



English Language Arts Grade 8

Comprehend and Respond

OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR8.2 I can choose and use appropriate strategies to make meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 8 in conjunction with other strategies outlined in the curriculum.</i>	Before reading: previewing and anticipating message.	<ul style="list-style-type: none"> I can choose and use appropriate previewing strategies with help. I use a few “before” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can provide surface level prior knowledge and make and confirm predictions. I use a few “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can make, confirm, and adjust predictions and anticipate author’s message. I use a variety of “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can build on insightful connections to prior knowledge and anticipate the author’s message and intent. I use a wide variety of “before” reading strategies according to my purpose for reading to make meaning.
	During, esp. making inferences based on the text and my prior knowledge	<ul style="list-style-type: none"> I can draw conclusions based on my prior knowledge, with help. I use a few “during” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can make inferences based on my prior knowledge, and, with prompting, based on the text. I use a few “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can explain inferences based on my prior knowledge and the text. I use a variety of “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can confirm and adjust inferences. I use a wide variety of “during” reading strategies according to my purpose for reading to make meaning.
	After, esp. paraphrasing and summarizing.	<ul style="list-style-type: none"> I can recall and paraphrase material, with help. 	<ul style="list-style-type: none"> I can recall and paraphrase text. 	<ul style="list-style-type: none"> I can summarize and paraphrase text. 	<ul style="list-style-type: none"> I can paraphrase, summarize, and synthesize or evaluate text.



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		<ul style="list-style-type: none"> I can make connections to my own knowledge and experience with help. I use a few “after” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can make connections to my own knowledge and experience with prompting. I use a few “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can make connections to my own knowledge and experience. I use a variety of “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can make connections to my own knowledge and experience, and compare and contrast ideas. I use a wide variety of “after” reading strategies according to my purpose for reading and responding to make meaning.
Comments					
CR8.3 I can use cues to make meaning and confirm it.	Purpose, tone and register.	<ul style="list-style-type: none"> With help, I recognize that the author has a purpose. 	<ul style="list-style-type: none"> I can identify the author’s purpose, and register (level) of language. 	<ul style="list-style-type: none"> I can identify the author’s purpose, register (level of language), and tone. 	<ul style="list-style-type: none"> I can identify the author’s, purpose, register, and tone, and comment on their impact in the text.



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<p><i>The cues listed explicitly in the shaded column are to be emphasized in Grade 8 in conjunction with other cues outlined in the curriculum.</i></p> <p>(Note: Text structures refer to layout and format. Text features are headings, bullets, graphs, etc.).</p>	Text structures and features.	<ul style="list-style-type: none"> With help I can identify a few text features and use them to make meaning. I am learning to recognize some text structures, with help. 	<ul style="list-style-type: none"> I can identify some text features on my own and use them to make meaning. I can recognize some text structures. 	<ul style="list-style-type: none"> I can identify many text features and explain how they help create unity (oneness of idea) and coherence (logical order). I can identify the structure of a text. 	<ul style="list-style-type: none"> I can identify many text features in a wide range of texts, and explain how they help create unity (oneness of idea) and coherence (logical order). I can identify the structures of a text and infer why the author chose it.
	Sentence structure.	<ul style="list-style-type: none"> With help I can recognize simple and compound sentence structures. 	<ul style="list-style-type: none"> I can recognize simple and compound sentence structures, and explain their use for variety. 	<ul style="list-style-type: none"> I can recognize simple, compound and complex sentence structures and explain their use for variety and interest. 	<ul style="list-style-type: none"> I can recognize simple, compound, complex, and compound-complex sentence structures and explain their use for variety, interest, and effect.
	Synonyms, word patterns and meanings.	<ul style="list-style-type: none"> I understand that there may be more than one word used to mean the same thing and recognize them with help. 	<ul style="list-style-type: none"> I can recognize and understand words that mean the same thing. 	<ul style="list-style-type: none"> I can recognize that synonyms may be used for variety. 	<ul style="list-style-type: none"> I can recognize and understand that synonyms are used purposefully and for effect.



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		<ul style="list-style-type: none"> With help I understand the basic parts of words. I recognize a few affixes and roots, with help. I can recognize and understand the stress OR the pitch of words, with help. 	<ul style="list-style-type: none"> I recognize there are different word patterns. I recognize many affixes and roots. I can recognize and understand the stress OR the pitch of words. 	<ul style="list-style-type: none"> I recognize and understand a variety of word patterns. I recognize most affixes and roots, as well as the juncture of common words. I can recognize and understand the effect of the stress AND pitch of words. 	<ul style="list-style-type: none"> I recognize a variety of word patterns and can explain their effect. I recognize affixes and roots in a wide variety of words, as well as the juncture of complex words. I can explain the effects of stress AND pitch of words in an author's choice of words.
	Layout and graphics.	<ul style="list-style-type: none"> With help I can distinguish between layout and graphics in a text. 	<ul style="list-style-type: none"> I can explain the effect of layout OR graphics on the meaning of a text. 	<ul style="list-style-type: none"> I can explain the effect of layout AND graphics on the meaning of a text. 	<ul style="list-style-type: none"> I can explain the impact of layout and graphics on the meaning of any text I read.
Comments					



