

## READING

## Kindergarten – Grade 1

	Kindergarten West Linn-Wilsonville School District Stages of Learning: Stages 1, 2	Grade 1 West Linn-Wilsonville School District Stages of Learning: Stages 2, 3
<b>Accuracy</b>		<p>print has a constant fixed meaning</p> <p>determines meaning through context and visual cues</p> <p>discriminates between same and different shapes and letters</p> <p>can say or sing the alphabet</p> <p>understands concept of words, and sentences</p> <p>identifies letter names, sound, upper and lower case</p> <p>identifies basic sight words, root words, prefixes and suffixes (morphemes)</p> <p>understands language patterns and rhymes</p> <p>identifies relationships (on, under, around, beginning, middle, end, first, last, top, bottom, over, under, in, out, in front of, beside, next to)</p> <p>uses sound symbol plus other decoding strategies, re-reads, self corrects</p> <p>can find a word to fit a gap in a story</p> <p>read accurately by using phonics, language structure, word meaning and visual cues</p> <p>identify genre (informational and factual stories, poetry, and make believe)</p>
<b>Fluency</b>	read orally with natural phrasing, expressive interpretation, flow and pace	
<b>Comprehension</b> Reading Trait 1	<p><b>Literal</b> Retelling, summarizing, noting time sequence of events/order, identifying main ideas, recalling information/facts, supporting details from both literary and informational selections</p> <p><b>Inferential</b> Identifying cause and effect, patterns or symbols, making predictions, distinguish between reality and fantasy, compare and contrast</p> <p><b>Evaluative</b> Awareness of analyzing information (looking at the parts to the whole), drawing conclusions</p>	
<b>Comprehension through Extending Understanding</b> Reading Trait 2	Comprehending by drawing connections and relationships between/amongst simple things and ideas beginning with group sharing of insight, and moving toward individual insight	<p><b>Connections with self:</b> Finding common attributes, values, situations, themes, etc. between the area of focus and self</p> <p><b>Connections with other art forms:</b> Finding the common attributes, elements, themes, etc. between the area of focus and the various art forms: music, visual art (2-D and 3-D), theatre art, dance, written prose and poetry</p> <p><b>Awareness that Connections exist within the community/world:</b> Finding the common attributes, elements, themes, etc. between an area of focus and the family, school and local community.</p>
<b>Comprehension through Text Analysis</b> Reading Trait 3	<p>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.</p> <ul style="list-style-type: none"> <li>Identifies the author's purpose and analyzes how the author's stylistic decision (structure, point of view, word choice, etc.) contribute to the purpose</li> <li>When 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 selection</li> <li>Uses 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</li> </ul>	

## READING

## GRADES 2 - 3

	Grade 2 West Linn-Wilsonville School District Stages of Learning: Stages 3, 4	Grade 3 West Linn-Wilsonville School District Stages of Learning: Stages 4, 5
<b>Accuracy</b>	<p>recognize consonants: initial, final, medial, initial clusters, final clusters, digraphs</p> <p>recognize vowels: short, long, diphthongs, r-controlled, variant forms</p> <p>determines meaning through context and visual cues</p> <p>understand concept of sentence, paragraph.</p> <p>uses sound symbol relationship to decode words</p> <p>uses structural analysis to decode: syllables, root words, compound words, prefixes and suffixes (morphemes)</p> <p>identifies basic sight words, root words, prefixes and suffixes (morphemes)</p> <p>understands language patterns and rhymes</p> <p>identify relationships (on, under, around, beginning, middle, end, first, last, top, bottom, over, under, in, out, in front of, beside, next to)</p> <p>uses a variety of decoding strategies, re-reads, self corrects to check for the meaning of words</p> <p>can think of logical words to fit a gap in a story</p> <p>read accurately by using phonics, language structure, word meaning and visual cues</p> <p>sound out words that are unknown</p> <p>identify contractions, grade level sight words, lesson vocabulary, rhyming words</p> <p>read a variety of genre (poetry, informational, biographical, fantasy, realistic, historical)</p> <p>recognize figurative language (simile, metaphor, idioms, etc.)</p> <p>select appropriate reading material for level, interest, and need</p>	<p>recognize consonants: initial, final, medial, initial clusters, final clusters, digraphs</p> <p>recognize vowels: short, long, diphthongs, r-controlled, variant forms</p> <p>determines meaning through vocabulary, context and visual cues</p> <p>understands concept of paragraph, chapter</p> <p>uses structural analysis to decode: syllables, root words, compound words, prefixes and suffixes (morphemes)</p> <p>understands language patterns and rhymes</p> <p>recognizes the multiple meaning of words</p> <p>tell if words sound the same, like "zoo" and "you" or look the same "door" and "floor"</p> <p>identify relationships (on, under, around, beginning, middle, end, first, last, top, bottom, over, under, in, out, in front of, beside, next to)</p> <p>uses a variety of decoding strategies, re-reads, self corrects to check for the meaning of words</p> <p>guess word because of morpheme: sign, signal, signature</p> <p>can think of logical words to fit a gap in a story</p> <p>read accurately by using phonics, language structure, word meaning and visual cues</p> <p>sound out words that are unknown, read some words having patterns: ...ough, ...ight, ...tion</p> <p>break words down into syllables</p> <p>knowledge of possessives, contractions, base words (roots), compounds words, syllables, affixes, multiple meaning words, antonyms, synonyms, homonyms</p> <p>recognize and use the organization of non-fiction literature to find information: table of contents, index, glossary, etc.</p> <p>read a variety of genre (poetry, informational, biographical, fantasy, realistic, historical.)</p> <p>recognize figurative language (simile, metaphor, idioms, etc.)</p> <p>select appropriate reading material for level, interest, and need</p>
<b>Fluency</b>	read orally with natural phrasing, expressive interpretation, flow and pace	
<b>Comprehension</b> Reading Trait 1	<p><b>Literal</b> Retelling, summarizing, noting time sequence of events/order, identifying main ideas, recalling information/facts, supporting details from both literary and informational selections</p> <p><b>Inferential</b> Identifying cause and effect, patterns or symbols, making predictions, distinguish between reality and fantasy, compare and contrast</p> <p><b>Evaluative</b> Awareness of analyzing information (looking at the parts to the whole), drawing conclusions</p>	
<b>Comprehension through Extending Understanding</b> Reading Trait 2	Comprehending by drawing connections and relationships between/amongst simple things and ideas beginning with group sharing of insight, and moving toward individual insight	<p><b>Connections with self:</b> Finding common attributes, values, situations, themes, etc. between the area of focus and self</p> <p><b>Connections with other art forms:</b> Finding the common attributes, elements, themes, etc. between the area of focus and the various art forms: music, visual art (2-D and 3-D), theatre art, dance, written prose and poetry</p> <p><b>Awareness that Connections exist within the community/world:</b> Finding the common attributes, elements, themes, etc. between an area of focus and the family, school and local community.</p>
<b>Comprehension through Text Analysis</b> Reading Trait 3	<p>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.</p> <ul style="list-style-type: none"> <li>Identifies the author's purpose and analyzes how the author's stylistic decision (structure, point of view, word choice, etc.) contribute to the purpose</li> <li>When 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 selection</li> <li>Uses 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</li> </ul>	

