



English Language Arts Grade 8

Compose and Create

| 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. |
|---|--|--|--|---|--|
| CC8.3 I can use strategies of the creating process to communicate meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 8 and used in conjunction with other strategies outlined in the curriculum.</i> | Before, esp. planning, organizing and sequencing ideas to fit purpose, point of view and format | <ul style="list-style-type: none"> I can choose a strategy to help communicate the purpose for writing. I use some “before” strategies with help to communicate meaning. | <ul style="list-style-type: none"> I can choose a few strategies to communicate the purpose for writing and the point of view before I begin writing. I use some “before” strategies to communicate meaning. | <ul style="list-style-type: none"> I can choose many different strategies before writing which will help communicate the purpose, point of view, and format. I use a variety of “before” strategies to communicate meaning. | <ul style="list-style-type: none"> I can purposefully choose a variety of appropriate strategies before I begin writing that help communicate the purpose for writing, point of view, and format. I choose “before” strategies according to my purpose and audience from a variety of strategies to communicate meaning. |
| | During, esp. using and maintaining the appropriate point of view . | <ul style="list-style-type: none"> With help, I am learning to maintain one point of view throughout the piece. I use a few “during” strategies to communicate meaning, with help. | <ul style="list-style-type: none"> I can begin a piece with a specific point of view, but I can sometimes still switch point of view throughout without meaning to. I use some “during” strategies to communicate meaning. | <ul style="list-style-type: none"> I can maintain and use one appropriate point of view throughout the piece on my own (ex. first person). I use a variety of “during” strategies to communicate meaning. | <ul style="list-style-type: none"> I purposefully choose a particular and appropriate point of view throughout the piece (ex. omniscient-third person) and may change points of view deliberately. I choose “during” strategies according to my purpose and audience from a variety of strategies to communicate meaning. |



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| | | | | | |
| | After, esp. revising all drafts and even final draft for effectiveness | <ul style="list-style-type: none"> I can revise my final draft for content and meaning and conventions with help. I revise when someone sits down with me to do it. I use a few “after” strategies to communicate meaning, with help. | <ul style="list-style-type: none"> I can revise my final draft for content and meaning , conventions, and organization. I revise when I am reminded. I use some “after” strategies to communicate meaning. | <ul style="list-style-type: none"> I can revise my final draft for content and meaning , conventions, and organization, sentence structure and word choice. I revise when I am expected to revise. I use a variety of “after” strategies to communicate meaning. | <ul style="list-style-type: none"> I can revise my final draft to make the text more effective, using content and meaning , conventions, and organization, sentence structure and word choice. I revise my final draft independently, whenever I prepare a text. I choose “after” strategies according to my purpose and audience from a variety of strategies to communicate meaning. |
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| CC8.4 I can use a variety of cues to construct and communicate meaning. <i>The cues listed explicitly in the shaded column are to be emphasized in Grade 8 and used in conjunction with other cues outlined in the curriculum.</i> | I can use appropriate language while considering audience and purpose. | <ul style="list-style-type: none"> I use the same language to communicate my message for all types of communication and audiences. | <ul style="list-style-type: none"> I sometimes suit the language of my message to the type of communication or the intended audience | <ul style="list-style-type: none"> I can use appropriate language to communicate my message considering the type of communication and intended audience | <ul style="list-style-type: none"> I can purposefully choose the appropriate language and text type to communicate my message to my intended audience |
| | I can use artistic devices (personification and figurative language including similes, metaphors, exaggeration, symbolism). | <ul style="list-style-type: none"> With help I can use a few simple artistic devices to communicate my message. | <ul style="list-style-type: none"> I can use a few artistic devices to communicate my message. | <ul style="list-style-type: none"> I can use many artistic devices to communicate my message. | <ul style="list-style-type: none"> I can purposefully choose from a wide variety of artistic devices to enhance my communication. |
| | I can use subordination to show how ideas are connected. | <ul style="list-style-type: none"> I use mostly simple and compound sentences in my texts. | <ul style="list-style-type: none"> I sometimes use subordination to show the relationship between ideas in my texts. | <ul style="list-style-type: none"> I regularly use complex sentences in my writing to show the relationship between ideas in my texts. | <ul style="list-style-type: none"> I can use compound-complex sentences to show the relationship between ideas in my texts. |
| | I can capture a particular aspect of a word's meaning. | <ul style="list-style-type: none"> I use most words correctly but don't experiment with words or look for different words to enhance my composition. | <ul style="list-style-type: none"> I use common words correctly but struggle with homonym confusion and synonym usage in my compositions. | <ul style="list-style-type: none"> I am aware that words have different meanings and I use a variety of words to enhance my compositions. | <ul style="list-style-type: none"> I purposefully choose and use words for effect and to enhance my compositions. |