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CR8.4 I can view and interpret a variety of visual and multimedia texts to: <ul style="list-style-type: none"> Locate and interpret key messages and details Develop conclusions and opinions Evaluate the effectiveness of the text 	I can locate and interpret key messages and details.	<ul style="list-style-type: none"> With help, I can identify key messages and details in a variety of media (websites, films, videos, presentations). 	<ul style="list-style-type: none"> I can identify key messages and details in a variety of media (websites, films, videos, presentations). 	<ul style="list-style-type: none"> I can identify and explain key messages and details in a variety of media (websites, films, videos, presentations). 	<ul style="list-style-type: none"> I can compare the key messages in a variety of media (websites, films, videos, presentations) about the same topic.
	I can develop conclusions and opinions.	<ul style="list-style-type: none"> I can draw conclusions from media with help. With help I can form an opinion from visual or multimedia texts I viewed. 	<ul style="list-style-type: none"> I can draw conclusions from media. I can form an opinion from visual or multimedia texts I viewed. 	<ul style="list-style-type: none"> I can draw a conclusion from visual or multimedia texts and explain my conclusion. I can form an opinion from visual or multimedia texts I viewed, and explain it. 	<ul style="list-style-type: none"> I can support my conclusion with specific references to the text I viewed. I can form an opinion I from visual or multimedia texts and support it with specific references to the text I viewed.
	I can evaluate the effectiveness of the text.	<ul style="list-style-type: none"> With help I can identify a few reasons why a text is effective or not. 	<ul style="list-style-type: none"> I can identify a few reasons why a text may or may not be effective and can explain my thinking. 	<ul style="list-style-type: none"> I can identify reasons why a text may or may not be effective, and can I explain my thinking with some references to the text. 	<ul style="list-style-type: none"> I can identify the reasons a text is effective and give detailed support from the text to explain my thinking



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Comments					
C8.5 I can listen to: <ul style="list-style-type: none"> Gather information Follow directions Form an opinion Find the opinions expressed Understand the presenter's point of view, values, biases, stereotypes or prejudices. 	Gather information	<ul style="list-style-type: none"> I can gather a key message from an oral text, with help. 	<ul style="list-style-type: none"> I can gather a key message and some details from an oral text 	<ul style="list-style-type: none"> I can gather key messages and details from an oral text. 	<ul style="list-style-type: none"> I can gather key messages and details from an oral text and make connections to other texts I know.
	Follow directions.	<ul style="list-style-type: none"> I can follow simple directions with help. 	<ul style="list-style-type: none"> I can follow simple directions. 	<ul style="list-style-type: none"> I can follow multi-step directions. 	<ul style="list-style-type: none"> I can follow complex directions.
	Form an opinion.	<ul style="list-style-type: none"> With help I can form an opinion from an oral text. 	<ul style="list-style-type: none"> I can form an opinion from an oral text. 	<ul style="list-style-type: none"> I can form an opinion from an oral text, and explain it. 	<ul style="list-style-type: none"> I can form an opinion from an oral text, and support it with specific references to the text I listened to.
	Find the opinion expressed.	<ul style="list-style-type: none"> I can find the opinion expressed, with help. 	<ul style="list-style-type: none"> I understand that there may be several opinions, and I can find them. 	<ul style="list-style-type: none"> I can find the opinion or opinions expressed and explain my thinking. 	<ul style="list-style-type: none"> I can compare differing opinions expressed about the topic.
	Understand the presenter's point of view, values, biases, stereotypes, or prejudices.	<ul style="list-style-type: none"> I can identify the presenter's purpose and point of view with help. 	<ul style="list-style-type: none"> I can use a few strategies (purpose, point of view, key message, finding the facts and the opinions) to identify any bias, stereotypes or prejudices in the presenter's message. 	<ul style="list-style-type: none"> I can use many strategies (in addition to Level 2, interacting appropriately with the speaker, asking questions) to identify any bias, stereotypes or prejudices in the presenter's message. 	<ul style="list-style-type: none"> I can use a wide variety of strategies (in addition to Level 3, matching what the speaker says with the body language) to identify any bias, stereotypes or prejudices in the presenter's message.



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Comments				
CR8.6 I read, understand and interpret a variety of fictional texts about different cultures, including First Nations and Metis texts to evaluate <ul style="list-style-type: none"> the purpose, the message, the point of view, the craft, the values and stereotypes or prejudices. 	<ul style="list-style-type: none"> I can read fictional texts about different cultures and recognize and relay the main idea, events, and themes. 	<ul style="list-style-type: none"> I can read fictional texts about different cultures and identify the message, the purpose, and the influence of the author's experience, background and culture on the theme. 	<ul style="list-style-type: none"> I can read fictional texts about different cultures and identify the purpose, the message, the unique cultural point of view, the values, stereotypes and prejudices, and some aspects of craft. 	<ul style="list-style-type: none"> I can read a variety of fictional cultural texts and understand the purpose, message, point of view, values, stereotypes and prejudices, and the craft.
CR8.7 I read independently and understand a variety of specialized information texts to: <ul style="list-style-type: none"> Understand the main idea Understand the evidence Explain connections between new ideas and previous thoughts Recognize bias or false reasoning. 	<ul style="list-style-type: none"> I can read informational text and understand the main idea. 	<ul style="list-style-type: none"> I can read informational text, understand the main idea, and locate the supporting evidence. 	<ul style="list-style-type: none"> I can read informational text, understand the main idea, locate the supporting evidence, explain connections between new ideas and information and previous thoughts, and be sensitive to bias. 	<ul style="list-style-type: none"> I can read informational texts and understand the main idea, locate the evidence, make connections between new ideas and information and previous thoughts, and recognize bias or false reasoning.



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CR8.8 I can read Grade 8 appropriate texts to increase fluency and expression.	<ul style="list-style-type: none">I need help to read and understand Grade 8 appropriate texts fluently and with expression.	<ul style="list-style-type: none">I can read and understand Grade 8 appropriate texts with some fluency and expression.	<ul style="list-style-type: none">I can read and understand Grade 8 appropriate texts with fluency and expression.	<ul style="list-style-type: none">I can read Grade 8 appropriate texts with exceptional fluency and expression.
Comments				