

READING

Grades 6 - 8

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| Word Meaning | Accuracy: determines meaning from content vocabulary, contextual and visual cues knowledge of dictionary use, possessives, contractions, root words and affixes (morphemes), compound words, syllables understands and uses content vocabulary to gain meaning knowledge of multiple meaning words, analogies, antonyms, synonyms, homonyms | origins/derivatives of language terminology influenced by time, place, events, composition, process, foreign terms, technology, discovery topic, environment, etc. usage, diction, connotation/denotation variations, multiple meanings, context specific application descriptive process language: sequence, chronology, priority, magnitude, diligence, reciprocal, symbiotic, pertinence, applicability, significance, etc. using prefixes and suffixes to change words/parts of speech to fit a need develop language breadth through thesaurus and other resource usage | Vocabulary generated course text, and related information | |
| Comprehension Reading Trait 1 | Literal Recalling and understanding information; summarizing; noting sequence of events; identifying main ideas; noting priority, and magnitude in ideas of supporting details, facts, and opinions Inferential Identifying relationships, images, patterns or symbols and drawing conclusions about their meaning Evaluative Analyze (look at the parts to the whole) and evaluate whether an argument, action or policy is validated by evidence in a selection. | | | |
| Extending Understanding Reading Trait 2 | Greater depths in comprehension by drawing connections and relationships between/amongst simple ideas, complex/abstract ideas, and simple to complex/abstract ideas Beginning with teacher prompts and moving toward intuitive responses observed within the context of students' writings. | Connections with self: Finding common attributes, perspectives, values, situations, themes, etc. between the area of focus, and one's self and experiences | Connections with other art forms: Finding the attributes, elements, themes, etc. that are common to both the area of focus and how it is reflected in the various art forms. Art forms could be: music, visual art (2-D and 3-D), theatre art, dance, written prose and poetry. | Connections with the community/world: Finding the common attributes, elements, themes, etc. of an area of focus with the community and extending beyond to more global connections. |
| Text Analysis Reading Trait 3 | Response demonstrates a competent analysis and evaluation of an author's ideas and craft. Student uses the terminology of the literary elements and devices to support ideas. <ul style="list-style-type: none">Identifies the author's purpose and analyzes how the author's stylistic decision (structure, point of view, word choice, etc.) contribute to the purposeWhen based on literary text, provides a basic analysis of how literary elements (character, setting, plot, etc.) and or devices (irony, mood, symbol, etc.) contribute to the unity and effectiveness of the selectionUses relevant evidence from the text to make and support reasoned judgments about the author's craft and the selection's explicit message; may respond to implied messages | | | |
| Context Analysis Reading Trait 4 | Response demonstrates a competent analysis and evaluation of the ways in which an author's message/s or theme/s have influenced or have been influenced by history, society, culture, and life experiences <ul style="list-style-type: none">Applies an understanding of an author's life experiences to examine and explain ways they have shaped and influenced the author's workWhen appropriate, recognizes and analyzes the ways in which a selection has had an impact on past and/or present social and cultural conditions and issuesUses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme/s or message/s | | | |