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| | I can pronounce words with proper emphasis. | <ul style="list-style-type: none"> With help, I can sound out words with proper emphasis. With help, I can identify personal problem words. | <ul style="list-style-type: none"> I can sound out many words with proper emphasis. I can recognize personal spelling problem areas. | <ul style="list-style-type: none"> I can correctly pronounce most words using strategies to help with more difficult words. I can identify personal spelling and vocabulary problem areas. | <ul style="list-style-type: none"> I can clearly and correctly pronounce words with emphasis and for effect. I can locate spelling errors in my own and others' compositions |
| | I can arrange and balance words, visuals and fonts to send a coherent message. | <ul style="list-style-type: none"> With help, I can arrange words, visuals and fonts in a limited way. | <ul style="list-style-type: none"> I can arrange words, visuals and fonts. | <ul style="list-style-type: none"> I can arrange words, visuals and fonts in a balanced way. | <ul style="list-style-type: none"> I can arrange words, visuals and fonts in a balanced way, and suit them to the audience and purpose of my message. |
| Comments | | | | | |
| CC8.5: I can create and present a variety of visual and multimedia presentations with clarity, detail and emphasis to explain, persuade, and entertain. | | <ul style="list-style-type: none"> I can present a clear message, with help. With help, I can use a specific format. | <ul style="list-style-type: none"> I can present a clear message supported with some detail. I understand that there are different presentation formats but may not always use the best format. | <ul style="list-style-type: none"> I can present a clear message supported with detail and with emphasis on some elements or ideas. I can recognize and use a variety of presentation formats to convey my message. | <ul style="list-style-type: none"> I can present a very clear message supported with extensive detail and with deliberate emphasis on certain elements or ideas. |



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| | | | | | <ul style="list-style-type: none"> I recognize and can purposefully choose the appropriate presentation format to best enhance and convey my message. |
| Comments | | | | | |
| CC8.6, CC8.7 I can use oral language to <ul style="list-style-type: none"> interact purposefully, confidently and appropriately in small or large groups express information and ideas of complexity to give a dramatic reading. | I can use oral language confidently, purposefully, and appropriately. | <ul style="list-style-type: none"> With help I can contribute to a conversation. | <ul style="list-style-type: none"> I can say what I want to say but may not be able to expand upon my thinking depending on the group setting. | <ul style="list-style-type: none"> I can engage in discussions and dialogues but may not initiate conversations in differing group settings. | <ul style="list-style-type: none"> I can confidently initiate conversations about topics and can respond appropriately in a variety of settings and with a variety of groupings. |
| | I express information and complex ideas. | <ul style="list-style-type: none"> With help I can express an opinion but am not able to expand it. I still have to learn that other people may not have the same opinion. | <ul style="list-style-type: none"> I can express an opinion with some details, examples, and evidence for support. I sometimes recognize that other people may not have the same opinion. | <ul style="list-style-type: none"> I can easily express my opinion with sufficient details, examples, and evidence for support. Most of the time, I recognize that other people may not have the same opinion. | <ul style="list-style-type: none"> I can express my opinion effectively with extensive details, examples, and evidence for support. I am always conscious that other people may not have the same opinion, and I respect their feelings. |



