Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.** • **Match reading to purpose—location of information, full comprehension, and personal enjoyment.** • **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.** • **Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.** VOCABULARY **SKILLS TO SUPPORT STANDARDS:** • **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.** • **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.** *Determine meanings of words using contextual and structural clues.* *Identify and use the literal and figurative meanings of words and phrases.* *Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.* **Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.** **Understand technical vocabulary in subject area reading.** READ TO PERFORM A TASK **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.** *Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.* *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.* **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).**	**Demonstrate general understanding of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate literal comprehension")*** **Develop an interpretation of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate inferential comprehension")*** **Examine content and structure of grade-level informational text across the subject areas. *(Similar to 1996 "Demonstrate evaluative comprehension")*** **Literature** **Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.**	INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.* **Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.** INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION *Predict probable future outcomes supported by the text, including foreshadowing clues.* *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.* *Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.* *Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.* *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE *Draw conclusions about the author's purpose based on evidence in the text.* *Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.* *Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.* *Compare and contrast information on the same topic after reading several passages or articles.* *Evaluate the logic, unity, and consistency of text.* **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).** **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.** **Generate relevant questions about readings on issues that can be researched.** **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.** **Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.** LISTEN TO AND READ LITERARY TEXT **SKILLS TO SUPPORT STANDARDS:** • **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.** • **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-CIM Adopted January 2003

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Student accountability for the grades 3-8 and CIM standards begins 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. *(Similar to 1996 "Demonstrate literal comprehension")*	LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING *Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*		**• Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.** **• 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.** **• 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. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	LITERARY TEXT: DEVELOP AN INTERPRETATION *Predict probable future outcomes supported by the text.* *Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.* *Identify themes in literary works, and provide support for interpretations from the text.* *Infer the main idea when it is not explicitly stated, and support with evidence from the text.* *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 *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")***	WRITING These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM. *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.* *Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.* *Use precise language, action verbs, sensory details, and appropriate modifiers.* *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. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")*	LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE *Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.* *Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.* *Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.* *Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.* *Evaluate the impact of word choice and figurative language on tone, mood, and theme.* *Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.* **Analyze the impact the choice of literary form has on the author's message or purpose.** **Analyze the way in which a work of literature is related to the themes and issues of its historical period.** **Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.** **Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.** **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. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")***	CONVENTIONS SPELLING *Produce writing that shows accurate spelling.* GRAMMAR *Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.* *Understand and use proper placement of modifiers.* *Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.* PUNCTUATION *Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.* CAPITALIZATION *Use correct capitalization.*
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	PLANNING, EVALUATION, AND REVISION **SKILLS TO SUPPORT STANDARDS:** **• 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.** **• Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.** **• Identify audience and purpose.** **• Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.** **• Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.** **• Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**	**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. *(1996 Modes/Forms)***	HANDWRITING **Write legibly.** WRITING MODES Work Samples can be selected from any of the listed modes. *Personal Narrative* *Fictional Narrative (Imaginative)* *Expository* *Persuasive*

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ENGLISH/LANGUAGE ARTS

Grades 4-CIM Adopted January 2003

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COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM
	WRITING APPLICATIONS NARRATIVE WRITING **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 **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 **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 **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.** • **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 **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.** **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 **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.** **Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.** **Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.** **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.** **Integrate quotations and citations into a written text while maintaining the flow of ideas.** **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).** **Design and publish documents by using publishing software and graphics programs.** **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.**
		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)***	

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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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)*	SPEAKING These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment. **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.** **Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).** **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.** **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.** **Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.** **Use appropriate grammar.** **Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).** **Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).** **Analyze the occasion and the interests of the audience, and choose effective verbal and nonverbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.**		
Listen critically and respond appropriately across the subject areas.	LISTENING **Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.** **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. *(1996 Analysis)*	ANALYSIS **Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.** **Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.** **Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.** **Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.** **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.** **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 Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE

Reading
 	
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas. ***(Similar to 1996 "Recognize, pronounce…words in text by using phonics")***
 	
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. ***(Similar to 1996 "…know the meaning of words in text by using...language structure, contextual clues, and visual clues")***
 	
Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. ***(Similar to 1996 "Locate information")***
 	
Demonstrate general understanding of grade-level informational text across the subject areas. ***(Similar to 1996 "Demonstrate literal comprehension")***
 	
Develop an interpretation of grade-level informational text across the subject areas. ***(Similar to 1996 "Demonstrate inferential comprehension")***
 	
Examine content and structure of grade-level informational text across the subject areas. ***(Similar to 1996 "Demonstrate evaluative comprehension")***
	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.
	Descriptors 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
		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. ***(Similar to 1996 "Demonstrate literal comprehension")***
			INTERPRET LITERARY WORKS (PASS Standard C)
			Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.
			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.
			Descriptors 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.
			Descriptors 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.
			Descriptors 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
			• 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

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Develop an interpretation of grade-level literary text. *(Similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")*	ANALYZE RELATIONSHIPS OF THE HUMANITIES AND HUMAN/SOCIAL EXPERIENCE (PASS Standard E) Explain how literature and the humanities reflect, influence, and comment on human experiences and societal assumptions, traditions, structures, and changes. Criterion E1: Understanding of Contextual and Biographical Influences Explain how works from the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences. Descriptors 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 promote or critique social change in works from the humanities. Descriptors 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 • analyzes the ways social/cultural perspective or point of view influence an author's/creator's work • identifies points of view and biases that influence a reader's perceptions of and responses to a literary, philosophical, or artistic work Criterion E3: Understanding of Social/Cultural Representations Examine how works from the humanities characterize individuals, groups, and cultures. Descriptors 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	**Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest *(1996 "Convey clear, focused main ideas…");* organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs *(1996 "Structure information in clear sequence…");* and use precise words and fluent sentence structures that support meaning. *(1996 "Sentence Structure")***	• 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. Descriptors 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 • 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. Descriptors 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
Examine content and structure of grade-level literary text. *(Similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")*		**Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 "Use correct spelling, grammar, punctuation, capitalization….")***	Criterion A4: Conventions and Format (Conventions and Citing Sources) Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations. Descriptors 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 • manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work • uses language, grammar, and syntax correctly to achieve clarity and style; errors do not impede readability • correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)
Writing **Pre-write, draft, revise, edit, and publish across the subject areas.**	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. Descriptors of Proficient Performance for A1: • builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas • conveys thinking which is comprehensible and interesting for its intended audience		

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ENGLISH/LANGUAGE ARTS

*Current Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE
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. *(1996 Modes/Forms)*	• 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 Criterion A5: Purposes, Modes, and Forms Write for varied purposes in a variety of modes and forms. Descriptors of Proficient Performance for A5: • writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain) • writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, narrative/imaginative, business, technical) • 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. Descriptors of Proficient Performance for A6: • employs writing processes and strategies which 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		• 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. Descriptors 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, notes, and bibliographies • coherently and appropriately combines and integrates information from inquiry-based research • achieves an accurate, balanced, and honest research presentation
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. Descriptors 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 • 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. Descriptors 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	**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 *(1996 Ideas and Content);* organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements *(1996 Organization);* use language appropriate to topic, context, audience, and purpose *(1996 Language);* and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques. *(1996 Delivery)*** **Listen critically and respond appropriately across the subject areas.**	COMMUNICATE IN ORAL, VISUAL, AND WRITTEN FORMS (PASS Standard F) Use 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 multi-media forms to communicate ideas in ways appropriate to topic, context, audience, and purpose. Descriptors of Proficient Performance for F1: • selects, combines, and uses effectively 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 and method most appropriate for the task, context, audience, and purpose • understands principles of a chosen form & method of communication • communicates clear, coherent, and original thinking through chosen form(s) and method(s) • adopts an approach and conveys a tone appropriate for the form/method of communication, context, audience, & purpose • effectively integrates forms and methods of communication in mixed-media presentations Criterion F2: Organization of Presentations Organize presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose. Descriptors of Proficient Performance for F2: • understands and uses a variety of organizational patterns, based on content, context, form, purpose, and audience • organizes presentations to unify, highlight, develop, and enhance central ideas or images

*Adopted by the State Board of Higher Education.

ENGLISH/LANGUAGE ARTS

*Current Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE
Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas. *(1996 Analysis)*	• sequences ideas, information, and segments of presentations clearly, logically, and coherently • leads the audience carefully through the presentation, from a beginning that invites and introduces to an ending that resolves, concludes, and closes • establishes smooth, effective connections and transitions among all elements of the presentation • achieves organizational economy and conciseness Criterion F3: Use of Language and Techniques Use the languages, techniques, and conventions of various communication forms to communicate ideas. Descriptors of Proficient Performance for F3: • uses the language and techniques of oral, visual, written, and multimedia communication forms to communicate ideas effectively • 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 • 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: (see Standard A) • understands how language use affects responses to communication • selects (or modifies) approach and language of presentations to convey specific meanings and reach specific audiences 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. Descriptors of Proficient Performance for F4: • listens/views/reads actively, and analyzes oral, visual, written or multimedia communications to extract key information and ideas • 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, including mass media • reflects upon and critically evaluates his/her use of language in relationship to context, audience, purpose, personal voice, and style		

*Adopted by the State Board of Higher Education.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

An Introduction to the Oregon English Language Proficiency Standards

No Child Left Behind requires all states to develop standards for attainment of English language proficiency and a system for measuring progress toward meeting those standards. The standards define progressive levels of competence in the use of English and set clear benchmarks of progress that reflect differences for students entering school at various grade levels.

The *English Language Proficiency (ELP) Standards* will provide teachers with information they can use to ensure that English-language development is occurring appropriately for all English language learning (ELL) students.

The ELP Standards were designed for students in grade K-CIM who are literate in their primary language. A supplement will be developed during the 2004-05 school year to identify the skills that must be taught for students entering these grades without literacy in their primary language.

Designed around well-documented levels of developing proficiency, the ELP standards supplement and provide pathways to the Oregon English Language Arts Standards and will be used to develop the Oregon English Language Proficiency Tests. An excerpt of the ELP Standards is reprinted here, including:

- A label for each developmental level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced, Proficient),
- The characteristics that define each level,
- Common Curriculum Goals for language proficiency, and
- Content defining what students should be able to do at each level of English language proficiency (standards).

These components are found across the strands of listening, reading, speaking and writing at each grade-level for grades K-CIM. As an example, Grade 3 Reading is included in this document. The entire ELP Standards document can be found on the Oregon Department of Education website at www.ode.state.or.us/teachlearn/standards/newspaper/links.

