

| English Language Arts Grade 8 Comprehend and Respond | | | | |
|---|--|---|--|---|
| 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. |
| CR 8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World). | I am unable to make connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility. | I make a few connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility. | I explain with examples how a text I read, view, or listen to relates to the theme of identity, community, or social responsibility. | I compare with examples how texts I read, view, or listen to relate to the theme of identity, community, or social responsibility. |
| | I sometimes retell ideas and information presented in the text. | I explain the ideas and information presented in the text. | I respond to texts using my personal experiences AND evidence from the text. | I respond to texts using my personal experiences, evidence from the text, AND research. |
| | I identify the text structure OR text features of a few of the texts I read, listen to, or view. | I identify the text structure AND text features of many of the texts I read, listen to, or view. | I explain the text structure AND text features of most of the texts I read, listen to, or view. | I compare the text structures AND text features of several texts I read, listen to, or view. |
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| CR 8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading. | I provide surface level prior knowledge and make and confirm predictions with help | I provide surface level prior knowledge and make and confirm predictions. | I make, confirm, and adjust predictions and anticipate author’s message. | I build on insightful connections to prior knowledge and anticipate the author’s message and intent. |
| | I use a few “before” reading strategies with help to construct meaning. | I use a few “before” reading strategies to construct meaning. | I select AND use a variety of “before” reading strategies to construct meaning. | I select AND explain a wide variety of “before” reading strategies according to my purpose for reading to make meaning, and explain my choice. |
| | I rarely draw conclusions based on my prior knowledge. | I make inferences based on my prior knowledge and with prompting, based on the text. | I explain inferences based on my prior knowledge and the text. | I confirm and adjust inferences. |
| | I rarely use “during” reading strategies to make meaning. | I use a few “during” reading strategies to make meaning. | I select AND use a variety of “during” reading strategies to make meaning. | I select AND explain a wide variety of “during” reading strategies according to my purpose for reading to make meaning and explain my choice. |
| | I rarely recall details from text. | I recall and paraphrase text. | I summarize and paraphrase text. | I paraphrase, summarize, and evaluate text. |
| | I rarely make connections to my own knowledge and experience. | I make connections to my own knowledge and experience with prompting. | I make connections to my own knowledge and experience. | I make connections to my own knowledge and experience, and to the world. |

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| CR 8.2 Continued... | I use a few “after” reading strategies with help to make meaning. | I use a few “after” reading strategies to make meaning. | I select AND use a variety of “after” reading strategies to make meaning. | I select AND explain a wide variety of “after” reading strategies according to my purpose for reading and responding to make meaning. |
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| <p>CR 8.3 Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.</p> <p>(Note: Text structures refer to layout and format. Text features are headings, bullets, graphs, etc.).</p> | I rarely identify that the author has a purpose. | I identify the author’s purpose, and register (level of language) OR tone . | I identify the author’s purpose, register (level of language), and tone . | I identify the author’s, purpose, register, and tone, and comment on their impact in the text. |
| | I rarely identify text features and use them to make meaning. | I identify several text features on my own and use them to make meaning . | I identify many text features and explain how they help create unity (oneness of idea) and coherence (logical order). | I 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 rarely recognize text structures. | I recognize some text structures . | I identify the structure of a text. | I identify the structure of a text and infer why the author chose it. |
| | I rarely recognize simple and compound sentence structures. | I recognize simple AND compound sentence structures. | I recognize simple, compound AND complex sentence structures. | I recognize simple, compound, complex, AND compound-complex sentence structures. |
| | I rarely explain the use of simple and compound structures for variety OR interest . | I explain the use of simple and compound structures for variety OR interest . | I explain the use of simple, compound, and complex sentence structures for variety AND interest . | I explain the use of simple, compound, and complex sentence structures for variety, interest, AND effect . |
| | I identify synonyms. | I suggest synonyms the author might have used instead to express an idea | I explain the impact of synonyms in text, with examples . | I compare the impact of synonyms in several texts, with examples . |

