

English Language Arts Grade 8				
Compose and Create				
OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>CC 8.1</b> <b>Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One’s Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).</b>	I create visual, oral, written, <b>OR</b> multimedia texts that express ideas <b>few specific details</b> .	I create visual, oral, written, <b>OR</b> multimedia texts that express an idea with <b>some specific</b> details.	I create visual, oral, written, <b>AND</b> multimedia texts that express a <b>clear and straightforward</b> idea supported by <b>specific and relevant facts, details, examples and/or explanations</b> .	I create visual, oral, written, <b>AND</b> multimedia texts that express a <b>thoughtful</b> main idea <b>well-supported</b> by <b>pertinent</b> facts, details, examples and/or explanations.
	The ideas in my text <b>need to be organized</b> in an order the reader can follow.	<b>Some of the ideas</b> in my text are well-organized but not logically developed.	The ideas in my text are <b>coherent</b> and <b>logically developed</b> .	I have selected a <b>specific sequence</b> for the ideas in my text so that it <b>contributes to the thoughtfulness of the message</b> .
	<b>Few of the ideas</b> in my text are linked to each other, and <b>connections between ideas are unclear</b> .	<b>Some of the ideas</b> in my text are linked to each other, but <b>not all the connections are clear</b> .	The ideas in my text are <b>effectively</b> connected with transitional words and phrases both within and between paragraphs.	The ideas in my text are effectively linked with a <b>variety</b> of transitional words and phrases both within and between paragraphs <b>to ensure that the connections among ideas are clear</b> .

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	<b>Errors</b> in grammar, spelling, punctuation, and capitalization <b>interfere with the meaning.</b>	I make <b>several noticeable errors</b> in grammar usage, spelling, punctuation and capitalization <b>which may interfere with the meaning.</b>	My grammar usage, spelling, punctuation and capitalization are <b>generally correct and do not interfere with meaning.</b>	My grammar usage, spelling, punctuation, and capitalization are <b>mostly correct and consistent and do not interfere with the meaning.</b>
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<b>CC 8.2</b> Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.	I contribute some ideas and knowledge to the group <b>with help.</b>	I contribute <b>some ideas and knowledge</b> to the group.	I contribute <b>ideas, knowledge, AND strategies</b> to help plan the group project.	I contribute ideas, knowledge, and strategies to help plan the group project, <b>and I support other group members in making contributions.</b>
	I formulate <b>basic</b> questions on the topic.	I formulate <b>general</b> questions on the topic that establish a purpose for gathering information.	I <b>formulate relevant, specific questions on the topic</b> that establish a purpose for gathering information.	I formulate <b>sophisticated</b> questions on the topic that establish a purpose for gathering information.
	The task that I am responsible for is <b>incomplete.</b>	I complete <b>most of the task</b> that I am responsible for.	I complete the task I am responsible for with <b>sufficient detail.</b>	I can complete the task I am responsible for with <b>extensive detail.</b>
	The information I gather is <b>incomplete.</b>	I gather information from <b>one source.</b>	I gather information from <b>several sources.</b>	I can gather information from a <b>wide variety of sources.</b>
	My citations have <b>errors</b> and/or are <b>incomplete.</b>	I cite some sources, <b>listing title, author, date.</b>	I cite all sources with only <b>minor errors in format.</b>	I can cite all sources within the presentation <b>using correct format.</b>
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<b>CC 8.3</b> <b>Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.</b>	I can <b>select</b> a strategy to help me identify the <b>purpose</b> for writing.	I can <b>select a few</b> different strategies before writing to help me <b>identify</b> the purpose <b>and</b> point of view.	I can <b>select many</b> different strategies before writing to help me <b>identify</b> the purpose, point of view, and <b>format</b> .	I can <b>purposefully</b> select a <b>variety</b> of appropriate strategies before I begin writing that help me identify the purpose for writing, point of view, and format.
	I use <b>a</b> before, during <b>OR</b> after strategy to communicate meaning.	I use <b>some</b> before, during <b>OR</b> after strategies to communicate meaning.	I <b>select AND use a variety</b> of before, during <b>AND</b> after strategies to communicate meaning.	I <b>select AND explain before</b> , during <b>AND</b> after strategies according to my purpose and audience from a variety of strategies to communicate meaning.
	Point of view is <b>not maintained</b> throughout the piece.	I <b>begin a piece with a specific point of view, but sometimes I unintentionally switch point of view throughout.</b>	I maintain <b>one appropriate point of view throughout</b> the piece (ex. first person).	I <b>purposefully choose a particular and appropriate point of view throughout the piece</b> (ex. omniscient-third person) and may <b>change points of view deliberately.</b>