READING, Grade 3

	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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)***	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. ***(The bear is brown. He is eating.)***	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.)***	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, and use standard grammar with few random errors. ***(Can bears live in the forest if they find food there?)***	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. ***(Would you like me to bring pictures of the bear that I saw last summer?)***	English Language Arts Standards
Decoding and Word Recognition **Analyze words, recognize words, and learn to read grade level text fluently (similar to 1996 "Recognize, pronounce…words in text by using phonics") grade by grade.**	Demonstrates print awareness (directionality, sequencing, one-to-one correspondence).	Identifies high frequency letters and spoken words.	Recognizes printed words and phrases from previously learned materials.	Blends sounds to read phonetically regular one-syllable decodable words.	Reads phonetically regular words.	Reads regular words with several syllables.
	Recognizes and produces phonemes (sounds) that are like phonemes students hear and produce in their primary language.	Recognizes words and phrases from previously learned materials.	Identifies most one-to-one letter-sound correspondences.	Interacts and decodes independently a variety of simplified print.	Uses letter-sound correspondence and structural analysis in context to sound out unknown words.	Uses letter-sound correspondence knowledge and structural analysis to decode words.
	Recognizes and locates identical words.	Recognizes and locates identical word parts.	Classifies words by sorting them into groups with similar spelling patterns.	Identifies words within a passage that have similar spelling patterns.	Knows and uses word patterns (e.g., -ight) when reading to decode unfamiliar words.	Knows and uses more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.
	Mimics intonation of words or simple phrases.	Participates in choral readings with appropriate intonations and rhythms (e.g., patterned stories, rhymes, and songs).	Uses natural phrasing, expressive interpretation, flow and pace when orally reading familiar text.	Develops fluency in oral readings using natural phrasing, expressive interpretation, flow, and pace.	Reads aloud-predictable text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.	Reads aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.
	Engages in choral readings with appropriate verbal and/or nonverbal participation.	Participates in choral readings at near-average rate of speed (e.g., patterned stories, rhymes, and songs).	Reads aloud familiar, predictable text with minimal self-correction/ re-reading of words or phrases after repeated practice.	Reads aloud familiar, predictable text with minimal self-correction/ re-reading of words or phrases after repeated practice.	Reads aloud predictable and/or familiar text at a target rate of 70-90 words correct per minute.	Reads aloud unpracticed grade-level text at a target rate of 110-120 words correct per minute.
	Listens to read-alouds.	Listens to read-alouds.	Participates in shared-to-guided reading of some materials near to scope and difficulty of that being read by non-ELL peers.	Participates in reading of materials near to scope and difficulty of that being read by non-ELL peers.	Reads or demonstrates progress toward reading at an independent and instructional reading level appropriate to grade level.	Reads or demonstrates progress toward reading at an independent and instructional reading level appropriate to grade level.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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**)*	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. *(**The bear is brown. He is eating.**)*	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.**)*	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, and use standard grammar with few random errors. *(**Can bears live in the forest if they find food there?**)*	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. *(**Would you like me to bring pictures of the bear that I saw last summer?**)*	English Language Arts Standards
Listening to and Reading Informational and Narrative Text **Listen to, read, and understand a wide variety of informational and narrative (story) text at school and on own, applying comprehension strategies as needed.**	Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, nursery rhymes, and alphabet books.	Listens to a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.	Listens to and demonstrates understanding (e.g. via group discussion or illustration) of a wide variety of narrative and informational text from a variety of time periods and cultures, including predictable books, informational stories, classic and contemporary literature, nursery rhymes, and alphabet books.	Listens to, reads, and demonstrates understanding (in oral or written form) of a wide variety of narrative and informational text from a variety of time periods and cultures, including children's magazines and newspapers, informational stories, classic and contemporary literature, poetry, and dictionaries.	Listens to, reads, and demonstrates understanding (in oral or written form) of a wide variety of near-grade-level narrative and informational text from a variety of time periods and cultures, including children's magazines and newspapers, informational stories, classic and contemporary literature, poetry, dictionaries and online information.	Listens to, reads, and understands 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.
	Uses pictures, gestures or other nonverbal means to demonstrate comprehension of familiar texts.	Uses simple phrases to demonstrate comprehension by retelling a story read by the teacher using visual supports.	Uses phrases and/or simple sentences to demonstrate comprehension from predictable text read as shared and/or choral reading.	Uses sentences to demonstrate comprehension based on text read or shared.	Uses sentences to demonstrate comprehension based on increasingly complex text read aloud.	Demonstrates listening comprehension of more complex text through discussions.
	Uses gestures, pictures or other nonverbal means to answer literal comprehension questions about a text read aloud.	Answers literal comprehension questions and/or makes predictions about a text read aloud.	Asks and answers simple questions and/or makes simple predictions about a familiar text. Uses picture clues when meaning is not clear.	Draws upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Uses contextual clues and/or rereads sentences when meaning is not clear.	Compares similar stories or similar versions of the same story from different sources. Uses picture clues, contextual clues, and/or rereads sentences when meaning is not clear.	Draws upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Rereads sentences when meaning is not clear.
	Uses illustrations, prior knowledge and language patterns to bring meaning to text.	Begins to recognize words and phrases using contextual clues and illustrations by interacting with a variety of samples of familiar print as part of a group.	Uses contextual clues and illustrations to determine meanings of unfamiliar words.	Uses contextual clues to determine meanings of unfamiliar words.	Identifies words that are causing comprehension difficulties and uses strategies to correct with appropriate contextual clues.	Points to or clearly identifies specific words or wordings that are causing comprehension difficulties and uses strategies to correct.
	Selects appropriate reading materials with assistance.	Selects reading materials for enjoyment.	Chooses to read and/or look at reading material when presented with opportunities to select from a variety of classroom activities.	Selects reading materials for enjoyment and information.	Chooses and reads material for personal reading similar in scope and difficulty to that being read by non-ELL peers.	Reads longer selections and books independently.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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**)*	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. *(**The bear is brown. He is eating.**)*	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.**)*	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, and use standard grammar with few random errors. *(**Can bears live in the forest if they find food there?**)*	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. *(**Would you like me to bring pictures of the bear that I saw last summer?**)*	English Language Arts Standards
Vocabulary **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. (similar to 1996 "…know the meaning of words in text by using…language structure, contextual clues, and visual clues")**	Demonstrates understanding of simple words taught directly through stories read aloud by the teacher, using gestures or other nonverbal communication.	Demonstrates understanding of new vocabulary words taught directly through stories and informational text read aloud by the teacher, using one- or two-word phrases.	Demonstrates understanding of new vocabulary words taught through literature and informational text using simple phrases.	Uses contextual clues and illustrations independently to determine meanings of words in familiar, student-read text.	Uses contextual clues and illustrations independently to determine meanings of words in student-read text.	Understands, learns, and uses new vocabulary that is introduced and taught directly through literary text, informational text, and instruction.
	Develops vocabulary directly related to the classroom environment and to students' personal life experiences by listening to familiar selections read aloud.	Develops vocabulary related to space and time by listening to text read aloud by the teacher.	Develops vocabulary related to familiar concepts by listening to and talking about text shared by the teacher or read with a group.	Develops vocabulary by listening to and talking about familiar, student-read text.	Develops vocabulary by listening to and discussing student-read text.	Develops vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud.
	Demonstrates understanding of simple antonyms taught directly through stories read aloud by the teacher using gestures or other nonverbal communication.	Demonstrates understanding of some common antonyms presented orally by the teacher (e.g., big/little) using one- or two-word phrases.	Demonstrates understanding of some common synonyms in material presented both orally and in written form by the teacher (e.g., small/little) using simple phrases.	Uses contextual clues and illustrations independently to determine meanings of synonyms and antonyms in familiar, student-read text.	Uses contextual clues and illustrations independently to determine meanings of synonyms, antonyms, homophones and homographs in student-read text.	Determines the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.
	Categorizes familiar words into one of two categories (e.g., living/not living) using gestures, illustrations or other nonverbal communication.	Identifies categories and makes relationships among familiar words using single words or short phrases.	Uses contextual clues and illustrations to categorize words by their relationships.	Uses contextual clues and illustrations to categorize words by their relationships.	Uses contextual clues and illustrations to categorize words by their relationships.	Categorizes words by their relationships (e.g., dog/mammal, animal/living things).
	Uses pictures, contextual clues, and/or background information provided by the teacher to identify familiar words using gestures or other nonverbal communication.	Uses pictures, contextual clues, and/or background information provided by the teacher to identify the meaning of familiar words.	Uses pictures, contextual clues, and/or background information provided by teacher to identify the meaning of unfamiliar words.	Uses pictures, contextual clues, and/or background information to identify the meaning of unfamiliar words.	Uses contextual clues and/or background information to identify the meaning of unfamiliar words.	Uses sentence and word context to find the meaning of unknown words.
	None available	None available	Identifies words with the same root with the teacher providing contextual support; infers meanings of prefixes and suffixes in familiar words.	Constructs new words by combining familiar roots with prefixes/suffixes with the teacher providing contextual support; infer meanings of prefixes and suffixes in familiar words.	Constructs and defines new words by combining familiar roots with prefixes/suffixes.	Infers meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).
	Uses pictures to categorize words and make a student dictionary.	Locates the meaning of words using pictographs, diagrams, or other visual displays.	Locates words and their definitions in a classroom, student- or teacher-created dictionary.	Locates words, definitions and syllabication in a student-made or teacher-made dictionary or glossary.	Uses a dictionary or glossary to learn meaning and other features of unknown words.	Uses a dictionary or glossary to learn the meaning and other features of unknown words.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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**)*	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. *(**The bear is brown. He is eating.**)*	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.**)*	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, and use standard grammar with few random errors. *(**Can bears live in the forest if they find food there?**)*	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. *(**Would you like me to bring pictures of the bear that I saw last summer?**)*	English Language Arts Standards
Reading to Perform A Task **Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. (Similar to 1996 "Locate information")**	Understands and follows simple one-step directions for classroom or work related activities. Relates the simple verbal direction with the written direction.	Understands and follows simple two-step directions of classroom or work-related activities.	Identifies written directions, signs, captions, and warning labels with contextual support.	Reads familiar written directions, signs, captions, warning labels, and informational text with teacher and contextual support.	Finds key information in signs, captions, warning labels and informational books with contextual support.	Reads written directions, signs, captions, warning labels, and informational books.
	Uses gestures or other nonverbal actions to locate information using simple illustrations.	Locates information using pictographs and diagrams.	Reads and identifies basic text features such as title, table of contents and chapter headings to locate information.	Locates information using titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes with the teacher providing contextual clues.	Uses titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text with contextual and teacher support.	Uses titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.
	Uses gestures or other nonverbal actions to locate information on class-created diagrams, charts, or graphs.	Uses one- or two-word phrases to locate and identify information on class-created diagrams, charts, or graphs.	Uses contextual clues and illustrations to locate information from diagrams, charts, and graphs.	Uses contextual clues and illustrations to locate and describe information from diagrams, charts and graphs.	Interprets the meaning of diagrams, charts, and graphs with contextual support.	Interprets information from diagrams, charts, and graphs.
	Sequences printed alphabet.	Supplies a missing letter in an alphabetic sequence.	Recognizes basic familiar words and places them in alphabetic order.	Alphabetizes a list of words to the first letter.	Alphabetizes a list of words to the second letter.	Alphabetizes a list of words to the third letter.
	Uses gestures or other nonverbal actions to identify the different sources of information (e.g., globe, map, CD-ROM, etc).	Locates information using illustrated reference materials.	Locates information using dictionaries, encyclopedias, CD-ROMs, and the Internet with teacher support.	Locates information using dictionaries, encyclopedias, CD-ROMs, and the Internet with teacher support.	Uses dictionaries, encyclopedias, CD-ROMs, and the Internet to locate information.	Uses dictionaries, encyclopedias, CD-ROMs, and the Internet to locate information.
	Understands and follows simple one-step modeled and written directions for classroom and game related activities.	Reads a simple two-step direction that uses familiar key words or phrases for a classroom or game related activity.	Reads and follows some familiar multi-step directions for classroom-related activities.	Reads and follows multi-step written directions in a classroom activity or game.	Follows multiple-step written instructions to complete an activity or play a game.	Follows simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
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Informational Text—Demonstrate General Understanding						
Demonstrate general understanding when reading informational text across the subject areas. (similar to 1996 "Demonstrate literal comprehension")	Uses gestures, pictures and other nonverbal means to show comprehension.	Uses illustrations and key words to identify some major points from informational text on a familiar topic.	Retells main ideas from informational text on a familiar topic using short phrases and sentences.	Retells main ideas and some important details in sequence from informational text.	Summarizes main ideas in sequence from an informational text.	Summarizes major points from informational text.
	Follows along the reading of an illustrated text.	Answers simple literal comprehension questions about main ideas, using single words or short phrases.	Uses the structure of the informational text to find answers to simple questions.	Uses information from the text, including diagrams, graphs, and illustrations to answers to questions.	Demonstrates comprehension by answering questions about the text.	Demonstrates comprehension by identifying answers to questions about the text.
	Follows along during the reading of an illustrated text.	Uses illustrations and single words or short phrases to identify the main idea.	Identifies main ideas and important details using graphic organizers.	Distinguishes the main idea; within a familiar structure (reading journal, KWL chart, concept map) identifies supporting details.	Distinguishes the main idea within a familiar structure (reading journal, KWL chart, concept map), identifies supporting details.	Distinguishes the main idea and supporting details in informational text.
	Responds to pictures and illustrations that identify significant information.	Identifies significant information using graphic and nonverbal cues to explain the text.	Locates significant information in a text with teacher support.	Identifies significant information problems and solutions presented in a text with teacher support.	Determines significant information including problems and solutions.	Determines significant information from the text, including problems and solutions.
Informational Text—Develop an Interpretation						
Develop an interpretation when reading informational text across the subject areas. (similar to 1996 "Demonstrate inferential comprehension")	Listens to questions and answers about information in an illustrated informational text.	Participates in developing a chart with prior knowledge and student questions about a topic; with guidance, responds to guided reading questions.	Predicts facts or outcomes based on teacher-modeled questions; with guidance, develop a know-want to know-learned (KWL) chart .	Seeks specific information from a text using a KWL chart or other graphic organizer; with guidance and/or in a group, responds to how, why, what-if questions.	Develops a KWL chart before reading; seeks answers in the text; responds to how, why, what-if questions based on information in the text, independently or with a partner.	Poses possible answers to how, why, and what-if questions.
	Attends to illustrations in a text; with guidance, identifies the topic.	Uses pictures, gestures, words and short phrases to relate personal experiences to the text.	Identifies the topic; with guidance, identifies a similar topic or idea in a familiar story or event.	Identifies the topic or main idea; identifies a similar topic or idea in another text or life experiences.	Relates personal experiences, world events, insights or ideas with those in a text.	Connects the information in text to life experiences, text, and world.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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**)*	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. *(**The bear is brown. He is eating.**)*	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.**)*	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, and use standard grammar with few random errors. *(**Can bears live in the forest if they find food there?**)*	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. *(**Would you like me to bring pictures of the bear that I saw last summer?**)*	English Language Arts Standards
Informational Text—Examine Content and Structure **Examine content and structure when reading informational text across the subject areas. (similar to 1996 "Demonstrate evaluative comprehension")**	Identifies informational text with the same content by using illustrations.	Participates in group activities, such as listening and illustrating, using key words and phrases to identify similar ideas in two illustrated selections on a given topic.	Connects and compares information across selections using charts and/or Venn diagram or other graphic organizer.	Participates in group activities, such as listening, illustrating and discussing to identify similar information across selections.	Connects and compares information across selections by writing, Venn diagram, T chart or other graphic organizer.	Connects and compares information across selections.
Listening to and Reading Literary Text **Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.**	Listens to a variety of types of literature.	Participates in shared reading of a variety of types of literature.	Listens to text, makes connections and responds to group activities such as illustrations and story boards.	Listens to and reads text to make connections and responds to literature, through formats such as reading journals, graphic organizers.	Listens to text and reads text to make connections and responds to a variety of children's literature—including poetry, fiction, nonfiction, and drama—from a variety of cultures and time periods, using formats such as reading journals, graphic organizers.	Listens to text and reads text to make connections and responds to a wide variety of significant works of children's literature—including poetry, fiction, nonfiction, and drama—from a variety of cultures and time periods.
Literary Text—Demonstrate General Understanding **Demonstrate general understanding when reading literary text. (similar to 1996 "Demonstrate literal comprehension")**	Demonstrates literal listening comprehension by viewing visual aids provided by the teacher.	Demonstrates literal listening comprehension by using single words and short phrases.	Demonstrates literal listening comprehension by retelling the main events/ideas in sequence using simple sentences and/or illustrations.	Demonstrates inferential listening comprehension with teacher guidance and support.	Demonstrates evaluative listening comprehension; with teacher support, or cooperative learning activities, makes inferences.	Demonstrates literal, inferential, and evaluative listening comprehension of more complex literary text through interpretive discussions.
	Uses pictures to follow a story line.	Retells the story using visuals and words.	Retells the story identifying beginning, middle and end using phrases and short sentences.	Retells the story including most major events.	Retells the sequence of the story with teacher probing.	Retells the sequence of the story.
	Identifies main characters in a story using illustrations.	Uses single words and short phrases to name and describe the main characters and identify the setting.	Identifies problem and solution; identifies and describes the characters and setting (time and place) with teacher guidance.	Identifies problem and solution; identifies and describes the characters and setting (time and place) with support.	Identifies and describes the plot, setting, and character(s) in the story, using familiar format (reading journal, graphic organizers).	Identifies and describes the plot, setting, and character(s) in the story.