## READING

## GRADES 4 - 5

	Grade 4 West Linn-Wilsonville School District Stages of Learning: Stages 5, 6, 7	Grade 5 West Linn-Wilsonville School District Stages of Learning: Stages 6, 7, 8
<b>Word Meaning</b>	<b>Accuracy:</b> 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	
<b>Comprehension</b> Reading Trait 1	<b>Literal</b> Recalling and understanding information, summarizing, paraphrasing, noting sequence of events, identifying main ideas, noting priority of supporting details, developing understandings about facts and opinions <b>Inferential</b> Identifying: <u>from</u> cause and effect <u>to</u> relationships, images, patterns or symbol; <u>from</u> making simple predictions <u>to</u> drawing conclusions about their meaning, comparison/contrasting information, categorizing story elements, understanding literary elements and techniques <b>Evaluative</b> From just analyzing information (looking at the parts to the whole) to Analyzing and Evaluating information to form conclusions, reality/fantasy, distinguishing between fact and opinion, author's motive or purpose, accuracy of information	
<b>Comprehension through Extending Understanding</b> Reading Trait 2	Greater depths in comprehension by drawing connections and relationships between/amongst simple ideas, as well as, a growing awareness of implications toward abstract ideas Beginning with teacher prompts and moving toward intuitive responses observed within the context of students' writings.	<b>Connections with self:</b> Finding common attributes, values, situation, themes, etc. between the area of focus and self  <b>Connections with other art forms:</b> Finding the common attributes, elements, themes, etc. between the area of focus and the various art forms: music, visual art (2-D and 3-D), theatre art, dance, written prose and poetry  <b>Connections with the community/world:</b> <b>Simple connection at this level.</b> Finding the common attributes, elements, themes, etc. between an area of focus, and the family and community.
<b>Comprehension through Text Analysis</b> 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"> <li>Identifies the author's purpose and analyzes how the author's stylistic decision (structure, point of view, word choice, etc.) contribute to the purpose</li> <li>When 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 selection</li> <li>Uses 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</li> </ul>	
<b>Comprehension through Context Analysis</b> 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"> <li>Applies an understanding of an author's life experiences to examine and explain ways they have shaped and influenced the author's work</li> <li>When appropriate, recognizes and analyzes the ways in which a selection has had an impact on past and/or present social and cultural conditions and issues</li> <li>Uses 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</li> </ul>	

## WRITING &amp; SPEAKING

## KINDERGARTEN – GRADE 5

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?	
				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 2-3  Exploring different modes Webbing to gather ideas Organizing by chronology, importance/priority Writing for different audiences Incorporating “voice” to show a point of view Choosing words and varying sentence structures to add interest Using upper and lower case letters Using conventional spelling, and punctuation			Grades 4-5  Exploring different modes Using various visual formats to organize ideas Organizing by chronology, priority, magnitude of ideas, spatial orientation, parallel structure, etc. Matching the writing with the intended audience Selecting the appropriate point of view of the writing Valuing and applying the revision process Attempting accurate spelling and punctuation on final drafts	
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 <b>NON-VERBAL COMMUNICATION communicates 93% of the message</b>
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 &amp; LITERATURE