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CC 8.4 Continued...	I make <b>limited</b> revisions to my final draft for content, meaning and conventions.	I revise my final draft for content, meaning, conventions, and <b>organization</b> .	I revise my final draft to make the text <b>more effective</b> , reviewing content, meaning, conventions, organization, <b>sentence structure and word choice</b> .	I <b>explain</b> the <b>connections</b> between my revision choices and <b>how those choices improved the effectiveness of my text</b> .
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<b>CC 8.4</b> Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical (e.g., combine sentences to form compound and complex sentences for variety, interest, and effect), semantic/lexical/morphological (e.g., use words to capture a particular aspect of meaning), graphophonic (e.g., correctly pronounce words with proper emphasis), and other cues (e.g, arrange and balance words and visuals as well as fonts) to construct and to communicate meaning.	I use the <b>same language</b> to communicate my message for <b>all types of communication and audiences</b> .	I <b>sometimes</b> suit the language of my message to the type of communication <b>OR</b> the intended audience.	I <b>use appropriate language</b> to communicate my message considering the <b>type of communication AND intended audience</b> .	I <b>purposefully</b> choose the <b>specific</b> language and <b>text type</b> to communicate my message to my intended audience.
	I use a <b>few simple artistic devices</b> to communicate my message.	I use <b>some</b> artistic devices to communicate my message.	I use <b>many artistic devices</b> to communicate my message.	I <b>purposefully choose from a wide variety of artistic devices</b> to enhance my communication.
	I use <b>simple and compound sentences</b> .	I <b>sometimes use complex sentences</b> to show the relationship between ideas in my texts, but generally my sentences lack variety.	I use <b>clear</b> sentence structures including <b>complex sentences</b> in my writing to show the relationship between ideas in my texts.	I use a <b>variety</b> of sentence structures including <b>compound-complex sentences</b> to show the relationship between ideas in my texts.
	I use <b>common words</b> correctly.	I use <b>common words correctly, but struggle with homonym confusion and synonym usage</b> in my compositions.	I use <b>specific words including</b> synonyms that are <b>appropriate for audience, purpose and context</b> .	I <b>purposefully choose and correctly use words for effect</b> synonyms that are appropriate for audience, purpose and context.

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CC 8.4 Continued...	I make <b>errors</b> when I sound out words.	I sound out <b>many words with proper emphasis.</b>	I <b>correctly pronounce most words</b> using strategies to help with more difficult words.	I <b>clearly and correctly pronounce words with emphasis and for effect.</b>
	My words, visuals and fonts are <b>not arranged</b> in a balanced way.	I arrange <b>words, visuals and fonts</b> , but they are <b>not well-balanced.</b>	I arrange words, visuals and fonts <b>in a balanced way.</b>	I arrange words, visuals and fonts in a balanced way <b>and suit them to the audience and purpose of my message.</b>
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<b>CC 8.5</b> Create and present a variety of visual and multimedia presentations including: <ul style="list-style-type: none"> <li>• an illustrated report,</li> <li>• a role play that ends with a tableau,</li> <li>• a dramatization,</li> <li>• presentation software,</li> <li>• a newscast with adequate detail, clarity, and organization</li> </ul> to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).	I present a message, but it <b>lacks clarity and support</b> .	I present a clear message supported with <b>some detail</b> .	I present a clear message supported with <b>detail and with emphasis</b> on <b>some</b> elements or ideas.	I present a <b>very clear</b> message supported with <b>extensive detail and with deliberate emphasis</b> on <b>certain</b> elements or ideas.
	I rely on <b>one specific format</b> .	I use <b>some different</b> presentation formats.	I use a <b>variety of presentation formats</b> to convey my message.	I <b>recognize and can purposefully choose the appropriate</b> presentation format to <b>best enhance and convey my message</b> .
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<b>CC 8.6</b> <b>Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).</b>	I am <b>not confident</b> participating in conversations.	I <b>contribute</b> to a conversation and respond <b>when prompted</b> .	I <b>initiate conversation</b> about a range of topics and <b>respond appropriately</b> when others initiate conversation.	I <b>confidently</b> initiate conversations about topics <b>and</b> respond appropriately <b>in a variety of settings and with a variety of groupings</b> .
	I express an opinion but am <b>not able to support it</b> .	I express an opinion with <b>some</b> details, examples, and evidence for support.	I express my opinion with <b>sufficient details, examples, and evidence for support, with ease</b> .	I express my opinion <b>effectively</b> with <b>extensive</b> details, examples, and evidence for support.
	I am <b>unable</b> to understand the feelings and viewpoints of others	I <b>sometimes</b> recognize that other people may not have the same viewpoint as I do.	I engage in dialogue to <b>understand the feelings and viewpoints of others</b> and <b>contribute</b> to group harmony.	I engage in dialogue <b>purposefully</b> to understand the feelings and viewpoints of others and <b>establish</b> group harmony.
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<b>CC 8.7</b> <b>Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).</b>	I present ideas and information in front of an audience in my regular voice.	I present ideas and information in front of an audience with <b>some</b> use of gestures <b>OR</b> facial <b>OR</b> vocal expression.	I present <b>ideas and information of complexity</b> in front of an audience using gestures, facial <b>AND</b> vocal expression for effect.	I <b>purposefully select</b> tone, expression, gestures, <b>AND movement</b> to present ideas and information of complexity in front of an audience.
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<b>CC 8.8</b> <b>Write to:</b> <ul style="list-style-type: none"> <li>describe a landscape scene;</li> <li>narrate a personal story, and a historical narrative;</li> <li>explain and inform (in a presentation of findings, a biography, and a documented research report, and a résumé and cover letter);</li> <li>persuade in a review and a mini-debate.</li> </ul>	I write to express a main idea but it may be <b>unclear and unfocused</b> .	I write to express a <b>limited</b> main idea supported by <b>some</b> facts, details, examples and/or explanations.	I write to express a <b>clear</b> and <b>straightforward</b> main idea supported by <b>relevant</b> facts, details, examples and/or explanations.	I write to express a <b>thoughtful</b> main idea <b>well-supported</b> by <b>pertinent</b> facts, details, examples and/or explanations.
	I write <b>one or two simple paragraphs</b> .	I write <b>several simple paragraphs</b> , but may not fulfill the minimum requirement ( <b>minimum 5 paragraphs of 500 – 800 words</b> ).	I <b>organize paragraphs logically to form a cohesive text</b> that fulfills the basic requirements ( <b>minimum 5 paragraphs of 500 – 800 words</b> ).	I <b>make informed and deliberate choices about organizing paragraphs according to audience and purpose</b> and meet or exceed the minimum requirement.
	My writing <b>lacks</b> an introduction or conclusion and transitions are absent.	I <b>sometimes write a coherent text</b> with an introduction and conclusion, but transitions may be absent or used inappropriately.	I write a <b>coherent text</b> including a logical introduction and conclusion <b>AND</b> make use of appropriate transitional words and phrases used within and between paragraphs.	I write a <b>well-organized and thoughtful</b> introduction and conclusion. Transition words and phrases effectively contribute to unity both within and between paragraphs.