ENGLISH LANGUAGE PROFICIENCY

Student accountability for these standards will begin in spring 2006.

READING, Grade 3	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	PROFICIENT
	PROFICIENCY LEVEL DESCRIPTORS					
COMMON CURRICULUM GOAL (K-12)	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**)*	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, that include a subject and predicate. Students show basic errors in speech. *(**The bear is brown. He is eating.**)*	Students demonstrate good comprehension of general meaning, increased comprehension of specific meaning, and 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.**)*	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, and use standard grammar with few random errors. *(**Can bears live in the forest if they find food there?**)*	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. *(**Would you like me to bring pictures of the bear that I saw last summer?**)*	English Language Arts Standards
Literary Text—Develop an Interpretation						
Develop an interpretation when reading literary text. (similar to 1996 "Analyze the author's ideas…and make supported interpretations of the selection")	Observes sequential pictures to predict what will happen next.	Observes sequential pictures and illustrates/ labels what will happen next.	Makes predictions about a story based on the text, illustrations and background knowledge in a teacher guided activity.	Predicts what will happen next; checks the text to verify the prediction in a teacher guided activity.	Makes and supports predictions; with support, checks the text to confirm.	Makes and confirms predictions about what will happen next.
	Dramatizes situations based on the concept of cause and effect.	Participates in choral reading of poems and picture books that are based on the concept of cause and effect. Responds to teacher questions about literal comprehension (what happened).	Responds to teacher questions about cause and effect (what happened and why did it happen) in a familiar story.	Responds to questions about cause and effect in an unfamiliar story based on illustrations and information in the text.	Describes cause and effect of specific events with some guidance.	Describes cause and effect of specific events.
Examine content and structure when reading literary text. (similar to 1996 "Evaluate how the form of a literary work and the use of literary devices contribute to the work's message and impact")	Recognizes the same character in more than one story based on illustrations.	Recognizes similarities in characters and/or events in two stories based on illustrations and simple text.	Connects and compares characters and events in a new story and a familiar story in a teacher directed activity.	Connects and compares similarities in characters and events in a new story and familiar stories with teacher guidance.	Connects and compares similarities in characters and events across stories.	Connects and compares similarities in characters and events across stories.
	Listens to and participates in active listening poems that have motions read aloud by a proficient English speaker.	Uses movement to highlight rhythm and rhyme in oral presentations (keeps steady beat, performs rhythm of words or phrases); participates in choral readings of poetry.	Identifies rhyming words and rhythm in familiar poems with teacher guidance.	Identifies rhyming words and rhythm in poems.	Recognizes the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet.	Recognizes the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discusses its use.
	Watches and takes part in oral presentation (e.g., echoing, choral speaking).	Participates in choral readings of poems, rhymes, and stories.	Acts out a story or event based on a text individually or with a group.	Creates a dramatization or oral presentation based on a text with teacher assistance.	Takes part in dramatization or oral presentation based on a text with guidance.	Takes part in creative responses to texts such as dramatizations and oral presentations.

Grade-level Foundations & Standards

Website Restructured—What We Did and Why

The Oregon Department of Education website will have a whole new look just in time for the 2004-05 school year. However, the changes are more than skin deep. The site will be more user-friendly with easier access to the resources that the Department has to offer.

Structured by topic.

The old website was organized around Department offices, while the new site is organized around topics. Topics that you previously searched throughout the pages of several offices (like Reading, Mathematics, Science, English Language Proficiency) will have one consolidated page. A few examples of topics include: Career Related Learning Standards, Diploma, Elementary School, Grants, Standards, State Policy.

Created topic driven portals.

Portals are "landing pages" that contain organized lists of links associated to the topic, and they greatly enhance the usability of our website.

Within portals, resources and information have been organized in categories in order to make them easier to find. In the Teacher Portal there are nine broad categories relevant to teachers and the work they do. Under each category are brief titles identifying the resources available.

Improved search options.

FULL TEXT SEARCH—Our old full text search did not produce results that were as good as some of the major search engines, so rather than trying to "reinvent the wheel" we decided to remove our "confusing" option and replace it with links to major search engines.

CATEGORY SEARCH—The category search required a great deal of maintenance, and consequently the results were incomplete or out of date. Combine that with the major reorganization of our Department, and the categories simply did not accurately reflect where we were and where we were going.

Prepared for eGov by adapting.

The Oregon.gov website has adopted a set of standards that enable visitors to State of Oregon websites to have a more common look and feel between departments and agencies. In order for the Department to make strides toward these standards, we are merging the Brand OR design into our website.

Office information still available.

Despite the shift from an office-centered site to a topic-centered site, you can still find information about the newly reorganized offices within the Department:

- Office of the Superintendent
- Office of Educational Improvement and Innovation
- Office of Assessment and Information Services
- Office of System Accountability and Policy Development
- Office of Student Learning and Partnerships
- Office of Finance and Administration

Glossary

Academic Content Standards—These standards define what students are expected to know and be able to do in English/language arts, mathematics, science, social sciences, the arts, second languages, physical education, and health.

Benchmark Standards—In science, social sciences, the arts, physical education, and health, 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.

Certificate of Advanced Mastery (CAM)—An award earned by students who demonstrate application and extension of academic and career-related learning knowledge and skills in new and complex situations appropriate to the student's personal, academic, and career interests and post-high school goals.

Certificate of Initial Mastery (CIM)—An award earned by students who have met CIM standards on state tests and classroom work samples in English/language arts, mathematics, math problem solving, and science.

Common Curriculum Goals—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 and essential learning skills.

Education Plan—A formalized plan and a process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals.

Education Profile—Documentation of the student's progress and achievement toward CIM, CAM, learning goals, graduation requirements, and other personal accomplishments that are identified in the student's education plan.

Grade-level Foundations—Describe one way curriculum might be organized to help students prepare to meet the grade 3 standard. The Foundations are optional; the Department of Education is not considering either standards or assessments prior to grade 3.

Grade-level Standards—Describe what students should know and be able to do at grades 3-8 and CIM (Certificate of Initial Mastery) in English/language arts and mathematics.

Oregon Statewide Assessment System (OSAS)—Official name for state tests and work samples.

Proficiency—The targeted level of achievement expected of students as outlined by Oregon's content standards at particular grade levels or benchmarks as measured by statewide assessments and classroom work samples.

Performance Requirements—These requirements describe the performance expected of students to meet or exceed the state content standards in the Subject Area Endorsements.

Proficiency-based Admission Standards (PASS)—PASS is the admission system being phased in by the Oregon University System to correspond to the changes in K-12 education. The PASS standards, which were adopted by the State Board of Education in March 1998, are aligned with the content standards and benchmarks for the CIM and the CAM to create a single, seamless K-16 educational system.

Progress Indicators—Are assessable, observable activities that students may perform to show progress toward meeting the standard; they are organized by grade level in the English Language Proficiency Standards.

Scoring Guide—Specific, consistent criteria on a 1-6 point scale used by teachers to evaluate state performance assessments and classroom work samples.

State Performance Standards—These standards describe the scores expected of students on state (English/language arts, mathematics, science, social science) assessments and classroom work samples to achieve the benchmarks at grades 3, 5, 8, and 10.