## KINDERGARTEN – GRADE 1

		Kindergarten West Linn-Wilsonville School District Stages of Learning: Stages 1, 2	Grade 1 West Linn-Wilsonville School District Stages of Learning: Stages 2, 3
<b>Content</b>	Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author: <u>Genre:</u> Informational, biography, mystery, science fiction, realistic fiction, historical fiction, horror, humorous, fantasy, adventure, religion <u>Forms: Prose or Poetry, Fiction or Nonfiction</u> novel, novella, short story, poem, play/drama, mythology, folktale <u>Elements:</u> main character point of view: Who is telling the story? setting of time and place lesson/moral/theme plot: <u>Beginning</u> /introduction, <u>Middle</u> , <u>problem to solve</u> /conflict, turning point/climax, <u>End</u> /conclusion <u>Techniques:</u> when the print shows how people talk to each other, dialogue when things act like people, personification when things have other meanings, symbolism figurative language: simile, imagery (when we get pictures in our mind) irony (when something surprising happens, a twist in the story) hints in a story, foreshadow when time jumps around and is out of order, flashbacks when something happens at the same time, parallelism alliteration onomatopoeia repetition, pattern rhyme Performance through expressive modes and the traits supporting their development: modes of writing/speaking: expository, persuasive, descriptive, narrative, imaginative discussion and group sharing informal presentations performance and delivery supportive visuals and graphic organizers (charts, maps, graphs) Organizational formats and strategies for process and production	<b>Literature Options:</b> Various songs, picture stories, poems, and articles Folk Tales Fairy Tales Fables Non-Fiction literature Pattern Books Wordless Books Anthologies	<b>Literature Options:</b> Various songs, picture stories, poems, and articles Folk Tales Fairy Tales Fables Non-Fiction literature Pattern Books Wordless Books Anthologies
	From: Health, Social Studies, Science, Current Events	<ul style="list-style-type: none"> <li>• Me</li> <li>• My Family and School</li> <li>• Same/Different</li> <li>• Where Am I</li> <li>• Symbols</li> <li>• Matter: Properties</li> <li>• Day and Night</li> <li>• Plants and Animals</li> <li>• The Senses</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• My School and Community</li> <li>• Living on Earth</li> <li>• My Country, My Heroes</li> <li>• Matter: Liquid, Solid, Gas</li> <li>• Weather</li> <li>• Basic Needs/Survival</li> <li>• Plants</li> <li>• Body Systems</li> <li>• Safety</li> </ul>

## LANGUAGE &amp; LITERATURE

## KINDERGARTEN – GRADE 1

	Kindergarten	Grade 1
<b>Essential Questions</b>		<p>What can we learn from books? Stories?</p> <p>What are the different types of books?</p> <p>How can I learn to sort the books into different groups?</p> <p>What makes a story fun to listen to, or a story fun to read?</p> <p>How do I choose what to read?</p> <p>Why do we read?</p> <p>Why do we write?</p> <p>How can I learn about myself from one of the characters?</p> <p>Can I find similarities/differences between/amongst the stories?</p> <p>How can I learn to write stories by reading and looking at others' stories?</p> <p>How are reading and writing connected?</p> <p>Why did an author write a story?</p> <p>Why do I write stories?</p> <p>How do I decide what to write about?</p> <p>Who do I want to tell my story to?</p> <p>What is poetry?</p> <p>How can I learn to write poetry?</p> <p>What words really make a story or poem interesting?</p> <p>How can I learn to picture the poem or story in my mind?</p> <p>Why is reading important?</p> <p>What are the relationships amongst sounds and letter symbols?</p> <p>How do I know what an upper case letter is from a lower case letter?</p> <p>What is the difference between a group of words and a sentence?</p> <p>How can I think about a story and predict what will happen next?</p> <p>How can I learn to be an independent reader?</p> <p>What is a story and where do stories come from?</p>
<b>Content Vocabulary</b>	<p>Elements of Literature</p> <p>Literary devices/techniques</p> <p>Vocabulary generated from a piece of literature, topic specific vocabulary, and its setting (time and place)</p> <p>Technical language generated from using technological support</p> <p>Terminology which is descriptive of the learning process</p> <p>Morpheme analysis and spelling patterns/meaning patterns</p> <p>Using prefixes and suffixes to change words</p> <p>Develop language breadth through thesaurus usage</p> <p>Using context clues</p>	<p>(Grades K-1)</p> <p>letter</p> <p>word</p> <p>sentence</p> <p>sound</p> <p>clues</p> <p>rhyme</p> <p>consonant</p> <p>title</p> <p>author</p> <p>vowel</p> <p>strategies</p> <p>context</p> <p>predict</p> <p>sight words, high frequency words</p> <p>beginning, middle, and end letter</p>
<b>Resources</b>	<p>Picture Books</p> <p>Big Books</p> <p>Topic Books</p> <p>Poetry</p> <p>Songs</p>	<p>Trade and adopted reading literature</p> <p>newspapers and magazines</p> <p>Dictionary and Thesaurus</p> <p>vocabulary list books, i.e. high frequency words</p> <p>In-class reading material, signs and posters</p>