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| CR 8.3 Continued... | I sometimes understand the basic parts of words. | I recognize certain word patterns. | I identify and understand a variety of word patterns. | I identify a variety of word patterns and can explain their use. |
| | I identify a few affixes and roots, with help. | I identify many affixes and roots. | I identify most affixes and roots, as well as the junction of common words. | I identify affixes and roots in a wide variety of words , as well as the juncture of complex words. |
| | I rarely recognize and understand the stress OR the pitch of words. | I recognize and understand the stress OR the pitch of words. | I recognize and understand the effect of the stress AND pitch of words. | I explain the effects of stress AND pitch of words in an author’s choice of words. |
| | I sometimes distinguish between layout and graphics in a text. | I explain the role of layout OR graphics in a text. | I explain the effect of layout AND graphics on the meaning of a text. | I compare the impact of layout and graphics on the meaning of texts I read. |
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| CR 8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text. | I identify key messages OR details in a variety of media, with help. | I identify key messages and details in a variety of media. | I use evidence to explain key messages and details in a variety of media. | I compare the key messages in a variety of media about the same topic. |
| | I draw conclusions from media with help . | I draw conclusions from media. | I draw a conclusion from visual or multimedia texts and explain my conclusion . | I provide evidence for my conclusion with specific references to the text I viewed. |
| | I rarely form an opinion from visual or multimedia texts I viewed. | I form an opinion from visual or multimedia texts I viewed. | I form an opinion from visual or multimedia texts I viewed, and explain it with general references to the text. | I form an opinion I from visual or multimedia texts and support it with specific references to the text I viewed. |
| | I rarely identify reasons why a text is effective or not. | I identify a few reasons why a text may or may not be effective and can explain my thinking . | I identify reasons why a text may or may not be effective, and can I explain my thinking with some references to the text . | I explain the reasons a text is effective and give detailed evidence from the text. |
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| CR 8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices. | I gather one key message from an oral text, with help . | I gather one key message and some details from an oral text. | I gather key messages and details from an oral text. | I gather key messages and details from an oral text and make connections to other texts I know. |
| | I follow simple directions with help. | I follow simple directions. | I follow multi-step directions. | I follow complex directions. |
| | I form an opinion based on an oral text. | I form an opinion based on an oral text and give a reason. | I form an opinion based on an oral text, and explain my thinking in some detail . | I form an opinion based on an oral text, and explain my thinking with specific references to the text. |
| | I identify an opinion expressed in an oral text, with help. | I identify an opinion that is expressed in the oral text. | I identify the opinion or opinions expressed in the oral text and explain my thinking . | I explain the opinion or opinions expressed in the oral text, with specific references to the text. |
| | I identify a presenter’s point of view . | I describe a presenter’s point of view, with examples . | I explain the impact of a presenter’s point of view on the way the information is conveyed . | I compare the impact of a presenter’s point of view on the way the information is conveyed in several texts . |
| | I give examples of bias, stereotypes OR prejudices . | I explain the difference between bias, stereotypes AND prejudices . | I give examples of bias, stereotypes or prejudices in a presenter’s message . | I defend a position on the reasons for bias, stereotypes, or prejudices in a presenter’s message (e.g. influence of worldview, ignorance, malice, self-advancement). |
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| CR 8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices. | I identify the characteristics of fictional texts I read about different cultures. | I identify the characteristics of fictional texts I read about different cultures, and explain my reasoning. | I evaluate the characteristics of fictional texts I read about different cultures, with sufficient evidence. | I compare/contrast effectiveness of the characteristics several fictional texts I read about different cultures, with convincing evidence. |
| | I rarely read grade appropriate fictional texts. | I read grade appropriate fictional texts with occasional support. | I read grade appropriate fictional texts. | I independently read beyond grade appropriate fictional texts. |
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| CR 8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning. | I read informational text and understand the main idea. | I understand the main idea, and locate the supporting evidence in informational texts. | I understand the main idea, locate the evidence, make connections between new ideas and information and previous thoughts , and identify bias or false reasoning . | I understand the main idea, locate the evidence, make connections between new ideas and information and previous thoughts, and analyze bias or false reasoning . |
| | I rarely read grade 8 appropriate non-fiction texts | I read grade 8 appropriate non-fiction texts with occasional support . | I read grade 8 appropriate non-fiction texts . | I independently read beyond grade 8 appropriate non-fiction texts . |
| Comments | | | | |
| CR 8.8 Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression. | I rarely read Grade 8 appropriate texts fluently and with expression. | I read Grade 8 appropriate texts with some fluency and expression. | I read Grade 8 appropriate texts with fluency and expression . | I read Grade 8 appropriate texts with exceptional fluency and expression. |
| Comments | | | | |