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

Sufficiency—The amount and variety of evidence necessary to clearly show a student is proficient in a particular content area. Performance standards adopted by the 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.

Work Sample—Classroom and on-demand assignments scored using the official state scoring guide.

INSIDE Section C

MATHEMATICS

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten	Common Curriculum Goals	Oregon Grade-level Foundations — Kindergarten
Calculations and Estimations		**Measurement**	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS **Read, write, order, and identify whole numbers less than 10.** **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).** **Recognize whole numbers less than 10 in random order.** **Use objects or pictures to decompose whole numbers.** **Explore and differentiate coins: penny, nickel, dime, and quarter.** **Count forward by one beginning with any number less than 30.**	**Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS **Sort and classify objects to show different attributes that can be measured in different ways (e.g., length, weight, size).**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Add and subtract pairs of numbers using less than 10 concrete objects.** **Mentally find one more or one less than a single-digit number.** **Judge whether sets of objects have less than, more than or the same number as a reference set.**	**Apply appropriate techniques, tools, and formulas to determine measurements.**	DIRECT AND INDIRECT MEASUREMENT **Understand concepts related to time of day: morning, afternoon, evening, day, night.** **Compare the time of occurrence of two events using the terms before or after.**
Statistics and Probability		**Geometry**	
Select and use appropriate statistical methods to analyze data.	COLLECT AND DISPLAY DATA **Identify "how many more or less" and how many all together from pictographs and bar graphs.**	**Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	PROPERTIES AND RELATIONSHIPS **Identify basic shapes (e.g., square, circle, triangle, rectangle, and oval).** **Match objects to outlines of their shapes.** **Classify and sort geometric shapes by attributes (e.g., number of sides, shape, size).**
Algebraic Relationships		**Use visualization, spatial reasoning, and geometric modeling to solve problems.**	MODELING **Create shapes with manipulatives (e.g., pattern blocks or tiles).**
Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS **Sort, classify, and order objects by size, color, shape, or other properties.** **Identifies objects that do not belong to a particular group.** **Copy and extend patterns using concrete models.**	**Mathematical Problem Solving**	There are currently no kindergarten grade-level foundations for Mathematical Problem Solving.
Represent and analyze mathematical situations and structures using algebraic symbols.	ALGEBRAIC RELATIONSHIPS **Compare two or more sets of 10 or fewer objects and identify which set is equal to, more than, or less than the other.**		

Bold text defines instructional standards eligible for NAEP assessments.

MATHEMATICS

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1	Common Curriculum Goals	Oregon Grade-level Foundations — Grade 1
Calculations and Estimations		**Measurement**	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS **Read, write, order, and identify whole numbers less than 100.** **Order 1st through 10th in numeric or word form.** **Count and group objects in ones and tens.** **Use objects or pictures to decompose whole numbers to 10 (e.g., 5 = 4 + 1, 5 = 2 + 3).** **Identify, order, and compare coins by making equivalent amounts up to 25 cents.** **Demonstrate counting skills of skip counting by 5 and 10 to 100.**	**Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS **Compare and order objects according to measurable attributes (e.g., long or short; light or heavy).**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Add and subtract with concrete objects.** **Apply with fluency sums to nine and related subtraction facts.** **Find sums and differences less than 100.** **Make change for amounts to 25 cents.** **Mentally add 10 to a single-digit number.** **Estimate number of objects and check reasonableness of answers by counting up to 20 objects.**	**Apply appropriate techniques, tools, and formulas to determine measurements.**	DIRECT AND INDIRECT MEASUREMENT **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).** **Tell time to the nearest hour using analog and digital clocks.**
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES **Represent situations using models of addition and subtraction (e.g., putting together or adding on, taking away, finding the difference, comparing).**	**Geometry**	
Statistics and Probability		**Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	PROPERTIES AND RELATIONSHIPS **Identify, describe, and classify triangles, rectangles, squares, circles, and ovals.** **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).**
Select and use appropriate statistical methods to analyze data.	STATISTICS **Identify "how many more or less" and "how many all together" from pictographs and bar graphs.**	**Use visualization, spatial reasoning, and geometric modeling to solve problems.**	MODELING **Model triangles, rectangles, squares, circles, and ovals.** **Create repeating geometric shapes using manipulatives (e.g., two triangles can make a square).**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	COLLECT AND DISPLAY DATA **Pose questions and gather data about themselves and their surroundings.** **Sort and classify objects according to their attributes and organize data about the objects into categories.** **Represent data using concrete objects and pictographs.**	**Specify locations and describe spatial relationships using coordinate geometry and other representational systems.**	COORDINATE GEOMETRY **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).**
Develop and evaluate inferences and predictions that are based on data.	DATA ANALYSIS AND PREDICTIONS **Answer simple questions related to data displayed in pictographs, including which result occurred the most or least often.**	**Mathematical Problem Solving**	There are currently no grade 1 grade-level foundations for Mathematical Problem Solving.
Algebraic Relationships			
Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS **Sort and classify objects using one or more attributes by observing relationships.** **Identify an element that does not belong in a simple pattern.** **Supply a missing element in or extend number patterns involving addition or subtraction by a single-digit number.** **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 **Understand the meaning of equals and use the = symbol.** **Construct and solve simple number sentences involving sums to 9 and related subtraction facts using concrete objects, pictures, or symbols.**		

Bold text defines instructional standards eligible for NAEP assessments.

MATHEMATICS

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2	Common Curriculum Goals	Oregon Grade-level Foundations — Grade 2
Calculations and Estimations		**Develop and evaluate inferences and predictions that are based on data.**	DATA ANALYSIS AND PREDICTIONS **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).**
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS **Read, write, order, model, and compare whole numbers less than 100.** **Read number words less than one hundred and write the corresponding numeric value.** **Identify and model the whole number of ones, tens, and hundreds in numbers less than 100.** **Compose and decompose whole numbers less than one hundred by place value (e.g., 426=4-100's, 2-10's, 6-1's).** **Order, model, and identify wholes, halves, and fourths using concrete models and visual representations.** **Understand a fraction represents subdivisions of a whole into equal parts.** **Locate whole numbers on a number line.** **Order and compare coins by making equivalent amounts up to $1.00.** **Demonstrate the counting skills of skip counting by 2 to 100 and by 100 to 1000.** **Determine whether a set of objects has an odd or even number of elements.**	**Algebraic Relationships**	
		Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS **Sort and classify objects using one or more attributes by observing relationships and making generalizations.** **Identify, describe, extend, and reproduce a pattern and use it to make predictions and analyze how repeating and growing patterns are generated.** **Supply a missing element in or extend number patterns involving addition or subtraction.** **Use a hundreds chart to generate the patterns in rows, skip counting, decades, columns, and generate arrangements of two-dimensional figures.**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and evaluate strategies for adding and subtracting whole numbers.** **Apply with fluency sums to 18 and related subtraction facts.** **Add and subtract pairs of any two digit numbers.** **Find the sum of three or more two-digit numbers.** **Make change for amounts to $1.00.** **Mentally add or subtract multiples of 10 to and from a number.** **Identify the most efficient operation (add, subtract, multiply, or divide) for solving a problem.** **Estimate number of objects and check reasonableness of answers by counting up to 100 objects.** **Round one- or two-digit whole numbers to the nearest 10 to estimate sums and differences.**	**Represent and analyze mathematical situations and structures using algebraic symbols.**	ALGEBRAIC RELATIONSHIPS **Describe quantitative relationships using the terms "greater than," "less than," and "equal to" and the associated symbols >, <, =.** **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 **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).** **Understand that using different measurement units will result in different numerical measurements for the same object.** **Understand the measurement process (choosing a measurement unit, comparing that unit to the object, and reporting the number of units).**
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES **Understand various meanings of addition and subtraction of whole numbers and the relationship between the operations.** **Use the commutative (4 + 2) = (2 + 4) and associative (4 + 3) + 7 = 4 + (3 + 7) properties of addition to simplify calculations.** **Describe the effects of adding or subtracting by a whole number.** **Demonstrate the zero property for addition and subtraction.**	**Apply appropriate techniques, tools, and formulas to determine measurements.**	DIRECT AND INDIRECT MEASUREMENT **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).** **Tell time to the nearest half hour using analog and digital clocks.** **Measure length using multiple copies of units of the same size (such as paper clips) laid end to end.** **Estimate length in standard and nonstandard units (e.g., finger lengths, pencil lengths).** **Determine the capacity (volume) of an object by counting and filling (e.g., determining how many small containers fit in a larger container, how many scoops of beans in a can?).** **Estimate capacity (volume) of objects in standard units (e.g., cups in a bowl, cubes in a box).** **Determine the weight of an object using a balance scale.** **Estimate weight of objects.** **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?).**
Statistics and Probability			
Select and use appropriate statistical methods to analyze data.	STATISTICS **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 **Ask and answer simple questions related to tallies, charts, and bar graphs.** **Record results of probability experiments using tallies or by completing charts.** **Represent and interpret data using tally charts and pictographs.**		

Bold text defines instructional standards eligible for NAEP assessments.

MATHEMATICS

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

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 **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).** **Identify attributes of two-dimensional shapes: sides and angles.**	**Select, apply, and translate among mathematical representations to solve problems.**	CONCEPTUAL UNDERSTANDING **Interpret the concepts of a problem-solving task and translate them into mathematics.**
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING **Model and sketch triangles, rectangles, squares, circles, ovals, parallelograms, rhombi, and trapezoids.** **Create new shapes using combinations of known shapes (e.g., two congruent right trianbles to form a rectangle).** **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 minds 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 **Choose strategies that can work and then carry out the strategies chosen.**
		Monitor and reflect on the process of mathematical problem solving.	VERIFICATION **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 **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 **Describe, name, and interpret relative positions in space and apply ideas about relative position to maps.** **Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance to maps and routes.**	**Accurately solve problems that arise in mathematics and other contexts.**	ACCURACY **Accurately solve problems using mathematics.**
Apply transformations and use symmetry to analyze mathematical situations.	TRANSFORMATIONS AND SYMMETRY **Identify symmetry, patterns, and shapes in everyday surroundings.** **Create designs with line and rotational symmetry.** **Illustrate reflections (flips), rotations (turns) and translations (slides) using concrete or pictorial models (e.g., paper folding, cut outs, and pattern blocks).**		

Bold text defines instructional standards eligible for NAEP assessments.

MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

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

Read, write, order, model, and compare whole numbers less than one thousand.

Identify the place value and actual value of digits in a whole number less than one thousand.

Compose and decompose whole numbers less than one thousand by place value.

Order, model, compare, and identify commonly used fractions (halves, thirds, fourths, eighths, tenths) using **concrete models and** *visual representations.*

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.

Locate whole numbers and common fractions on a number line.

Order and compare dollars and coins by making equivalent amounts up to $10.00.

Demonstrate the counting skills of skip counting as they relate to multiplication facts.

Compute fluently and make reasonable estimates.

COMPUTATION AND ESTIMATION

Develop and evaluate strategies for multiplying whole numbers.

Add and subtract pairs of up to four digit numbers.

Develop and acquire efficient strategies for determining multiplication and division facts 0-9.

Multiply a two-digit number by a one-digit number.

Make change for amounts up to $10.00.

Mentally add or subtract multiples of 10, 100, or 1000 to or from a number.

Identify the operation (add, subtract, multiply, or divide) for solving a problem.

Develop and use strategies (overestimate, underestimate, range of estimates) to make reasonable estimates.

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

Represent situations using models of multiplication and division (e.g., repeat addition, equal groups of objects, arrays, repeated subtraction, equal grouping, sharing equally).

Use the commutative and associative properties of multiplication to simplify calculations.

Describe the effects of multiplying or dividing by a whole number.

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

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

Ask and answer simple questions that can be answered by collecting, organizing, and displaying data.