WRITING & SPEAKING

Grades 6 - 8

| What is communication? | Why do people communicate? | What do people communicate? | How do people communicate? | How is communication a social exchange of giving and receiving? | | |
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| | | | Prose, Modes Narrative Imaginative Expository Persuasive Descriptive Interpretive Argumentative Criticism Various Essay types | Poetry, Types Lyric Free, Blank Verse Sonnet Ballad Epic Concrete Acrostic Haiku, Tanka Cinquain, Diamante | | Writing Process Pre-writing Writing Revision Editing Publishing |
| Grades 6-8 | | | | | | |
| Using the appropriate mode for a purpose Creating and using visual formats for a purpose Applying the revision process to ensure accuracy Applying and creating organizational strategies to meet a need Seeking exemplars for personal process and production assistance Arranging related words and ideas together Cite resources | | | | | | |
| Speaking Content Offer a broad range of communication skills for specific situations: listening, public speaking, various sized group discussions, and interpersonal communication Provide criteria to determine which skills are appropriate for particular situations. Students must be able to assess the topic, task, listeners, and setting in planning and participating communication. Provide daily practice (group discussion, role playing, interpersonal communication, reading aloud, story telling, debating, etc.) in verbal and nonverbal strategies with feedback to promote progress Provide instructional strategies for active listening development Support internalization of oral communication goals, to assess and foster performance (listening and speaking) adaptations | | | Types Personal Narrative Story (Imaginative) Expository, Informational Demonstrative Interview Sales Persuasive Extemporary | Delivery memorized with notes, props, electronic devices technological support, etc. read impromptu drama group, panel | Traits <u>Idea and Content:</u> main ideas, support, connections, referenced, audience needs addressed (visual supports) <u>Organization:</u> order (beginning, middle and end), sequence, transitions, <u>Language:</u> purposeful, creative, technical, word choice, sentence structure, grammar <u>Delivery:</u> eye contact, enunciation, pronunciation, fluency, rate, volume, tone NON-VERBAL COMMUNICATION communicates 93% of the message | |
| Grades K-12 | | | | | | |
| To Develop these Functions in Oral Communication ("State of Oregon, English Language Arts, Oral Communication Concept Papers"): <u>Controlling Behavior:</u> commanding, offering, suggesting, warning, prohibiting, refusing, justifying, persuading, and arguing/debating <u>Express Feelings:</u> exclaiming, expressing state or attitude, taunting, commiserating, sympathizing, supporting, and tale-telling <u>Informing:</u> questioning, answering, justifying, naming, pointing out an object, demonstrating, and acknowledging <u>Ritualizing:</u> maintaining social relationships, facilitating social interaction, greeting, taking leave, participating in verbal games, reciting, taking turns in conversation, demonstrating culturally appropriate modes of speech, and culturally appropriate amenities <u>Imagining:</u> role-playing, fantasizing, speculating, dramatizing, theorizing, storytelling, etc. | | | | | | |