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CC 8.8 Continued...	My written description of a landscape scene presents a <b>vague</b> picture using basic details with <b>few</b> descriptive words in a <b>formulaic</b> order.	I write to describe a landscape scene presenting a picture, using <b>some</b> sensory details and <b>descriptive words</b> .	I write to describe a landscape scene presenting a <b>clear and colourful</b> picture using <b>many sensory details and vivid words setting a mood using precise adjectives</b> .	I write to describe a landscape scene presenting a <b>vivid</b> picture using <b>extensive</b> sensory details and vivid words <b>effectively</b> setting a mood using precise adjectives and <b>rich language choice</b> .
	I write <b>narratives with a limited plot</b> and unclear climax and conclusion.	I write <b>adequate narratives with basic plots</b> that lead to a predictable climax and conclusion.	I write <b>engaging, well-developed narratives</b> that establish a context, plot, and point of view using a variety of narrative devices.	I write <b>insightful</b> narratives that establish an <b>engaging</b> context, <b>complex</b> plot, and a <b>clear</b> point of view through the creative use of a variety of narrative devices.
	I write expository texts with <b>insufficient</b> support.	I write <b>basic</b> expository, informational, and procedural texts that introduce the purpose and support the topic with <b>some</b> facts, details, examples, and explanations from <b>one or more sources</b> .	I write <b>well-developed expository, informational, and procedural texts</b> that <b>introduce the purpose and support the topic</b> with important facts, details, examples, and explanations <b>from multiple sources</b> .	I write <b>sophisticated and complex</b> expository, informational, and procedural texts that introduce the purpose and support the topic connecting ideas in an <b>analytical or versatile manner</b> using multiple sources.

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<b>CC 8.8</b> Continued...	I write persuasive texts, but my thesis is <b>unclear</b> and <b>limited</b> support is provided for my viewpoint.	I write persuasive texts that state a thesis supported with <b>some</b> supporting reasons, explanations <b>OR</b> evidence.	I write <b>well-developed persuasive texts</b> that state a <b>thesis clearly and convincingly</b> supported with reasons, explanations, and evidence in a <b>clear organizational pattern</b> .	I write <b>synthesized persuasive texts</b> that state a thesis clearly and convincingly supported with <b>sophisticated</b> reasons and <b>insightful</b> examples, in an organizational pattern <b>chosen to enhance clarity</b> .
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<b>CC 8.9</b> <b>Experiment with a variety of text forms (e.g., Reader’s Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).</b>	I experiment with <b>a few</b> text forms <b>OR</b> techniques.	I experiment with <b>several</b> text forms <b>OR</b> techniques that show I am <b>open to new approaches</b> .	I experiment with <b>a variety</b> of text forms <b>AND</b> techniques <b>that show I can take risks</b> .	I experiment with <b>a variety</b> of text forms <b>AND</b> techniques that show I have taken risks <b>AND developed a few new skills</b> .
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