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

Draw conclusions and make predictions and inferences from tally charts, pictographs, or bar graphs.

Algebraic Relationships

Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

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).*

Supply a missing element in or determine a rule that extends number patterns involving addition and multiplication by a single-digit number.

Generate a pattern or sequence from a **verbal***, written, and pictorial description.*

Represent and analyze mathematical situations and structures using algebraic symbols.

ALGEBRAIC RELATIONSHIPS

Use letters, boxes, or other symbols to stand for a missing number in simple expressions or equations.

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

Select the most appropriate tool and metric unit to measure length, time, weight, and volume.

Compare units of measure between customary and metric systems (e.g., inches > centimeters, liters < gallons).

Understand and explain the need for using standard units.

Apply appropriate techniques, tools, and formulas to determine measurements.

DIRECT AND INDIRECT MEASUREMENT

Determine elapsed time for given activities using representations of analog and digital clocks.

Tell time to the nearest minute using an analog clock.

Describe temperature changes and concepts as they occur in daily situations.

Determine measurements of length to the nearest centimeter and nearest meter.

Estimate the length of objects in meters and centimeters.

Determine measurements of volume to the nearest milliliter or liter of measuring cups, beakers, or graduated cylinders.

Estimate volume of objects in milliliters and liters.

Determine measurements of weight to the nearest gram and kilograms.

Estimate weight of objects in grams and kilograms.

Find areas of rectangular arrays.

Geometry

Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

PROPERTIES AND RELATIONSHIPS

Identify, **describe***, compare, and classify common three-dimensional geometric objects: cubes, prisms, spheres, pyramids, cones, and cylinders.*

Compare and classify solid geometric shapes (e.g., triangular pyramid, cube, rectangular prism) according to the number and shapes of faces, edges, and vertices.

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

Model three-dimensional shapes including cubes, rectangular prisms, spheres, pyramids, cones, and cylinders.

Put shapes together and take them apart to form other shapes.

Recognize three-dimensional geometric shapes (e.g., cube, cone, cylinder, pyramid, and sphere) in the environment and from different perspectives.

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 3
Geometry **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.**	COORDINATE GEOMETRY **Describe paths for moving from one location to another on a grid.** TRANSFORMATIONS AND SYMMETRY *Identify line and rotational symmetry.* *Predict* **and describe** *the results of performing reflections, rotations and translations of triangles.*	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *Accurately solve problems using mathematics.*

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4
Calculations and Estimations **Understand numbers, ways of representing numbers, relationships among numbers, and number systems.**	NUMBERS *Read,* **write***, order, model, and compare whole numbers to one million, common fractions, and decimals to hundredths.* *Identify the place value and actual value of digits in a number to one million.* *Locate common fractions and decimals on a number line.* *Model, recognize,* **and generate** *equivalent forms of decimals to hundredths.* **Determine factors of whole numbers to 100 using models such as arrays.**	**Develop and evaluate inferences and predictions that are based on data.**	DATA ANALYSIS AND PREDICTIONS *Predict the degree of likelihood of a single event occurring using words such as certain, impossible, most often, least often, likely, and unlikely.* *Predict the likelihood of an outcome prior to an experiment* **and compare predicted probability with the actual results.**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and evaluate strategies for multiplying and dividing whole numbers and adding and subtracting fractions with like denominators.** *Apply* **with fluency** *efficient strategies for determining multiplication and division facts 0-9.* *Multiply a three-digit number by a one-digit number.* *Divide a three-digit number by a one-digit number with or without remainders.* **Determine the meaning of whole number remainders in a problem situation.** *Add and subtract commonly used fractions with like denominators (halves, thirds, fourths, eighths, tenths) and decimals to hundredths.* *Add and subtract decimals to hundredths, including money amounts.* **Mentally multiply or divide multiples of 10 (e.g., 40 x 70 or 2700 / 30).** *Identify the most efficient operation (add, subtract, multiply or divide) for solving a problem.* *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.* **Use place value concepts such as rounding to nearest 10, 100, and 1000 to estimate and check reasonableness of answers.**	**Algebraic Relationships** **Understand patterns, relations, and functions.**	PATTERNS AND FUNCTIONS **Describe***, extend and make generalizations about patterns and sequences and supply missing elements in chart or table format.* *Supply a missing element in or determine a rule that extends number patterns involving addition or subtraction of decimals.*
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES **Demonstrate the meaning of fractions as part of a unit whole or as parts of a collection or set.** *Use inverse operations (addition and subtraction, multiplication and division) to solve problems* **and check solutions** *involving calculations with whole numbers.* *Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with whole numbers.*	**Represent and analyze mathematical situations and structures using algebraic symbols.**	ALGEBRAIC RELATIONSHIPS *Select operational and relational symbols to make a number sentence true (e.g., 4 _ 3 = 12, 5 + 17 _ 25).* *Represent and solve open sentences or problems involving numeric equations or inequalities (e.g., 3 + ? = 4; 2 + 1 >?; 4 < 2 + ?).* *Translate between different representations (words, numeric, pictorial) of a simple quantitative relationship (e.g., match a table of values to its rule).*
Statistics and Probability **Select and use appropriate statistical methods to analyze data.**	STATISTICS *Determine the median for a set of data* **and understand what each statistic does and does not indicate about the data.**	**Measurement** **Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS *Select the most appropriate tool and U.S. customary unit to measure length, perimeter, weight, and volume.* *Carry out simple unit conversions within the U.S. customary system (e.g., inches to feet, ounces to pounds).*
Understand and apply basic concepts of probability.	PROBABILITY **Determine probability of a single event.** **Understand that the probability of an event can be represented by a number from 0 (impossible) to 1 (certain).**	**Apply appropriate techniques, tools, and formulas to determine measurements.**	DIRECT AND INDIRECT MEASUREMENT *Determine elapsed time requiring unit conversions (e.g., weeks to months, minutes to hours).* *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).** *Determine measurements of length and perimeter to the nearest inch and nearest foot.* **Estimate the length of objects in inches, feet, and yards.** *Determine measurements of volume to the nearest 1/4 cup, quart, or gallon of measuring cups, beakers, or graduated cylinders.* **Estimate the volume of objects in cups, quarts, and gallons.** *Determine measurements of weight to the nearest ounce and pound.* **Estimate the weight of objects in ounces and pounds.** **Relate the area of a rectangle and its dimensions to area models for multiplication and division.** *Determine perimeter and area of rectangles given lengths of sides.* **Estimate and measure the area of a rectangular surface using unit squares.** *Use referents for US 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).**
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	COLLECT AND DISPLAY DATA **Conduct experiments and simulations to determine experimental probability of different outcomes.** **Represent** *and interpret data collected from probability experiments and simulations using tallies, charts, pictograms, and bar graphs, including determining probabilities of single events.*		

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 4
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.** **Use visualization, spatial reasoning, and geometric modeling to solve problems.** **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.**	PROPERTIES AND RELATIONSHIPS *Identify,* **describe**, *compare, and classify quadrilaterals by their sides and angles.* *Identify right, acute, and obtuse angles in isolation and in geometric figures.* *Use properties of quadrilaterals to determine the lengths of their sides and perimeters.* **Develop, understand**, *and apply the property of the sum of the angle measures in a quadrilateral is 360 degrees.* **Identify congruent quadrilaterals using concrete methods.** **Draw conclusions about the measures of corresponding sides and angles of two congruent quadrilaterals.** MODELING **Model, sketch, draw, and label points, lines, line segments, angles, rays, quadrilaterals, and parallel, perpendicular, and intersecting lines.** **Build three-dimensional objects and sketch two-dimensional representations of the object.** COORDINATE GEOMETRY *Locate coordinates of points on graph paper, maps, globes, and other charts.* *Determine the shortest path of horizontal and vertical movement between two locations on a grid.* TRANSFORMATIONS AND SYMMETRY *Predict* **and describe** *the results of performing reflections, rotations and translations of quadrilaterals.* *Identify* **and describe** *a motion or series of motions that will show two quadrilaterals are congruent.*	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *Accurately solve problems using mathematics.*

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Calculations and Estimations		**Develop and evaluate inferences and predictions that are based on data.**	DATA ANALYSIS AND PREDICTIONS *Analyze data from tables and bar graphs using mean, median, mode, and range, and draw conclusions.*
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS *Order, model, and compare common fractions, decimals, and percentages.* *Locate decimals and percentages on a number line.* *Model, recognize,* **and generate** *equivalent forms of commonly used fractions, decimals, and percents.* *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.** *Recognize characteristics of odd, even, prime, and composite numbers.*	**Algebraic Relationships**	
		Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS **Represent** *and analyze patterns and functions using words, tables, graphs or simple algebraic expressions.* *Supply a missing element in or determine a rule that extends number patterns involving multiplication or division.*
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and evaluate strategies for computing with decimals and fractions.** *Divide by two-digit numbers.* **Determine the meaning of a remainder expressed as a whole number, fraction, or decimal in a problem situation involving division.** *Add and subtract fractions and mixed numbers with common fractions found on a ruler (2, 4, 8, 16).* *Add, subtract, multiply, and divide decimals, including money amounts.* **Model percentages on a hundreds grid to determine equivalent decimals and percentages.** *Determine the order of operations for multiple-step calculations involving addition, subtraction, multiplication, and division.* *Select and use an appropriate estimation strategy (overestimate, underestimate, range of estimates) based on the problem situation when computing with decimals.* **Use referent numbers and rounding to estimate the magnitude of calculations with decimals.**	**Represent and analyze mathematical situations and structures using algebraic symbols.**	ALGEBRAIC RELATIONSHIPS *Use letters, boxes, or other symbols to stand for an unknown quantity in expressions or equations.* *Represent the idea of a variable as an unknown quantity using a letter or symbol.* *Represent and evaluate algebraic expressions involving a single variable (e.g., 4s, .05n).* *Identify* **and represent** *whole number data on a coordinate graph (first quadrant).*
		Use mathematical models to represent and understand quantitative relationships.	MODELING *Identify or* **describe** *a situation which may be modeled by a given graph.*
		Analyze change in various contexts.	CHANGE **Identify and describe situations with constant or varying rates of change and compare them.**
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES *Use inverse operations (addition and subtraction, multiplication and division) to solve problems* **and check solutions** *involving calculations with decimals.* *Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with decimals.*	**Measurement**	
		Understand measurable attributes of objects and the units, systems, and processes of measurement.	UNITS AND TOOLS *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).* **Understand that measurements are approximations and understand how differences in units and tools affect precision.**
Statistics and Probability		**Apply appropriate techniques, tools, and formulas to determine measurements.**	DIRECT AND INDIRECT MEASUREMENT **Know common referents for Fahrenheit and Celsius temperatures (e.g., freezing point, boiling point).** *Determine measurements of length and perimeter to the nearest tenth centimeter (millimeter) and nearest tenth meter.* *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.* **Develop** *and use formulas for determining the perimeter and area of rectangles, and related triangles and parallelograms.* **Develop strategies to measure the perimeter of simple polygons and everyday objects.** **Analyze the effects on area and perimeter by combining two simple geometric figures (e.g., two right triangles and a rectangle).** **Compare and contrast the formulas for area of rectangles, related triangles, and parallelograms.** **Estimate and measure volume of a rectangular solid using unit cubes.** *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).**
Select and use appropriate statistical methods to analyze data.	STATISTICS *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 **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 **Design investigations to address a question and recognize how data collection methods affect the nature of a set of data.** **Understand basic concepts of sampling (e.g., larger samples yield better results, the need for representative samples).** **Represent** *and interpret data using tables, circle graphs, bar graphs, and line graphs or plots (first quadrant).* **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).** **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).**		