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| | I can give a dramatic reading. | <ul style="list-style-type: none"> I can present an oral text in front of an audience in my regular voice. | <ul style="list-style-type: none"> I can present an oral text in front of an audience with some use of gestures and facial and vocal expression. | <ul style="list-style-type: none"> I present an oral text in front of an audience using gestures, facial and vocal expression for effect. | <ul style="list-style-type: none"> I can purposefully choose tone, expression, gestures, and movement to do a dramatic reading in front of an audience. |
| Comments | | | | | |
| CC8.8, CC8.9 I can write to: <ul style="list-style-type: none"> Describe a landscape scene; Narrate a personal story, and a historical narrative; Explain and inform (in a presentation of findings, a biography, and a documented research report, and a résumé and cover letter); | Ideas and Content | <ul style="list-style-type: none"> I am still searching for a topic. I give equal importance to everything. My text is too short or a simple restatement of the prompt. I use few details and/or inaccurate details. | <ul style="list-style-type: none"> My topic is identifiable but broad. My topic is somewhat narrow. I give only a glimpse at what matters. I use general, imprecise details. | <ul style="list-style-type: none"> My topic is clear. I have a focused, manageable topic. My topic is supported by credible evidence. I use many accurate, precise details. | <ul style="list-style-type: none"> My topic is unique and original. I have a laser-sharp focus on the topic. My topic is supported by credible, reliable details. I use “just-right” details that create an insider’s perspective. |
| | Organization | <ul style="list-style-type: none"> I can write a few simple paragraphs about a topic. | <ul style="list-style-type: none"> I can write several simple paragraphs but may not fulfill the minimum requirement (5 paragraphs) and may lack an introductory, middle, or concluding paragraph. | <ul style="list-style-type: none"> I can organize paragraphs logically to form a cohesive text that fulfills the basic requirements (5 paragraphs). | <ul style="list-style-type: none"> I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement. |



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| <ul style="list-style-type: none"> Persuade in a review and a mini-debate. | | <ul style="list-style-type: none"> I have no real lead. My thoughts are random, with no connections. My text has no sense of order or logic. I have no real conclusion. | <ul style="list-style-type: none"> I have a predictable lead. I use common sequence and transitional words. I use a canned structure. I create a forced ending. | <ul style="list-style-type: none"> I have an effective, appropriate lead. I use original sequence and transition words. I use well-placed details. I create a satisfying ending. | <ul style="list-style-type: none"> I have an enticing, strong lead. I use sequence and transition words artfully. I use a highly effective structure. I have a powerful ending. |
| | Voice | <ul style="list-style-type: none"> I use a lifeless, mechanical tone. My purpose is unclear. My connection to the reader nonexistent. I have an unoriginal, uninspiring voice. | <ul style="list-style-type: none"> I use a sincere but passionless tone. My purpose is somewhat clear. My connection to the reader fades in and out. I have only a few moments of real voice. | <ul style="list-style-type: none"> I use an expressive, compelling tone at times. My purpose is clear. My connection to the reader is strong. I have a pleasing, safe voice. | <ul style="list-style-type: none"> I have an expressive, compelling tone throughout. My purpose drives voice. My voice comes from my connection to the reader. My voice meets my audience and purpose. |