## LANGUAGE &amp; LITERATURE

## GRADES 2 - 3

Linked with K-12 Overview		Grade 2 West Linn-Wilsonville School District Stages of Learning: Stages 3, 4	Grade 3 West Linn-Wilsonville School District Stages of Learning: Stages 4, 5
<b>Content</b>  <b>Analysis Text</b> Reading Trait 3  <b>Context Analysis</b> Reading Trait 4	Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author: <u>Genre:</u> Informational, biography, mystery, science fiction, realistic fiction, historical fiction, horror, humorous, fantasy, adventure, religion <u>Forms: Prose or Poetry, Fiction or Nonfiction</u> novel, novella, short story, poem, play/drama, mythology, folktale <u>Elements:</u> main character point of view: Who is telling the story?) setting of time and place lesson/moral/theme plot: <u>Beginning</u> /introduction, <u>Middle</u> , <u>problem to solve</u> /conflict, turning point/climax, <u>End</u> /conclusion <u>Techniques:</u> when the print shows how people talk to each other, dialogue when things act like people, personification when things have other meanings, symbolism figurative language: simile, imagery (when we get pictures in our mind) irony (when something surprising happens, a twist in the story) hints in a story, foreshadow when time jumps around and is out of order, flashbacks when something happens at the same time, parallelism alliteration onomatopoeia repetition, pattern rhyme Performance through expressive modes and the traits supporting their development: modes of writing/speaking: expository, persuasive, descriptive, narrative, imaginative discussion and group sharing informal presentations performance and delivery supportive visuals and graphic organizers (charts, maps, graphs) Organizational formats and strategies for process and production,	<b>Literature Options:</b> Various songs, picture stories, poems, and articles Tall Tales Folk Tales Fairy Tales Fables Plays Non-Fiction literature Biography, Autobiography Topic Books	<b>Literature Options:</b> Various songs, picture stories, poems, and articles Tall Tales Folk Tales Fairy Tales Fables Non-Fiction literature Biography, Autobiography Topic Books
	From: Health, Social Studies, Science, Current Events	<ul style="list-style-type: none"> <li>• Belonging to Groups and communities</li> <li>• People working together</li> <li>• People in Time and Place</li> <li>• Balance and Motion</li> <li>• Rocks and Soil</li> <li>• Life Cycles</li> <li>• Healthy Living</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Communities Grow and Change/People Make History</li> <li>• Democratic Communities</li> <li>• Sound</li> <li>• Land, Earth, Rock</li> <li>• Outer Space</li> <li>• Classification of Things</li> <li>• Bones and Muscles</li> <li>• Safety</li> </ul>

## LANGUAGE &amp; LITERATURE

## GRADES 2 - 3

	Grade 2	Grade 3																		
<b>Essential Questions</b>	<p>What makes a good story?</p> <p>What is the difference between a real, or a realistic type story, and fantasy story?</p> <p>What is a tall tale; what makes it funny?</p> <p>What do all stories have in common?</p> <p>How can I learn to tell the different story types apart?</p> <p>How can a different setting (or other element) change a story?</p> <p>How can I learn the lessons in a story?</p> <p>Why are these lessons important for everyone?</p> <p>How can I write poems in different ways?</p> <p>How can I make my writing interesting?</p> <p>What is the best way to organize my story?</p> <p>How can I write stories that others' will like?</p> <p>Can I make a play out of a story?</p> <p>Why is reading important to me?</p> <p>How will knowing how to say the words help me understand?</p> <p>How can I learn from reading the pictures?</p> <p>Can word patterns make reading fun and easier?</p> <p>How are words related?</p> <p>How can I learn to write words, and letters, by listening?</p> <p>How can the patterns I see and hear help me?</p> <p>What makes a good speaker, listener, and audience member?</p> <p>How can I use tools to help me share my stories and ideas?</p> <p>How can I learn from finding information in books?</p> <p>Why do people write?</p> <p>What makes me want to write?</p> <p>What are the differences between a written story and a writing that teaches (expository)?</p> <p>What is the best way to organize the information I want to teach someone else?</p> <p>How can I become a better listener and speaker?</p> <p>How can I use a computer to help me with my ideas?</p> <p>What do I need to remember when I use technology? (ethics)</p>	<p>What do I like about the way an author writes?</p> <p>How do I choose an appropriate book?</p> <p>How can I find good books when my interests begin to change?</p> <p>How can I make connections with the literature and share what I learn and feel?</p> <p>How do authors get their ideas? How can I get good ideas?</p> <p>How are authors' works similar/different?</p> <p>What do many of the stories have in common? (elements, techniques)</p> <p>How does changing an element impact a story?</p> <p>How can I learn to share my ideas so that others will understand and find them interesting?</p> <p>How do the illustrations help me understand what the author is trying to say?</p> <p>Why does an author choose to write a particular story, or tell about a particular topic?</p> <p>How can I learn to be more expressive when I read, tell, or act out a story?</p> <p>How does the organization of the book help me when I am trying to read to find information?</p> <p>How can I learn to tell about a book without giving away all the secrets that make it a good book to read?</p> <p>How can I learn from the characters in a story and the problems they must solve?</p> <p>How can I learn from the way an author writes, so it will help me with my writing ideas?</p> <p>How can I use the literary techniques to make my writing better?</p> <p>How can reading good stories help me write better stories?</p> <p>How are stories and expository writings organized?</p> <p>How can I present my work, stories, or read aloud in an interesting way? (voice, gestures, display, drama)</p> <p>What do I want to know?</p> <p>How do I know the information is fact, opinion, or fantasy?</p> <p>How do I organize the information I have been learning?</p> <p>How do I tell about things in my own words?</p> <p>How do I let others know where I got the information?</p> <p>How can I use the computer to make sharing my ideas and writing easier?</p> <p>What is expected of me when I use a computer?</p> <p>What are the responsibilities of a writer? (ethics)</p> <p>How can I be creative and accurate at the same time?</p> <p>How can understanding another point of view help me be a better person and student?</p> <p>How will knowing my audience, influence the way I communicate (in writing, orally)?</p> <p>Why is it important to be a good listener?</p> <p>What is active listening?</p> <p>What do I do when I don't know how to say a word, or what a word means?</p>																		
<b>Content Vocabulary</b>  Literary elements, devices, and Terms of language morphology	<p>Elements of Literature ; Literary devices/techniques</p> <p>Vocabulary generated from a piece of literature, topic specific vocabulary, and its setting (time and place)</p> <p>Technical language generated from using technological support</p> <p>Terminology which is descriptive of the learning process</p> <p>Morpheme analysis and spelling patterns/meaning patterns</p> <p>Using prefixes and suffixes to change words</p> <p>Develop language breadth through thesaurus usage</p> <p>Using context clues</p>	<p>(Grades 2-3)</p> <table> <tr> <td>letter</td><td>rhyme</td><td>predict</td></tr> <tr> <td>word</td><td>consonant</td><td>sight words, high frequency words</td></tr> <tr> <td>sentence</td><td>punctuation</td><td>beginning, middle, and end</td></tr> <tr> <td>sound</td><td>vowel</td><td>parts of speech</td></tr> <tr> <td>clues</td><td>strategies</td><td>paragraph</td></tr> <tr> <td></td><td>context</td><td></td></tr> </table>	letter	rhyme	predict	word	consonant	sight words, high frequency words	sentence	punctuation	beginning, middle, and end	sound	vowel	parts of speech	clues	strategies	paragraph		context	
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clues	strategies	paragraph																		
	context																			
<b>Resources</b>	<p>Picture Books</p> <p>Big Books</p> <p>Books on Tape</p> <p>First Steps: Reading Writing</p> <p>Trade and adopted reading literature</p>	<p>Topic books; newspapers and magazines</p> <p>Dictionary and Thesaurus</p> <p>vocabulary list books, i.e. high frequency words</p> <p>In-class reading material, signs and posters</p> <p><i>Reading, Writing, Speaking for Teachers</i> (in-district resource)</p>																		