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 5
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.** **Use visualization, spatial reasoning, and geometric modeling to solve problems.** **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.**	PROPERTIES AND RELATIONSHIPS *Identify,* **describe**, *compare and classify triangles by their sides and angles.* *Use properties of triangles to determine the lengths of their sides and perimeters.* **Develop, understand**, *and apply the property of the sum of the angle measures in a triangle is 180 degrees.* **Draw conclusions about the measures of corresponding sides and angles of two congruent and similar triangles.** MODELING **Accurately draw and label triangles, angles, and line segments using measurement tools.** *Identify* **and build** *three-dimensional objects from two-dimensional representations.* COORDINATE GEOMETRY **Make** *and use coordinate systems to specify location and describe paths.* *Find the distance between points along the horizontal and vertical lines of a coordinate system.* TRANSFORMATIONS AND SYMMETRY *Identify* **and describe** *line and rotational symmetry in two-dimensional shapes and designs.* *Identify* **and describe** *a motion or series of motions that will show two triangles are congruent.*	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *Accurately solve problems using mathematics.*

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 6	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 *Order, model, and compare positive rational numbers (fractions, decimals, and percentages).* *Apply factors and multiples to express fractions in lowest terms and identify fraction equivalents.* **Understand rates and ratios as comparisons of two quantities by division.** **Differentiate between rates and ratios and express both as fractions.** *Solve problems by calculating rates and ratios.* *Locate positive rational numbers (fractions, decimals, and percentages) on a number line.* *Apply equivalent forms of fractions and decimals to solve problems.* *Determine equivalent forms of fractions, mixed numbers, and improper fractions.* **Model square numbers and recognize their characteristics.** *Identify prime and composite numbers less than 100.* **Solve problems using concepts related to factoring and determining divisibility (e.g., 2, 3, 5, 9, and 10).**	**Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.**	COLLECT AND DISPLAY DATA **Design experiments and simulations to determine experimental probability of different outcomes.** **Understand that experimental probability approaches theoretical probability as the number of trials increases.** **Recognize and understand the connections among concepts of independent outcomes, picking at random, and fairness.** **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 *Make predictions for succeeding trials of a probability experiment given the outcome of preceding repeated trials.* *Predict the outcome of a probability experiment by computing and using theoretical probability.*
		Algebraic Relationships	
		Understand patterns, relations, and functions.	PATTERNS AND FUNCTIONS **Represent**, *analyze, and determine rules for finding patterns involving positive rational numbers with tables, graphs, words, and when possible, symbolic rules.*
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and analyze algorithms for computing with fractions and mixed numbers.** *Add and subtract fractions with like and unlike denominators.* **Understand linear, area, and discrete models to** *multiply and divide fractions.* *Solve problems involving common percentages.* **Convert mentally among common decimals, fractions, and percentages.** **Apply grouping symbols to simplify calculations and evaluate expressions.** **Develop** *and use strategies to estimate the results of positive rational number computations* **and judge the reasonableness of results.** **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 $\frac{1}{2}$).**	**Represent and analyze mathematical situations and structures using algebraic symbols.**	ALGEBRAIC RELATIONSHIPS **Develop an understanding of different uses of variables (e.g., as a placeholder for a specific unknown, as representative of a range of values).** *Represent and evaluate algebraic expressions involving two variables (e.g., bh / 2, 2w + 2L).* **Describe** *and interpret relationships using information from tables and graphs including coordinate graphs (first quadrant).* **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 **Model and solve contextualized problems using various representations such as graphs, tables, and equations.** **Recognize and represent direct variation using tables and graphs.** **Identify and sketch a graph that models a given situation.**
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES *Use the inverse operations of addition and subtraction to solve problems* **and check solutions** *involving adding and subtracting fractions and mixed numbers.* *Apply the associative, commutative, and distributive properties to simplify computations with positive rational numbers.*	**Analyze change in various contexts.**	CHANGE **Investigate how a change in one variable relates to a change in a second variable.**
Statistics and Probability **Select and use appropriate statistical methods to analyze data.**	STATISTICS *Find, use, and interpret measures of center and spread.*	**Measurement** **Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS *Select the most appropriate unit to measure area and perimeter.* *Carry out unit conversions in the US customary system as a result of calculations involving measurements of length, perimeter, volume, and weight (e.g., $6\frac{1}{2}" + 6\frac{1}{2}" = 16\frac{3}{4}"$ or 1 ft. $4\frac{3}{4}"$).* *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.*
Understand and apply basic concepts of probability.	PROBABILITY **Determine experimental probability of an event from a set of data.** **Express probability using fractions, ratios, decimals, and percents.** **Understand that probability cannot determine an individual outcome, but can be used to predict the frequency of an outcome.** **Determine the number of possible combinations of two or more classes of objects (e.g., shirts, pants, and shoes).**		

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

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 *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).* *Estimate the measures of angles greater than 180 degrees.* **Develop** *and use formulas for finding perimeter and area of polygons.* *Calculate the area and circumference of a circle using pi as well as common approximations of pi (e.g., 3.14, 22 / 7).* **Develop strategies for determining approximate perimeter and area of irregular shapes.** *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).* **Recognize that two-dimensional shapes having the same perimeter may have different areas and that shapes having the same area may have different perimeters.** *Analyze how changes in area of a figure affect the dimensions of the figure.* *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).** *Calculate rates (e.g., miles per hour, simple interest, people per square mile) to solve problems.*	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *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 *Identify,* **describe***, compare and classify polygons by their sides and angles.* *Identify and represent the radius, center, diameter, chord, and circumference of a circle.* *Identify combinations of angles that are complementary or supplementary and determine their measures.* *Use properties of polygons to determine the lengths of sides and perimeters.* **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.* **Find and use congruent polygons which will cover a surface without overlapping (tessellation).**		
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING **Model, sketch, draw, and label polygons, circles (including the center, radius, and diameter), complementary angles, supplementary angles, vertical angles, and adjacent angles.** *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 **Plot polygons on coordinate graphs (first quadrant).** *Determine lengths and areas of simple polygons from coordinate graphs.*		
Apply transformations and use symmetry to analyze mathematical situations.	TRANSFORMATIONS AND SYMMETRY **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 standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 7	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 *Model and compare rational numbers with an emphasis on integers.* *Express numbers greater than one in scientific and standard notation.* *Use rates, ratios, and percents to solve problems.* *Locate rational numbers (with an emphasis on integers) on a number line.* **Interpret**, *model, and use percents greater than 100 and less than 1 to solve problems.* *Determine the prime factorization of a number less than 1000 and express the prime factorization using exponents when applicable.* *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.*	**Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.**	COLLECT AND DISPLAY DATA **Formulate questions and design experiments or surveys to collect relevant data.** **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.* *Distinguish between random and biased samples and identify possible sources of bias in sampling.* **Represent** *and interpret data using frequency distribution tables, box-and whisker-plots, stem-and-leaf plots, and single- and multiple-line graphs.* *Determine the graphical representation of a set of data that best shows key characteristics of the data.* **Recognize distortions of graphic displays of sets of data and evaluate appropriateness of alternative displays.**
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and analyze algorithms and** *compute with integers.* *Multiply and divide fractions and mixed numbers.* *Compute with squares and cubes, with an emphasis on finding area, surface area, and volume.* *Solve problems involving percentages (including percent increase and decrease, interest rates, tax, discount, tips, and part/whole relationships).* *Apply order of operations including exponents, to simplify calculations and evaluate expressions.* **Develop** *and use strategies to estimate the results of integer computations* **and judge the reasonableness of results**. **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).**	**Develop and evaluate inferences and predictions that are based on data.**	DATA ANALYSIS AND PREDICTIONS *Analyze data from frequency distribution tables, box-and whisker-plots, and stem-and-leaf plots using measures of center and spread and draw conclusions.* *Predict and evaluate how adding data to a set of data affects measures of center.* *Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.*
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES **Demonstrate the meaning of whole number exponents as repeated multiplication.** *Use inverse operations (addition and subtraction, multiplication, and division) to solve problems* **and check solutions** *involving calculations with integers.* *Apply the associative, commutative, and distributive properties to simplify computations with rational numbers (with an emphasis on integers).* **Describe the effects of multiplying or dividing a number by a number between 0 and 1.** *Apply the property of additive inverses to determine solutions of equations.*	**Algebraic Relationships** **Understand patterns, relations, and functions.**	PATTERNS AND FUNCTIONS **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 *Algebraically represent situations and solve problems involving linear equations and* **inequalities**. *Evaluate algebraic expressions and formulas by substituting integers.* *Interpret algebraic relationships represented by two-column tables, number lines and coordinate graphs (four quadrants).* **Graph linear equations on a coordinate grid by making a table using integer coordinates.**
		Use mathematical models to represent and understand quantitative relationships.	MODELING *Model situations, make predictions and inferences, and solve problems using linear equations.* **Recognize and represent direct variation using tables, graphs, and equations.** *Identify* **and sketch** *a graph that models a given situation.*
Statistics and Probability **Select and use appropriate statistical methods to analyze data.**	STATISTICS **Find, use, and interpret measures of center and spread, including mean and interquartile range for given or derived data.**	**Analyze change in various contexts.**	CHANGE *Identify* **and describe** *how a change in one variable relates to a change in a second variable.*
Understand and apply basic concepts of probability.	PROBABILITY *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).* *Determine probabilities of simple independent and dependent events.* **Compare experimental probability of an event with the theoretical probability and explain any difference.** *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.*	**Measurement** **Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS *Select the most appropriate unit to measure surface area and volume.* *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

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

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 **Develop** *and use strategies and formulas for calculating surface area and volume of right prisms, pyramids, and cylinders.* **Develop strategies for determining approximate volumes of irregular shapes.** *Determine surface area and volume of three-dimensional block constructions, given a two-dimensional representation.* **Compare and contrast the formulas for surface area and volume of prisms and pyramids.** **Create examples of rectangular prisms having the same volume, but different surface areas.** **Describe what happens to the surface area and volume of a solid when its shape is changed.** *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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *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 **Determine defining properties that characterize classes of quadrilaterals including side and angle measurements and their component parts (e.g., altitudes, medians, diagonals, bisectors).** *Identify parallel and intersecting lines and pairs of angles formed (right, vertical, adjacent) by parallel lines cut by a transversal and determine their measure.* **Use proportional reasoning, drawings, models, or technology to demonstrate congruence and similarity of polygons with an emphasis on quadrilaterals.** *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 **Model, sketch, and label prisms, pyramids, cylinders, and quadrilaterals with specified side lengths or angle measures.** *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 *Identify properties of quadrilaterals and their component parts on a coordinate graph.*		
Apply transformations and use symmetry to analyze mathematical situations.	TRANSFORMATIONS AND SYMMETRY *Determine the image of a point (with integer coordinates) on a graph under translations and reflections.*		