LANGUAGE & LITERATURE

Grades 6 - 8

| | Linked with K-12 Overview | Grade 6 | Grade 7 | Grade 8 |
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| <p>Content</p> <p>Text Analysis Reading Trait 3</p> <p>Context Analysis Reading Trait 4</p> | <p>Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author:</p> <p><u>Genre:</u> Informational, biography/autobiography, mystery, science fiction, realistic/contemporary fiction, historical fiction, horror, humorous, fantasy, adventure, religion</p> <p><u>Forms: Prose or Poetry, Fiction or Nonfiction</u> novel, novella, short story, poem, play/drama, mythology, folktale</p> <p><u>Elements:</u> character: protagonist, antagonist point of view: first, second, third (limited, omniscient) setting of time and place moral/theme plot: beginning/introduction/exposition, conflict, events, rising action, climax, falling action, ending/conclusion/resolution, etc.</p> <p><u>Techniques:</u> style dialogue mood personification symbolism allusion figurative language: metaphor, simile, analogy, imagery irony foreshadow flashbacks/creative sequencing alliteration onomatopoeia repetition, pattern rhyme, etc.</p> <p>Performance through expressive modes and the traits supporting their development: modes of writing/speaking: expository, persuasive, descriptive, narrative, imaginative discussion and dialogue formal and informal presentations performance and delivery supportive visuals and graphic organizers.</p> <p>Organizational formats and strategies for product, process, time and self-management.</p> | <p>Literature Options: Mythology Literature Gary Paulson Novels <i>The River</i> <i>Canyons</i> <i>Woodsong</i> <i>Tracker</i> <i>Voyage of the Frog</i> <i>Hatchet</i> <i>Brian's Winter</i> <i>The Cookcamp</i> <i>Harris and Me</i> <i>Danger on Panther Peak</i> <i>*Walk Two Moons</i> <i>Summer of Monkeys</i> <i>Lilly's Crossing</i> <i>Eagle of the Night</i> <i>The View From the Cherry Tree</i> <i>The Dead Man in Indian Creek</i> <i>Detectives in Togas</i> <i>Boy of the Painted Cave</i> <i>Time Benders</i> <i>A Place in the Sun</i> <i>Malu's Wolf</i> <i>Bronze Boy</i> <i>Call it Courage</i> <i>Lottery Rose</i> <i>Mrs. Frisby and the Rats of NIMH</i> <i>Summer of Swans</i> <i>Sparrow Hawk Red</i> <i>Zucchini Warriors</i> <i>The Cay</i> <i>Jackie And Me</i> <i>The Endless Steppe</i> <i>Maniac McGee</i> <i>Going Home</i> <i>Cleopatra, Daughter of the Nile</i> <i>Finding Buck McHenry</i></p> <p>* on more than one grade's list</p> | <p>Literature Options: <i>*The Diary of Anne Frank</i>, (dramatic version) <i>And Then There Were None</i> <i>Outsiders</i> <i>Singularity</i> <i>Tuck Everlasting</i> <i>The Hobbit</i> <i>Catherine called Birdie</i> <i>A Day No Pigs Would Die</i> <i>Anna of Byzantium</i> <i>Three Terrible Trins</i> <i>Son of a Samurai</i> <i>The African Mask</i> <i>A Murder for Her Majesty</i> <i>Sweet and Sour</i> <i>Armor</i> <i>Waiting for the Rain</i> <i>Incident at Hawk's Hill</i> <i>Shabanu</i> <i>All Summer in a Day W</i> <i>The Velt</i> <i>Silverwing</i> <i>Shadow Spinner</i> <i>Walkabout</i> <i>The Midwife's Apprentice</i> <i>*Walk Two Moons</i> <i>Having Our Say</i> <i>Alicia, My Story</i> <i>Maroo of the Winter Caves</i> <i>Jaguar</i></p> <p>* on more than one grade's list</p> | <p>Literature Options: <i>*The Diary of Anne Frank</i> <i>Call of the Wild</i> J. London short stories <i>To Build a Fire</i> <i>That was Then, This is Now</i> <i>The White Mountains</i> <i>Nothing but the Truth</i> <i>Dacey's Song</i> <i>*True Confessions of Charlotte Doyle</i> <i>Blue Skin of the Sea</i> <i>Good Night Mr. Tom</i> <i>Children of the River</i> <i>Tapestry</i>, cultural anthology <i>Death Watch</i> <i>Summer of My German Soldier</i> <i>Across Five Aprils</i> <i>The Giver</i> <i>A Soldier's Heart</i> <i>* Midsummer's Night Dream</i> <i>Reflections on a Gift of Watermelon Pickle</i> <i>*Anthem</i> <i>Light in the Forest</i> <i>Down River</i> <i>Killer Angels</i> <i>Wolf by the Ears</i> <i>Stonewall's Gold</i> <i>Red Badge of Courage</i> <i>To be a Slave</i> <i>Flowers for Algernon</i> <i>Liddy</i> <i>Johnny Tremain</i> <i>My Brother Sam is Dead</i> <i>The Bloody Country</i> <i>Witch of Blackbird Pond</i> <i>Clay Marble</i></p> <p>* on more than one grade's list</p> |
| Suggested Topics/Themes | Quest for Personal Identity, Concern for Fairness, Knowing My Emotions, Being Sensitive, Finding My Place, "Me and Them" | Meeting Challenge, Facing Change, The Role of Mythology, The Evolution of Culture | Overcoming Personal Challenge, The Quest, Making Decisions, | Ordinary People in Extraordinary Circumstances, Immigration, Human Experience in Change, Relationship within Family |
| | From: Social Studies, Current Events, Health, Science | Social Studies: Pre-history, Ancient Cultures, Religions, Rise and Fall of Rome | Social Studies: Imperial Japan, China, Fall of Rome, Middle Ages, Africa/Islam, Renaissance, Imperialism/Colonialism, Enlightenment | Social Studies: United States History Colonial to Westward Movement, Government and the Constitution, Civil War, Reconstruction, Immigration, Industrial Nation to 1914 |