## LANGUAGE &amp; LITERATURE

## GRADES 4 - 5

		Grade 4 West Linn-Wilsonville School District Stages of Learning: Stages 5 , 6, 7	Grade 5 West Linn-Wilsonville School District Stages of Learning: Stages 6, 7, 8
<b>Content</b>	Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author: <u>Genre:</u> Informational, biography/autobiography, mystery, science fiction, realistic/contemporary fiction, historical fiction, horror, humorous, fantasy, adventure, religion <u>Forms: Prose or Poetry, Fiction or Nonfiction</u> novel, novella, short story, poem, play/drama, mythology, folktale <u>Elements:</u> character: protagonist, antagonist point of view: first, second, third (limited, omniscient) setting of time and place mood moral/theme plot: beginning/introduction/exposition, conflict, rising action, events, climax, falling action, ending/conclusion/resolution etc. <u>Techniques:</u> style dialogue mood personification symbolism allusion figurative language: metaphor, simile, analogy, imagery irony foreshadow flashbacks/creative sequencing sound language: alliteration, onomatopoeia, repetition, pattern, rhyme Performance through expressive modes, use of props, and the qualities 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. Organizational formats and strategies for product, process, time and self-management.	<b>Literature Options:</b> Various short stories, poems, and articles <i>Hawk</i> <i>I Am Your Brother</i> <i>*Hatchet</i> <i>Sign of the Beaver</i> <i>Legend of Jimmy Spoon</i> <i>Dear Mr. Henshaw</i> <i>Indian in the Cupboard</i> <i>Number the Stars</i> <i>Black Star Bright Dawn</i> <i>*Island of the Blue Dolphin</i> <i>My Side of the Mountain</i> <i>Winter Song</i> <i>Mr. Tuckett</i> <i>Streams to Rivers</i> <i>Rivers to Oceans</i> <i>Bound for Oregon</i> <i>Trouble for Lucy</i> <i>Sarah Plain and Tall</i> Lewis and Clark Journals  * on more than one grade's list	<b>Literature Options:</b> Various short stories, poems, and articles <u>Read Aloud:</u> <i>Lator Gator</i> <i>Where the Red Fern Grows</i> <i>*Thunder Cove</i> <i>To Be a Slave</i> Ida B. Wells- <i>Now is Your Time</i> <i>Soun Tetoken</i> <i>Sing Down the Moon</i> <i>Dragon Wings</i> <i>Long Journey Home</i> <i>Out of the Dust</i>  Native American Literature Civil War/Slavery Literature Dr. Seuss Unit African American Voices  * on more than one grade's list
<b>Suggested Topics/Themes</b>	Thinking About Ideas and My Own Thoughts, Relationships, The World Is Very Interesting, Building Social Circles, Working in a Group, A Concern for Others	Appreciation of Literature, Change and Facing New Challenges, Stories Record Our History, Literary Criticism: Making Judgments, Everything is Organized Somehow	We All Have Stories To Tell, Learning about Perspective, What is Fair? Events that Caused Great Change
	<u>Perspectives:</u> Geographical, economical, historical, religious, cultural, scientific, political, technological, ecological, global, artistic, mathematical, literary, personal, empathetic, etc.	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Exploration</li> <li>• The Great Migration</li> <li>• Inventions/Technology</li> <li>• Regions</li> <li>• Economics</li> <li>• Democracy/Government</li> <li>• Digestion, Respiration, and Circulation systems</li> </ul>	<ul style="list-style-type: none"> <li>• Models and Designs</li> <li>• Interdependence</li> <li>• Brain and Nervous Systems</li> <li>• Electricity and Magnetism</li> <li>• Ocean</li> <li>• Heredity and Nutrition</li> <li>• Energy and fuel</li> <li>• Science and Technology Landforms</li> </ul>