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MATHEMATICS

Adopted April 2002

Student accountability for grades 3-8 and CIM standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8
Calculations and Estimations		**Algebraic Relationships**	PATTERNS AND FUNCTIONS
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	NUMBERS *Compare numbers greater than one expressed in scientific notation.* *Apply proportions to solve problems.* *Locate rational numbers on a number line.* *Apply equivalent forms of rational numbers (including percents) to solve problems.*	**Understand patterns, relations, and functions.**	**Represent**, *analyze and determine rules for finding patterns relating to linear functions, non-linear functions, and arithmetic sequences with tables, graphs, and symbolic rules.* *Identify functions as linear or nonlinear from tables, graphs, or equations* **and contrast their properties**. *Interpret the meaning of the rate of change and y-intercept of a linear relationship in a problem setting.*
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION **Develop and analyze algorithms and** *compute with rational numbers.* *Use order of operation rules, including exponents.* **Develop and** *use strategies to estimate the results of rational number computations* **and judge the reasonableness of results.** **Estimate square roots of whole numbers less than 100 and cube roots of whole numbers less than 1000 between two whole numbers.**	**Represent and analyze mathematical situations and structures using algebraic symbols.**	ALGEBRAIC RELATIONSHIPS *Represent and solve equations of the form ax+b=c or k(ax + b) = c.* **Approximate solutions of systems of linear equations from a graph.** *Recognize* **and generate** *equivalent symbolic forms for algebraic expressions with an emphasis on linear relationships.* *Evaluate algebraic expressions and formulas, including expressions involving exponents and parentheses, by substituting rational numbers.* *Translate between and interpret linear relationships represented by words, symbols, tables, and graphs.* *Determine the slope and x- and y-intercepts given the graph of a linear equation.* **Graph a linear equation given the slope and an initial value (y-intercept).** *Recognize* **and graph** *the solutions of linear inequalities on a number line.* **Graph simple quadratic equations (y = kx^2 or y = kx^2 + b) by generating a table of values for a given equation.** *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.*
Understand meanings of operations and how they relate to one another.	OPERATIONS AND PROPERTIES **Demonstrate the meaning of square roots as lengths of the sides of squares and cube roots as lengths of edges of cubes.** *Use the inverse operations of squares and square roots to solve problems* **and check solutions**. *Apply the associative, commutative, and distributive properties to simplify computations with rational numbers.* *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 *Choose appropriate measures of central tendencies to describe given or* **derived** *data.* *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.*	**Use mathematical models to represent and understand quantitative relationships.**	MODELING *Model situations, make predictions and inferences, and solve problems using linear equations and inequalities.* *Recognize* **and represent** *direct variation using tables, graphs, and equations.* *Determine when data represented in a table or graph represents a linear or non-linear relationship.*
Understand and apply basic concepts of probability.	PROBABILITY *Understand and use appropriate terminology to describe complementary and mutually exclusive events and determine their probabilities.* *Apply theoretical probability to determine if an event or game is fair or unfair* **and pose** *and evaluate modifications to change the fairness.*	**Analyze change in various contexts.**	CHANGE **Understand that the rate of change in a linear function is constant and is equal to the slope of its graphed line.** *Determine the slope of a line given two points on the line.* *Analyze the nature of change in quantities in linear relationships represented by graphs, tables, or formulas.*
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	COLLECT AND DISPLAY DATA **Collect and display data as lists, tables, and plots using appropriate technology (e.g., graphing, calculators, computer software).** **Represent bivariate data in a scatter plot** *and identify relationships in the plot.*	**Measurement**	
Develop and evaluate inferences and predictions that are based on data.	DATA ANALYSIS AND PREDICTIONS *Estimate or predict the occurrence of future events using data.*	**Understand measurable attributes of objects and the units, systems, and processes of measurement.**	UNITS AND TOOLS *Determine an appropriate scale for representing an object in a scale drawing.* *Carry out unit conversions between the metric and U.S. customary systems of measurement given conversion ratios (e.g., 1 in = 2.54 cm).* **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 *Calculate and analyze changes in area and volume in relation to changes in linear measures of figures.* *Analyze how changes in surface area and volume of a solid affect the dimensions of the solid.* *Solve problems involving rates and derived measurements for such attributes as speed, velocity, and density.* *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 standards begins in 2004-05.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS Grade 8
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	PROPERTIES AND RELATIONSHIPS **Determine defining properties that characterize classes of triangles including side and angle measurements and their component parts** *(e.g., angle bisectors, altitudes, medians)***.** **Use proportional reasoning, drawings, models or technology to demonstrate similarity and congruence of polygons with an emphasis on triangles.** *Determine the measures of corresponding sides and angles of congruent and similar triangles and their component parts.* *Use similar triangles to measure distances indirectly (e.g., flagpole and shadow).* *Use the Pythagorean theorem to determine if triangles are right triangles and determine the lengths of missing sides in right triangles.* **Investigate triangles and their component parts and draw conclusions about their properties.** **Create and critique inductive and deductive arguments to verify the Pythagorean theorem.** **Justify conclusions that two triangles are or are not congruent and are or are not similar.**	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *Accurately solve problems using mathematics.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING **Draw to scale two-dimensional representations of rectangular prisms and triangles with specified side lengths or angle measures.** **Construct and** *read drawings and models made to scale.*		
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	COORDINATE GEOMETRY *On a coordinate plane, determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines.* *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 **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).** *Identify* **and sketch** *the figure that is the result of a given rotation, translation, reflection, or dilation or a combination of two transformations.* **Know properties of dilated images.** *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 standards begins in 2004-05.
*District accountability in Mathematics Knowledge and Skills is based on CIM assessment results from grade 10 students; in Mathematical Problem Solving district accountability is based on CIM assessment results from grade 11 students.

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 *Compare real numbers.* *Order and compare numbers expressed in scientific notation to each other and to other forms of real numbers.* **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.** *Locate real numbers on a number line (including approximations of irrational numbers).* *Apply equivalent forms of real numbers to solve problems.*
Compute fluently and make reasonable estimates.	COMPUTATION AND ESTIMATION *Compute with real numbers, including absolute value and numbers expressed in scientific notation.* *Compute with integer exponents and whole number roots.* **Mentally multiply and divide by powers of 10 to estimate results of computations involving numbers expressed in scientific notation.** **Develop and** *use strategies to estimate the results of real number computations, determine the amount of error,* **and judge the reasonableness of results**. *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 **Recognize that taking the nth root of a number corresponds to prime factorization.** *Use the inverse operations of nth power and nth root to solve problems* **and check solutions**. *Apply the associative, commutative, and distributive properties to simplify computations with real numbers.* **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 *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)***.** **Analyze bivariate data and identify the type of function (linear, quadric, exponential) that could be used to model the data.**
Understand and apply basic concepts of probability.	PROBABILITY *Compute the probability of a compound event (e.g., toss a coin three times to find the probability of two heads).* *Determine probabilities of dependent and independent events (e.g., use colored marbles with and without replacement).* *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?).* *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 *Determine appropriate designs for simulations (surveys, observational studies, and experiments) and modeling to study a problem* **and construct empirical probability distributions to represent results**. *Use matrices, histograms, scatter plots, stem-and-leaf plots, and box-and-whisker-plots to interpret data.* *Identify examples of populations that are normally distributed.*
Develop and evaluate inferences and predictions that are based on data.	DATA ANALYSIS AND PREDICTIONS *Make inferences and predictions from data in histograms, scatter plots, and parallel box plots.* *Make predictions about populations based on reported sample statistics.* **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 **Represent** *and generalize sequences resulting from linear, quadratic, and exponential relationships using recursive or explicit formulas, tables of values, and graphs.* **Produce a valid conjecture using inductive reasoning by generalizing from a pattern of observations.** *Evaluate and make a table for two-variable formulas and match a graph or table of values to its formula.* *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 *Algebraically represent situations and solve problems involving quadratic and exponential equations, including exponential growth and decay.* *Use graphs to solve non-linear equations, including quadratics.* *Represent and solve systems of linear equations with two variables using simultaneous equations and by graphing.* *Recognize* **and generate** *equivalent forms for algebraic expressions, including combining like terms and expanding binomials.* *Evaluate algebraic expressions and formulas by substituting real numbers.* *Translate between and interpret quadratic and exponential relationships represented by words, symbols, tables, and graphs.* *Determine and interpret maxima or minima and zeros of quadratic functions, and linear functions where y = constant.* **Graph linear inequalities in two variables.** **Graph quadratic and exponential equations.** *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 *Model situations, make predictions and inferences, and solve problems using linear, quadratic, and exponential functions.* *Determine when data represented in a table or graph represents a linear, quadratic, or exponential relationship.*
Analyze change in various contexts.	CHANGE *Approximate and interpret rates of change in graphical and numeric data.* *Analyze the nature of change of each variable in a non-linear 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 *Determine the appropriate units, scales, and tools for problem situations involving measurement.* *Solve problems involving unit conversions (e.g., mile per hour to feet per second) given the unit equivalencies.* **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 standards begins in 2004-05.
*District accountability in Mathematics Knowledge and Skills is based on CIM assessment results from grade 10 students; in Mathematical Problem Solving district accountability is based on CIM assessment results from grade 11 students.

COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM	COMMON CURRICULUM GOALS	OREGON GRADE-LEVEL STANDARDS CIM*/CAM
Apply appropriate techniques, tools, and formulas to determine measurements.	DIRECT AND INDIRECT MEASUREMENT **Develop** *and use strategies and formulas for calculating surface area and volume of cones and spheres.* *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.* **Develop and understand**, *and use the formula for determining arc length (e.g., portion of a circle).* *Determine perimeter and area of shapes of circles and polygons (annulus, etc.) in context.* *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).* **Compare and contrast the formulas for surface area and volume of cylinders and cones.** **Determine a shape that has minimum or maximum perimeter, area, surface area, or volume under specified conditions.** **Make and use** *scale drawings and models to solve problems.*	**Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.**	COORDINATE GEOMETRY *Determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines on a coordinate plane given the algebraic equations representing them.* *Calculate slope, distance and midpoint between points with an emphasis on practical applications* **(use coordinate formulas)**. TRANSFORMATIONS AND SYMMETRY *Use coordinate geometry to determine whether a figure is symmetrical with respect to a line or a point.* *Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, and/or dilation.* *Determine the image of a figure on a coordinate graph under translations, reflections, and rotations.* *Given a figure and its image on a coordinate graph, determine the translation vector or locate the axis of reflection.* *Determine the coordinates of* **and draw** *the dilation of a figure on a coordinate graph.* *Analyze the congruence, similarity, and line or rotational symmetry of figures using transformations.*
Geometry **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.**	PROPERTIES AND RELATIONSHIPS **Determine defining properties that characterize classes of three-dimensional figures and their component parts.** **Recognize and represent three-dimensional figures and their component parts.** *Justify* **and use theorems involving the angles formed by parallel lines cut by a transversal.** **Develop, understand**, *and apply properties of circles and of inscribed and circumscribed polygons.* *Use measures of sides and of interior and exterior angles of polygons to classify figures and solve problems.* **Prove congruence of two triangles or their corresponding component parts.** *Determine the measures of corresponding angles, sides, and corresponding parts of congruent and similar figures.* *Use angle, side length, and triangle inequality relationships to solve problems.* *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.* **Investigate relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.** **Construct and judge the validity of a logical argument and give counterexamples to disprove a statement.** **Justify and** *use theorems involving the properties of triangles, quadrilaterals, circles, and their component parts to verify congruence and similarity.*	**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 *Interpret the concepts of a problem-solving task and translate them into mathematics.* PROCESSES AND STRATEGIES *Choose strategies that can work and then carry out the strategies chosen.* VERIFICATION *Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.* COMMUNICATION *Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.* ACCURACY *Accurately solve problems using mathematics.*
Use visualization, spatial reasoning, and geometric modeling to solve problems.	MODELING **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.** **Describe how two or more objects are related in space (e.g., skew-lines, the possible ways three planes might intersect).** **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.** *Recognize representations of three-dimensional objects from different perspectives and identify cross-sections of three-dimensional objects.*		