LANGUAGE & LITERATURE

Grades 6 - 8

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| | <p>As a Learner</p> <p>How do I organize and motivate myself to take-on, and successfully complete complex tasks?</p> <p>How do I develop levels of trust in others and myself?</p> <p>How can I develop greater acceptance in my abilities and myself?</p> <p>How can I develop a healthy sense of self reflection and criticism?</p> <p>How can I develop an understanding of evaluation, based on criteria, and not my emotions?</p> <p>How can I appropriately deal with the conflicts arising from concerns for others and self?</p> <p>How do I appropriately deal with the pressures or conflicts, arising from sensitivity to self and views of peers?</p> <p>How can I develop perspectives of justice, which are less egoic and more empathetic?</p> <p>How do I become empowered to become a contributing member of my school community and beyond?</p> <p>How do I develop an attitude of persistence and diligence toward excellence?</p> <p>How do I discover my personal identity, interests, talents, purpose and passion for life?</p> <p>How do I learn to select the difficult challenges in life?</p> <p>How do I learn to make good choices?</p> <p>How do I develop the courage to take intellectual risks?</p> <p>How do I develop the confidence in my own good ideas?</p> <p>How do I develop awareness for consequences to behavior, both in positive and negative contexts?</p> <p>How do I cope with feelings of rejection, not belonging, loss, isolation, being different?</p> <p>How do I develop strategies for long range goal achievement?</p> <p>How do I develop an understanding and tolerance for different perspectives?</p> <p>How can I make a difference?</p> <p>How can I develop a sense of responsibility to others, my community and myself?</p> <p>How does literature both reflect and influence history, culture and values?</p> | <p>Reading Informational Literature</p> <p>How can I determine and disclose the meaning of words using contextual and structural clues?</p> <p>What are the resources available to me for locating information?</p> <p>How do I develop a greater breadth of understanding and the possible links to other topic areas?</p> <p>How can I develop awareness about indirect relationships amongst information to further the inquiry/research process?</p> <p>How do I develop an awareness for historical and perspective contexts (time, place, and space) and the information reflected?</p> <p>How can I tell if this information is relevant/ fits the topic, and reliable?</p> <p>How can I maintain a sense of focus when information is overwhelming?</p> <p>How do I learn to appreciate/differentiate valuable information from what I may find interesting, but not necessarily in my area of focus, or important to this topic?</p> <p>How can I learn to see the patterns and understand the organizational strategies and structures of the text/author?</p> <p>Reading Literary Works</p> <p>How can I learn to relate my life, other readings and/or art forms, and the events in my community and world with the pieces I read?</p> <p>How can I develop an awareness to see patterns, note the sequencing, and make reasonable predictions from my reading?</p> <p>How can I develop my literary competence to support identification, analysis, and usage of the literary elements, devices, genre, and forms through various modes of expression?</p> <p>How do relationships, images, patterns, or symbols, etc. help us draw understanding from our reading?</p> <p>How can I develop an awareness of author's purpose and theme?</p> <p>How does an author use literary elements and devices to his or her own end?</p> <p>How does time, place and space (context) influence an author's work?</p> <p>How do I begin to draw connections with the literature I read and develop a focus for my life?</p> <p>How do I become engaged with literature and find enjoyment?</p> <p>Then how do I develop an appreciation for literature and go beyond the entertainment level?</p> <p>Expression: written and oral</p> <p>What are the different ways of expressing myself appropriate to my purpose/audience?</p> <p>How can I incorporate the attributes of each expressive mode to enhance a particular piece?</p> <p>How can I develop greater competence in language usage (idea and content, organization, voice, word choice, sentence fluency, conventions, and delivery) to convey my message and purpose?</p> <p>How do I develop a greater awareness of the various organizational strategies available to me, supporting logical and successful expression of my story, message, and/or perspective?</p> <p>How can I take an idea and elevate it into a written art form?</p> <p>How do I develop the diligence and patience to persist toward excellence in writing?</p> |
| Content Vocabulary | <p>Elements of Literature (see Content Overview)</p> <p>Literary techniques (see Content Overview)</p> <p>Vocabulary generated from a piece of literature, topic specific vocabulary, and its setting (time, place, and space)</p> <p>Broadening awareness, metaphorical thinking, simple to complex understandings generated from figurative language</p> <p>Technical language generated from using technological support</p> <p>Terminology which is descriptive of the learning process</p> <p>Using prefixes and suffixes to change words/parts of speech</p> <p>Develop language breadth through thesaurus usage</p> <p>Using context clues</p> | |
| Resources | <p>Literature anthologies</p> <p>Dictionary and Thesaurus</p> <p>In-class reading material</p> | <p>newspapers and magazines</p> <p>vocabulary list books</p> <p>Internet</p> |

STUDY SKILLS

Grades 6 - 8

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| Research Resources: Personal Experience, Observation, Text, Human, and Electronic | Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and or tables follows directions, oral and written accesses information through reference sources, from direct connections to parallel or abstract connections, and related attributes, themes, or ideas uses dictionary and thesaurus for spelling, parts of speech, syllables, definitions, extending vocabulary and word choice and pronunciation uses text format features(bold, heading, captions) to locate specific information and clarify meaning understanding the organizational formats within informative literature in order to use it as a model for one's own research/production process skim and scanning techniques for locating specific details uses test taking strategies use library skills, (Dewey decimal system, electric card catalog, Internet) incorporate various organizational strategies to manage self, work, and time |
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ASSESSMENT