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| | Word Choice | <ul style="list-style-type: none"> I rely heavily on overused or general words to convey my message. I use everyday verbs only. I have not yet attempted figurative language. I use repetitive, vague, or inappropriate words. I use imprecise, distracting language. | <ul style="list-style-type: none"> I can experiment with words drawn from my language experiences and that of my peers and others. I have a few strong verbs. I have a few successful attempts at figurative language. I occasionally use carefully selected words. I use correct but uninspired language. | <ul style="list-style-type: none"> I am beginning to select vocabulary according to the demands of audience and purpose. I play with choosing new and different words. I use many strong verbs. I use some successful figurative language. I use many carefully selected words. I use exceptional language here and there. | <ul style="list-style-type: none"> I can select and manipulate words, phrases or clauses for their shades of meaning. I use strong verbs throughout. I have good use of figurative language and other techniques. I choose every word carefully. I use language that elevates piece's meaning. |
| | Sentence Fluency | <ul style="list-style-type: none"> I can use simple sentences. My sentences are all the same. | <ul style="list-style-type: none"> I can use basic sentence structures with some variety in sentence beginnings. I have some sentence variety. | <ul style="list-style-type: none"> I can use a variety of simple, compound, and complex sentences. I use a solid assortment of effective sentences. | <ul style="list-style-type: none"> I deliberately structure sentences to enhance a text according to audience and purpose. Sentence variety enhances fluency and meaning. |



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| | | <ul style="list-style-type: none"> My work has a disconnected, discordant flow. My sentences are random, out of control. | <ul style="list-style-type: none"> My work is more mechanical than fluid. My work has an awkward blend of complete and incomplete sentences. | <ul style="list-style-type: none"> My work is fluid-easy to read aloud. I break rules for apparent stylistic reasons. | <ul style="list-style-type: none"> My work shows smooth, rhythmic flow throughout. I break rules for clear stylistic reasons. |
| | Conventions | <ul style="list-style-type: none"> I attempt to use language conventions but to little effect. My piece is unreadable because of poor spelling. My work shows no attention to punctuation. My work pays little attention to paragraph structure. | <ul style="list-style-type: none"> I can use simple conventions consistently. My work shows that simple words are spelled correctly. My work shows that basic punctuation is handled well. My work shows basic paragraph structure. | <ul style="list-style-type: none"> I can demonstrate accurate use of most language conventions. My spelling is generally under control. My work shows a range of punctuation and skills. My paragraph structure is solid. | <ul style="list-style-type: none"> I can control the conventions of writing but may make a deliberate choice to break them to enhance meaning. My spelling is completely under control. I only break punctuation rules for stylistic reasons. My paragraph structure is sophisticated. |



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| | | <ul style="list-style-type: none"> My work shows no adherence to capitalization rules. My piece is unreadable because of grammar and usage issues. | <ul style="list-style-type: none"> My work shows adherence to simple capitalization rules. My work shows errors that impair the piece's readability. | <ul style="list-style-type: none"> My work shows solid control over capitalization. My work shows that grammar and usage rules are followed consistently and correctly. | <ul style="list-style-type: none"> My work shows a deep understanding of capitalization. My work shows a clear mastery of the rules of standard English. |
| Comments | | | | | |
| CC8.2: I can create and present a group inquiry project. | | <ul style="list-style-type: none"> I hesitate to contribute ideas and knowledge to the group. I need help to complete my section with even basic information. I gather information with help. | <ul style="list-style-type: none"> I can contribute ideas and knowledge to the group. Some information may be lacking in my part of the project. I gather information from one source. | <ul style="list-style-type: none"> I can contribute ideas, knowledge, and strategies to help plan the group project. The part I'm responsible for is completed with sufficient detail. I gather information from several sources. | <ul style="list-style-type: none"> I can contribute ideas, knowledge, and strategies to help plan the group project, and I make sure everyone has a turn to contribute. The part of the project I'm responsible for is completed with extensive detail. I gather information from a wide variety of sources. |



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| | <ul style="list-style-type: none"> I need help determining importance, making my questions more specific, gathering specific information and putting information into my own words. I cite a few sources, with help. | <ul style="list-style-type: none"> I know what is important, and many of my questions are specific. Some of the information I gather is specific, and I work hard to put the information into my own words. I cite some sources. | <ul style="list-style-type: none"> I can determine my purpose in the project, and ask specific questions. I gather detailed information which I express clearly in my own words. I cite all sources, but there might be errors in format. | <ul style="list-style-type: none"> My purpose is crystal clear, and I ask deep questions. I gather extensive information which I express effectively in my own words. I cite all sources within the presentation using correct format. |
| Comments | | | | |