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MATHEMATICS

*Current Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE
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.**	PERFORM ALGEBRAIC OPERATIONS (PASS Standard B) Addresses Calculations and Estimations, but aligns more closely with Algebraic Relationships, so is listed there.
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.** **Develop and evaluate inferences and predictions that are based on 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 Models Use experimental or theoretical probability to represent and interpret situations or problems involving uncertainty. Descriptors of Proficient Performance for D1: • selects and uses appropriate probability concepts, models, or simulations • uses diagrams, tables, fractions, decimals, and percentages to represent probabilities • demonstrates understanding of experimental probability through design and use of a simulation • finds and interprets an expected value for a given situation • calculates theoretical probability using various methods (diagrams, tables, combinations, technology) • uses probability concepts (e.g., random variable) to ensure appropriate investigative design, sampling, data analysis, and/or interpretation Criterion D2: Organization and Use of Data Create, interpret, and analyze charts, tables, and graphs to display data, draw inferences, make predictions, and solve problems. Descriptors of Proficient Performance for D2: • organizes data, identifying and using appropriate variables • selects an appropriate range of data • develops informative tables, plots, and graphic displays to accurately represent and study data • clearly and correctly interprets information represented in summary statistics, tables, and graphs • draws mathematically defensible inferences from data and statistics, using graphical representations (e.g., line of best fit) • uses data and data displays to develop and support reasoned evaluations of claims, reports, studies, and conclusions Criterion D3: Analysis and Interpretation of Data Analyze data using descriptive and inferential statistics; interpret statistical results. Descriptors of Proficient Performance for D3: • uses appropriate mathematical symbols, terms, calculation methods and technology to compute and represent statistics accurately • correctly applies concepts and statistical measures of frequency, central tendency, variance, and correlation in the representation and analysis of data • draws inferences or makes predictions which are appropriate for the context, related to the question/ hypothesis, and supported by the data collected • reviews and critiques the investigative design, data collection, and analysis for sources of error and bias Criterion D4: Statistical Investigation Design and conduct statistical experiments, simulations, or surveys; collect data. Descriptors of Proficient Performance for D4: • states questions, hypotheses, or predictions which can be investigated through the use of statistical methods and/or probability simulation • plans, tests, and/or critiques investigative designs (and/or surveys), considering issues of randomization, appropriate data, and effective data gathering techniques • develops investigations of reasonable complexity, depth, and importance to the discipline or context
Algebraic Relationships **Understand patterns, relations, and functions.** **Represent and analyze mathematical situations and structures using algebraic symbols.** **Use mathematical models to represent and understand quantitative relationships.** **Analyze change in various contexts.**	PERFORM ALBEGRAIC 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. Descriptors 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 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. Descriptors 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 Criterion B3: Use of Matrices Use matrices to organize and analyze information and to solve systems of equations. Descriptors of Proficient Performance for B3: • correctly organizes numeric information into an array of numbers • correctly performs matrix addition and multiplication • correctly solves systems of equations using matrices

*Adopted by the State Board of Higher Education.

MATHEMATICS

*Current Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS 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.** **Geometry** **Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.** **Use visualization, spatial reasoning, and geometric modeling to solve problems.** **Specify locations and describe spatial relationships using coordinate geometry and other representational systems.** **Apply transformations and use symmetry to analyze mathematical situations.**	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 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. Descriptors of Proficient Performance for C1: • recognizes a wide variety of geometric shapes, figures, properties, and relationships in natural and constructed environments in both 2- and 3-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 Criterion C2: Direct and Indirect Measurement Use geometry and right-triangle trigonometry to determine measurements. Descriptors of Proficient Performance for C2: • selects and uses appropriate methods, systems, units, measuring instruments and technology to determine accurate measurements • applies direct measuring techniques and appropriate computations to determine accurately: • 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) • determines measurements indirectly, using: • accurate scaled drawings • similarity, proportion, and congruence • right-triangle relationships (Pythagorean Theorem, sine, cosine, tangent) • properties of geometric figures Criterion C3: Use of Geometric Models Use geometric relationships, spatial reasoning, and models to solve problems. Descriptors of Proficient Performance for C3: • develops clear and accurate geometric models to communicate concepts and relationships • applies geometry and basic trigonometry to understand and model real-world problems and situations	**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. Descriptors 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. Descriptors 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. Descriptors 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. Descriptors 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

*Adopted by the State Board of Higher Education.

MATHEMATICS

*Current Admission Option—Adopted February 2004**

COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE	COMMON CURRICULUM GOALS	PASS STANDARDS, CRITERIA, AND DESCRIPTORS OF PROFICIENT PERFORMANCE

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.

Descriptors 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 classes

Criterion E2: Analysis of Functions

Understand and analyze features of a function and limitations on the domain of a function.

Descriptors 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

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.

Descriptors of Proficient Performance for F1:

- simplifies expressions involving:
  - properties of rational expressions
  - properties of logarithmic functions
  - trigonometric identities
  - composite functions
- solves equations using:
  - properties of rational expressions
  - properties of logarithmic functions
  - trigonometric identities
  - composite 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.

Descriptors of Proficient Performance for F2:

- recognizes, represents, and interprets rational, logarithmic, trigonometric, general polynomial, and composite 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 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.

Descriptors 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.

Descriptors 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

*Adopted by the State Board of Higher Education.

Certificate of Initial Mastery, Certificate of Advanced Mastery, and Diploma Requirements

The chart below shows the student requirements for the CIM, subject area endorsement, CAM, and diploma. The shaded areas indicate where the CIM and CAM requirements overlap and where the CAM and diploma requirements overlap. Students will have the opportunity, during grades 9-12, to work toward earning the CIM, CAM, and their diploma at the same time. The CIM and CAM are not required by the state for high school graduation. There may be additional local requirements for the diploma in some school districts.

Requirements		Certificate of Initial Mastery (CIM)	Certificate of Advanced Mastery (CAM)	Diploma
English*	Reading	CIM knowledge and skills test	CIM knowledge and skills test	Language Arts – 3 credits
	Speaking	3 CIM speaking work samples	3 CIM speaking work samples	
	Writing	3 CIM writing work samples CIM on-demand writing test	3 CIM writing work samples	
Mathematics*		CIM knowledge and skills test CIM on-demand math problem solving test 2 CIM math problem solving work samples	CIM knowledge and skills test *– OR –* 2 CIM math problem solving work samples	Mathematics – 2 credits
Science*		CIM knowledge and skills test CIM scientific inquiry work samples	CIM knowledge and skills test *– OR –* CIM scientific inquiry work samples	Science – 2 credits
Social Sciences		For Subject Area Endorsement *CIM knowledge and skills test* *CIM social science analysis work samples in 2005-06*	Not a state requirement for the CAM	Social Sciences – 3 credits
Arts Second Language Physical Education		For Subject Area Endorsement *Must meet a local performance standard, if available, until performance requirements are adopted by the State Board*	Not a state requirement for the CAM	Applied Arts, Fine Arts, or Second Language – 1 credit *(in any one or a combination)* Physical Education – 1 credit
Health Education		For Subject Area Endorsement *Must meet a performance requirement adopted by the State Board*		Health Education – 1 credit
Develop an education plan and build an education profile		Not required for the CIM	Required for the CAM	Required for the diploma in 2006-07
Demonstrate extended application through a collection of evidence		Not required for the CIM	Required for the CAM ** *Must meet a performance standard adopted by the State Board*	Required for the diploma in 2006-07 ***
Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, career development		Not required for the CIM	Required for the CAM ** *Must meet a performance standard adopted by the State Board*	Required for the diploma in 2006-07 ***
Participate in career related learning experiences as outlined in the education plan		Not required for the CIM	Required for the CAM	Required for the diploma in 2006-07
Other		No other state requirements	No other state requirements	9 elective credits Local district requirements
For details on CAM requirements see the CAM Guide for Schools, 12/01 www.ode.state.or.us/teachlearn/standards/newspaper/links/			CAM Timeline: School districts must have CAM requirements in place in 2008-09	

* For CAM certification, students may meet the CIM performance standards through *either* the knowledge and skills test *or* work samples as indicated.
** The Department of Education, working with school pilot sites, will develop CAM assessment criteria and performance standards.
*** For the diploma, students will demonstrate extended application and career-related knowledge and skills but are not required to meet a performance standard.

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. We can also answer questions from parents, students, and the general public. Please let us know what you need.

CURRICULUM

If you have questions about the Common Curriculum Goals, content standards, benchmarks, standards, grade-level map, eligible content, curriculum, or instruction issues in a particular area, contact the curriculum specialist.

CURRICULUM AREA	SPECIALIST	PHONE (503) 378-3600	E-MAIL
English/Language Arts	Julie Anderson	ext. 2294	julie.anderson@state.or.us
Mathematics	Ginger Redlinger	ext. 4419	ginger.redlinger@state.or.us
Science	Cheryl Kleckner	ext. 2675	cheryl.kleckner@state.or.us
Social Sciences	Andrea Morgan	ext. 2289	andrea.morgan@state.or.us
The Arts	Michael Fridley	ext. 2249	michael.fridley@state.or.us
Arts and Communication	Michael Fridley	ext. 2249	michael.fridley@state.or.us
Second Languages	Rendy Delvin	ext. 4450	rendy.delvin@state.or.us
Physical Education	Margaret Bates	ext. 4503	margaret.bates@state.or.us
Health	Jess Lawrence	ext. 4425	jess.lawrence@state.or.us
Health Services	Theresa Levy	ext. 2239	theresa.levy@state.or.us
Educational Technology	Carla Wade	ext. 2283	carla.wade@state.or.us
Industrial and Engineering Systems	to be determined		
Business and Management	Ron Dodge	ext. 2255	ron.dodge@state.or.us
Natural Resource Systems	Laura Roach	ext. 4802	laura.roach@state.or.us
Guidance and Counseling Programs/Human Resources	June Tremain	ext. 2238	june.tremain@state.or.us
Service Learning	Marilyn Walster	ext. 2245	marilyn.walster@state.or.us
High School/Community College Articulation	Jim Schoelkopf	ext. 2227	jim.schoelkopf@state.or.us
English Language Proficiency Standards	Carmen West	ext. 2716	carmen.west@state.or.us
Teacher Quality	Ana Becerra	ext. 2218	ana.becerra@state.or.us

ASSESSMENT

If you have questions about assessment, contact the assessment specialist.

ASSESSMENT AREA	SPECIALIST	PHONE (503) 378-3600	E-MAIL
English/Language Arts	Ken Hermens	ext. 2264	ken.hermens@state.or.us
Mathematics	Cathy Brown	ext. 2259	cathy.brown@state.or.us
Science	Aaron Persons	ext. 2242	aaron.persons@state.or.us
Social Sciences	Leslie Phillips	ext. 2317	leslie.phillips@state.or.us
Extended Assessment	to be determined		
English Language Proficiency	Elaine Hultengren	ext. 2345	elaine.hultengren@state.or.us
Technology Enhanced Student Assessment	Chris Minnich	ext. 2349	chris.minnich@state.or.us
Juried Assessment	Cathy Brown	ext. 2259	cathy.brown@state.or.us
National Assessment of Educational Progress	Susan Huggins	ext. 2266	susan.huggins@state.or.us

EXTRA COPIES

This newspaper was mailed to every Oregon public school district to distribute to teachers, and administrators.

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

Robin Filley

(503) 378-3600 ext. 2282
or e-mail
robin.filley@state.or.us

Web Resources

WORLD WIDE WEB

Most Oregon Department of Education publications and other information about the Oregon Educational Act for the 21st Century can be found on the Department's web site at:

www.ode.state.or.us

The Oregon Public Education Network (OPEN) maintains an excellent website of resources for educators at:

www.open.k12.or.us

www.openc.k12.or.us

The Oregon Education Association provides many useful resources on teaching and learning, helping students succeed, and standards-based education at:

www.oregoned.org

CAM

For information about the Certificate of Advanced Mastery (CAM), contact Theresa Levy at (503) 378-3600 ext. 2239 or theresa.levy@state.or.us.

SPECIAL EDUCATION

For information about Special Education, contact Stella Brown at (503) 378-3600 ext. 2322 or stella.brown@state.or.us.

PASS

For information about the Proficiency-based Admission Standards System (PASS), contact Christine Tell, Director, at (541) 346-5799 or refer to the website at:

www.ous.edu/pass

SEND US YOUR COMMENTS

Please let us know how we could change this newspaper to better meet your needs. Contact Kathleen Vanderwall at:

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Fax (503) 378-5156

E-mail kathleen.vanderwall@state.or.us

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