## LANGUAGE &amp; LITERATURE

## GRADES 4 - 5

<b>Essential Questions</b>	<p>What is literature?</p> <p>What are my strengths as a reader and what must I do to improve?</p> <p>How do I select a book at my level, interest, and need?</p> <p>What are the qualities of a good book?</p> <p>Are their similarities amongst the books from the same author?</p> <p>How are books categorized?</p> <p>What are the clues on the cover of a book that help predict what a book will be about?</p> <p>How can I learn about topics from the illustrations?</p> <p>How do I match my message with my audience?</p> <p>Why did the author choose to write this novel?</p> <p>How do authors share their lives in stories?</p> <p>What can I learn from the characters' experiences?</p> <p>How will changing a literary element impact the story?</p> <p>How can knowing about the elements of literature help me understand similarities and differences amongst various pieces of literature?</p> <p>How can I learn to identify and understand the impact of the lesson/theme of a story?</p> <p>What are the differences between fact and fiction?</p> <p>How can the <u>techniques/devices</u> enhance the telling of a story? (personification, mood, tone, etc)</p> <p>How do I locate support to back my thoughts and ideas?</p> <p>How can paying-attention to how a publisher organizes a book help me with my research?</p> <p>How will the different ways of reading help me find information, or enjoy stories better?</p> <p>Why is it important to verify information for accuracy?</p> <p>Can I identify characters from different pieces of literature by their descriptions?</p> <p>How can I develop patience to listen to others and appreciate their thinking?</p> <p>How will being respectful to others be personally rewarding to me?</p> <p>How do I express my feelings in drama and movement?</p> <p>How can I learn to express my ideas in writing in an efficient and effective way?</p> <p>How can I find the best words to express my thoughts?</p> <p>How do I organize my various writings to be most effective?</p> <p>How will knowing another point of view help me be a better person and student?</p> <p>How can I use a variety of ways to express my understanding? (prose, poetry, graphics, art)</p> <p>How can I create my own visuals to express what I have learned?</p> <p>How does literature both reflect and influence history, culture, and values?</p>	<p>How can I learn to express my ideas in writing in an efficient and effective way?</p> <p>How can I find the best words to express my thoughts?</p> <p>How do I organize my various writings to be most effective?</p> <p>How will knowing another point of view help me be a better person and student?</p> <p>How can I use a variety of ways to express my understanding? (prose, poetry, graphics, art)</p> <p>How can I create my own visuals to express what I have learned?</p> <p>How will perspectives differ in telling a historical story?</p> <p>(ex: Native American v European American)</p> <p>How can I learn to make better connections with the stories I read or the topics I read about?</p> <p>How can knowing about a time period in history help make a novel more interesting and enjoyable?</p> <p>How can one person make a difference?</p> <p>How can I learn about being a good person by reading about others?</p> <p>How can I learn new words and understand how these word are used? (context)</p> <p>What are other strategies to learn new words?</p> <p>How can knowing the vocabulary help me understand and appreciate what I am reading?</p> <p>How can I share what I am reading with others, so that they will find the story, or topic interesting?</p> <p>How do I think up questions in my mind to keep me focused, and interested in reading on?</p> <p>How can I become more confident in my ideas, so that I can share them with others?</p> <p>How can I think about my own learning, so that I know how much I have grown?</p>
<b>Content Vocabulary</b>  Literary elements, devices, and Terms of language morphology	<p>Elements of Literature</p> <p>Literary devices/techniques</p> <p>Vocabulary generated from a piece of literature, topic specific vocabulary, and its setting (time, place, and space)</p> <p>Technical language generated from using technological support</p> <p>Terminology which is descriptive of the learning process</p> <p>Morpheme analysis and spelling patterns/meaning patterns</p> <p>Using prefixes and suffixes to change words</p> <p>Develop language breadth through thesaurus usage</p> <p>Using context clues</p>	
<b>Resources</b>	<p>Literature anthologies</p> <p>Trade and Topic books</p> <p>Internet</p> <p>newspapers and magazines</p> <p>Dictionary and Thesaurus</p> <p>vocabulary list books, i.e. high frequency word lists</p> <p>In-class reading material</p>	<p><i>Reading, Writing, Speaking for Teachers</i> (in-district resource)</p> <p>Ken Burns OPB historical presentations</p>

## STUDY SKILLS

## KINDERGARTEN – GRADE 1

	<b>Kindergarten – Grade 3 Overview</b> Locate information using illustrations, table of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables. Alphabetize Understand and use resource information and reference areas within books and magazines Collect, organize and record data Develop methods for citing resources and information	<b>Kindergarten – Grade 1</b> Alphabetize to the first letter Understand and uses table of contents Use appropriate version of dictionary, thesaurus, word lists, etc. to meet individual need. Collect and record data and organizing from visual methods to words Develop creative ways to reference information and recognize the importance of citing resources
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## STUDY SKILLS