Grades 6 - 8

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| Assessment What does this collection of information tell me about the child's learning? What inferences can be drawn from the evidence? How can I incorporate what I now know into future curriculum design? | Collection of Evidence, CIM Opportunities: In Grades 6-8 documents will address progress toward Grade 8 (Third Benchmark) State Benchmarks. Experiences and assignments can be designed to create multiple assessment opportunities from the same event. The reading, writing, and speaking "State Scoring Guides" provide common goals for instructional practices, as well as, a competency focus for the child. Work samples can easily be generated from the daily experiences from the classroom. *Cognitive Domain simple to complex Knowledge = recall information Comprehension = understand information Application = use information Analysis = dissect information Synthesis =reassemble information together in a new, creative way Evaluation = make logical judgment about information, using criteria **Affective Domain least to most committed attention to act and act upon Receiving input from an experience Responding to the experience, information Valuing the experience, information Organization for meaning/significance Characterization by value, evaluation using criteria/making rational judgments | Assessing Strategies for *cognitive, **affective, and skills development. *Cognitive assessment: <ul style="list-style-type: none">• self assessments of personal conceptual awareness through disclosing prompts• journal/learning log/interactive notebooks/literature notes concerning knowledge and insight gains• analysis, synthesis, and evaluation of delivery of information (panel discussions, peer presentation, lecture, mass media, etc.)• self assessment matched with original aims/goals from the content column• conferences with peers, adults, and experts throughout learning process• on demand/scheduled testing **Affective assessment: <ul style="list-style-type: none">• survey of attitudes toward project, process, skill development and motivation, interests and sense of empowerment• self assessment open ended-essay regarding personal empowerment, gains, growth and unexpected rewards and relevance• teacher observation/annotations ***Skills assessment: <ul style="list-style-type: none">• portfolio of documentation of all steps of the process, i.e. goals, overview design, learning log, calendar of progress, etc.• observation with annotations by peers, adults, and experts• self reflection on problem solving, organizational strategies, intended and unintended outcomes, hypothesized corrections to future processes and extending to the next steps of inquiry• self assessment of self organization, motivation and time management | Assessment Genre: persuasive essay analytical essay descriptive essay personal essay first person journal/diary letter writing technical writing mathematical problem solving writing hypothesis testing in literary context blueprints and models of settings informative text, captions newspaper construction issue-based forums interactive museums multi-media presentation scientific lab reports construction of visual graphics/metaphors (webs, timelines, flow charts, maps, etc.) methods of organization of data: notes, formats, records, placement drama: role play, play, student written performance, cultural fair, video, slide show/presentation, simulation, non-contemporary historical round table discussion testing/performance assessments Connections with other areas or meeting CIM work sample submissions: <ul style="list-style-type: none">• discussion, dialogue, debate of issues, non-contemporary historical figures-panel discussion• Position paper on social scientific issue• Business plan with economics and or business education courses• Research papers, citing bibliographic information• Mock trial | |
| STATE'S SCORING TRAITS | | | | |
| Writing | Speaking | Reading | Science | Math |
| | 1. Idea and Content 2. Organization 3. Language <i>word choice, sentence structure, grammar</i> 4. Delivery Citing sources is expected | 1. Comprehension <i>literal, inferential, evaluative</i> 2. Extending Understanding <i>personal, another art form, community/global</i> 3. Text Analysis <i>literary elements and techniques</i> 4. Context Analysis <i>time, place, and space</i> | 1. Framing an Investigation <i>question and hypothesis</i> 2. Designing the Investigation <i>address and explain questions/ hypothesis</i> 3. Collecting & Presenting Data <i>collect, organize, and display</i> 4. Analyzing & Interpreting Results | 1. Conceptual Understanding <i>interpret and translate into mathematics</i> 2. Processes and Strategies <i>choose and carry out</i> 3. Verification <i>second look: concepts strategies/calculations to defend solution</i> 4. Communication <i>pictures, symbols, vocabulary, path to solution</i> 5. Accuracy <i>supported by work</i> |