## GRADES 2 - 3

	<b>Kindergarten – Grade 3 Overview</b> Locate information using illustrations, table of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables. Alphabetize Understand and use resource information and reference areas within books and magazines Collect, organize and record data Develop methods for citing resources and information	<b>Grades 2 - 3</b> Alphabetize to the third letter Understand and use indexes, glossary and table of contents follows directions, oral and written Use dictionary and thesaurus Use text format features(bold, heading, captions) to locate specific information and clarify meaning Skim for specific details Use test taking strategies Access reference sources (identifying where a selection may be categorized in the library)
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## STUDY SKILLS

## GRADES 4 - 5

<b>Research</b>  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 Follow directions, oral and written Alphabetize to the third letter Understand and use indexes, glossary and table of contents Access reference sources Use dictionary and thesaurus for spelling, parts of speech, syllables, definitions, and pronunciation Use text format features(bold, heading, captions) to locate specific information and clarify meaning Skim for specific details Use test taking strategies Use library skills, (Dewey decimal system, card catalog and index) Recognize and organize a simple outline
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## ASSESSMENT

## KINDERGARTEN – GRADE 1

Assessment	Collection of Evidence	Various strategies for assessing *cognitive, **affective, and ***skills development	Assessment Genre:	
<p>What does this collection of information tell me about the child's learning?</p> <p>What inferences can be drawn from the evidence?</p> <p>How can I incorporate what I now know into future lesson design?</p>	<p>In K-1 portfolios will have informal and formal examples of process and product gathered from a wide context. Areas of assessment: letter/sound recognition, concept of print, high frequency words, running record and /or miscue analysis, sentence dictation, development of spelling.</p> <p>The portfolio/s should also include samples of student work, reflecting the learning in the cognitive domain, affective domain, and skills development.</p> <p>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.</p> <p><b>*Cognitive Domain</b> simple to complex</p> <p>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</p> <p><b>**Affective Domain</b> least to most committed attention to act and act upon</p> <p>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</p>	<p><b>*Cognitive assessment:</b></p> <ul style="list-style-type: none"><li>• annotations noting: development of the reflective perspective (role taking-What is the other seeing? What is the other feeling? What is the other thinking? What is the other intending? What is the other like?)</li><li>• drawings and dictations of insights</li><li>• simple analysis, synthesis, and evaluation of delivery of information (peer presentation, class lesson, mass media, etc.)</li><li>• teacher and self assessment matched with original aims/goals from Content and Essential Question columns</li><li>• conferences with peers, adults throughout learning process</li></ul> <p><b>**Affective assessment:</b></p> <ul style="list-style-type: none"><li>• events that will uncover the ability to differentiate and label negative and positive emotions in self and others</li><li>• observations/annotations noting tolerance for working through challenges/frustrations</li><li>• observing and noting child's expression of appropriate management of fear, helplessness, anger, affection, excitement, enthusiasm and disappointment</li></ul> <p><b>***Skill assessment:</b></p> <ul style="list-style-type: none"><li>• observation of students' ability to: collect, save, sequence, and sort the evidence of the work</li><li>• recall the steps dependent on props to developing the ability of prop use for enhancement in the retelling of the activity and understanding</li><li>• developing cause and effect relationship: "When I did..., I learned....."</li></ul>	<p>captions labels simple research maps interview with a key question story boards story lines graphs/charts joke telling construction of model observational and interpretive drawings</p>	
STATE'S SCORING TRAITS				
Writing	Speaking	Reading	Science	Math
	<p>1. Idea and Content</p> <p>2. Organization</p> <p>3. Language (this trait grade 5) <i>word choice, sentence structure, grammar</i></p> <p>4. Delivery</p> <p>Citing sources is expected</p>		<p>1. Framing an Investigation <i>question and hypothesis</i></p> <p>2. Designing the Investigation <i>address and explain questions/ hypothesis</i></p> <p>3. Collecting &amp; Presenting Data <i>collect, organize, and display</i></p> <p>4. Analyzing &amp; Interpreting Results</p>	<p>1. Conceptual Understanding <i>interpret and translate into mathematics</i></p> <p>2. Processes and Strategies <i>choose and carry out</i></p> <p>3. Verification <i>second look: concepts/strategies/ calculations to defend solution</i></p> <p>4. Communication <i>pictures, symbols, vocabulary, path to solution</i></p> <p>5. Accuracy <i>supported by work</i></p>

## ASSESSMENT

## GRADES 2 - 3

Assessment	Collection of Evidence	Various strategies for assessing *cognitive, **affective, and ***skills development	Assessment Genre:	
<p>What does this collection of information tell me about the child's learning?</p> <p>What inferences can be drawn from the evidence?</p> <p>How can I incorporate what I now know into future lesson design?</p>	<p>In Grades 2-3 documents will address progress toward Grade 3 (First Benchmark) State Benchmarks, and District Learning Stage Development. Portfolio/s should include items that are both formal and informal examples of process and product gathered from a wide context.. The portfolio/s should include samples of student work, reflecting the growth through the "Stages of Learning," as well as, in the cognitive domain, affective domain, and skills development.</p> <p>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.</p> <p><b>*Cognitive Domain</b> simple to complex</p> <p>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</p> <p><b>**Affective Domain</b> least to most committed attention to act and act upon</p> <p>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</p>	<p><b>*Cognitive assessment:</b></p> <ul style="list-style-type: none"><li>• annotations noting: development of the reflective perspective (role taking-What is the other seeing? What is the other feeling? What is the other thinking? What is the other intending? What is the other like?)</li><li>• drawings and dictations of insights</li><li>• simple analysis, synthesis, and evaluation of delivery of information (peer presentation, class lesson, mass media, etc.)</li><li>• teacher and self assessment matched with original aims/goals from Content and Essential Question columns</li><li>• conferences with peers, adults throughout learning process</li></ul> <p><b>**Affective assessment:</b></p> <ul style="list-style-type: none"><li>• events that will uncover the ability to differentiate and label negative and positive emotions in self and others</li><li>• observations/annotations noting tolerance for working through challenges/frustrations</li><li>• observing and noting child's expression of appropriate management of fear, helplessness, anger, affection, excitement, enthusiasm and disappointment</li></ul> <p><b>***Skill assessment:</b></p> <ul style="list-style-type: none"><li>• observation of students' ability to: collect, save, sequence, and sort the evidence of the work</li><li>• recall the steps dependent on props to developing the ability of prop use for enhancement in the retelling of the activity and understanding</li><li>• developing cause and effect relationship: "When I did..., I learned....."</li></ul>	<p>captions labels simple research maps interview with a key question story boards story lines graphs/charts joke telling construction of model observational and interpretive drawings</p>	
STATE'S SCORING TRAITS				
Writing	Speaking	Reading	Science	Math
	<p>1. Idea and Content</p> <p>2. Organization</p> <p>3. Language (this trait grade 5) <i>word choice, sentence structure, grammar</i></p> <p>4. Delivery</p> <p>Citing sources is expected</p>	<p>1.Accuracy <i>phonics, language structure, word meaning, and visual clues</i></p> <p>2.Fluency <i>oral reading with natural phrasing, expressive interpretation, flow and pace</i></p> <p>3.Comprehension <i>determining word and passage meaning through context clues, word meaning, illustrations and other visual formats</i></p>	<p>1. Framing an Investigation <i>question and hypothesis</i></p> <p>2. Designing the Investigation <i>address and explain questions/ hypothesis</i></p> <p>3. Collecting &amp; Presenting Data <i>collect, organize, and display</i></p> <p>4. Analyzing &amp; Interpreting Results</p>	<p>1. Conceptual Understanding <i>interpret and translate into mathematics</i></p> <p>2. Processes and Strategies <i>choose and carry out</i></p> <p>3. Verification <i>second look: concepts/strategies/ calculations to defend solution</i></p> <p>4. Communication <i>pictures, symbols, vocabulary, path to solution</i></p> <p>5. Accuracy <i>supported by work</i></p>

## ASSESSMENT

## GRADES 4 - 5

<b>Assessment</b>  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 lesson design?	<b>Collection of Evidence</b> In Grades 4-5 documents will address progress toward Grade 5 (Second Benchmark) State Benchmarks, and District Learning Stage Development. Portfolio/s should include items that are examples of both informal and formal examples of process and product gathered from a wide context. The portfolio/s should include samples of student work, reflecting the growth through the "Stages of Learning," as well as, in the cognitive domain, affective domain, and skills development.  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.  <b>*Cognitive Domain</b> <b>simple to complex</b>  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  <b>**Affective Domain</b> <b>least to most committed</b> <b>attention to act and act upon</b>  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	<b>Various strategies for assessing *cognitive, **affective, and skills development</b>  <b>*Cognitive assessment:</b> <ul style="list-style-type: none"><li>• annotations noting: ability to think through problem situations and anticipate occurrences; showing that there is one way to solve a problem; setting goals, anticipating consequences and working to overcome obstacles; focusing on strengths of self and others; ability to manage time; developing empathetic viewpoints</li><li>• self assessments of personal conceptual awareness through disclosing prompts</li><li>• journal/learning log/literature notes concerning knowledge and insight gains</li><li>• analysis, synthesis, and evaluation of delivery of information (panel discussions, peer presentation, lecture, mass media, etc.)</li><li>• teacher and self assessment matched with original aims/goals from Content and Essential Question columns</li><li>• conferences with peers, adults, and experts throughout learning process</li></ul> <b>**Affective assessment:</b> <ul style="list-style-type: none"><li>• survey of attitudes toward project, process, skill development and motivation, interests and sense of empowerment</li><li>• self assessment open ended-essay regarding personal empowerment, gains, growth and unexpected rewards and relevance</li><li>• teacher and expert observation with annotations</li></ul> <b>***Skills assessment:</b> <ul style="list-style-type: none"><li>• observation with annotations by peers, adults, and experts (see annotation ideas in above section)</li><li>• portfolio of documentation of all steps of the process, i.e. goals, overview design, learning log, calendar of progress, etc.</li><li>• self reflection on problem solving, organizational strategies, intended and unintended outcomes, hypothesized corrections to future processes and extending to the next steps of inquiry</li><li>• self assessment of self organization, motivation and time management</li></ul>	<b>Assessment Genre:</b>  simple to extended research reports short stories artifact analysis mathematics writing, problem solving interview: questions series photo essay with text comparative observations hypothesis testing in literary context blueprints, diorama, artistic interpretation of models, settings informative text, captions construction of visual graphics/metaphors methods of organization of data: notes, formats, records, location	
<b>STATE'S SCORING TRAITS</b>				
<b>Writing</b>	<b>Speaking</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
		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>