**Title of checklist:** Language (L.8.1 – L.8.3)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: L.8.1a**  *I can…* |  |  |
| * explain the function of verbals (gerunds, participles, infinitives) in general?
 |  |  |
| * explain the function of verbals (gerunds, participles, infinitives) in particular sentences?
 |  |  |
| **Standard: L.8.1b** *I can…* |  |  |
| * form verbs in the active and passive voice?
 |  |  |
| * use verbs in the active and passive voice?
 |  |  |
| **Standard: L.8.1c** *I can…* |  |  |
| * form verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods?
 |  |  |
| * use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods?
 |  |  |
| **Standard: L.8.1d** *I can…* |  |  |
| * recognize inappropriate shifts in verb voice and mood?
 |  |  |
| * correct inappropriate shifts in verb voice and mood?
 |  |  |
| **Standard: L.8.2a** *I can…* |  |  |
| * use punctuation (commas, ellipsis, dash) to indicate a pause or break?
 |  |  |
| **Standard: L.8.2b** *I can…* |  |  |
| * use an ellipsis to indicate an omission?
 |  |  |
| **Standard: L.8.2c** *I can…* |  |  |
| * spell correctly?
 |  |  |
| St**andard: L.8.3a**  *I can…* |  |  |
| * use verbs in the active and passive voice and in conditional and subjunctive moods to achieve particular effects (e.g. emphasizing
 |  |  |

**Language Checklist** (con’t) Page Two

|  |  |  |
| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: L.8.3a**  *I can…* |  |  |
| * use verbs in the active and passive voice and in conditional and subjunctive moods to achieve particular effects (e.g.)
* emphasizing the actor or the action or
* expressing uncertainty or
* describing a state contrary to fact?
 |  |  |
| **Standard: L.8.4a**  *I can…* |  |  |
| * use context as a clue to the meaning of a word or phrase? (e.g., the overall meaning of a sentence of paragraph; a word’s position or function in a sentence)
 |  |  |
| **Standard: L.8.4b**  *I can…* |  |  |
| * use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word? (e.g., precede, recede, secede)
 |  |  |
| **Standard: L.8.4c**  *I can…* |  |  |
| * consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech? (e.g., dictionaries, glossaries, thesauruses)
 |  |  |
| **Standard: L.8.4d** *I can…* |  |  |
| * verify the preliminary meaning of the a word or phrase? (e.g., by checking the inferred meaning in context or in a dictionary)
 |  |  |
| **Standard: L.8.5a** *I can…* |  |  |
| * interpret figures of speech in context? (e.g., verbal irony, puns)
 |  |  |
| **Standard: L.8.5b** *I can…* |  |  |
| * use the relationship between particular words to better understand each of the words?
 |  |  |
| **Standard: L.8.5c** *I can…* |  |  |
| * distiniguish among the connotations (associations) of words with similar denotations (definitions)? (e.g., bullheaded, willful, firm, persistent, resolute)
 |  |  |
| **Standard: L.8.6** *I can…* |  |  |
| * acquire and use accurately grade-appropriate general academic and domain-specific words and phrases?
 |  |  |
| * gather vocabulary knowledge when considering a word or phrase important to comprehension or expression?
 |  |  |

**Title of checklist:** Speaking and Listening (SL.8.1 – SL.8.4)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: SL.8.1a**  *I can…* |  |  |
| * come to discussion prepared, having read or researched material under study?;
 |  |  |
| * explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion?
 |  |  |
| **Standard: SL.8.1b**  *I can…* |  |  |
| * follow rules for collegial (joint) discussion and decision-making?
 |  |  |
| * track progress toward specific goals and deadlines?
 |  |  |
| * define individual roles as needed?
 |  |  |
| **Standard: SL.8.1c**  *I can…* |  |  |
| * pose questions that connect the ideas of several speakers?
 |  |  |
| * respond to others’ questions and comments with relevant evidence, observations, and ideas?
 |  |  |
| **Standard: SL.8.1d**  *I can…* |  |  |
| * acknowledge new information expressed by others?
 |  |  |
| * when warranted, qualify or justify their own views in light of the evidence presented?
 |  |  |
| **Standard: SL.8.2**  *I can…* |  |  |
| * analyze the purpose of information presented in diverse media and formats? (e.g., visually, quantitatively, orally)
 |  |  |
| * evaluate the motives behind its presentation? (e.g., social, commercial, political)
 |  |  |
| **Standard: SL.8.3**  *I can…* |  |  |
| * delineate (describe or outline) a speaker’s argument and specific claims?
 |  |  |
| * evaluate the soundness of the reasoning and relevance and sufficiency of the evidence?
 |  |  |
| * identify when irrelevant evidence is introduced?
 |  |  |
| **Standard: SL.8.4**  *I can…* |  |  |
| * present claims and findings (by) emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details?
 |  |  |
| * use appropriate eye contact?
 |  |  |
| * use adequate volume?
 |  |  |
| * use clear pronunciation?
 |  |  |

**Speaking and Listening Checklist (SL.8.5 and SL.8.6)** (con’t) Page Two

|  |  |  |
| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: SL.8.5**  *I can…* |  |  |
| * Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest?
 |  |  |
| **Standard: SL.8.6**  *I can…* |  |  |
| * adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate?
 |  |  |

**Title of checklist:** Reading Information Text (RI.8.1 – RI.8.8)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: RI.8.1**  *I can…* |  |  |
| * cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text?
 |  |  |
| **Standard: RI.8.2**  *I can…* |  |  |
| * determine a central idea of a text?
 |  |  |
| * analyze its (central idea) development over the course of the text, including its relationship to support ideas?;
 |  |  |
| * provide an objective summary of the text?
 |  |  |
| **Standard: RI.8.3**  *I can…* |  |  |
| * analyze how a text makes connections among and distinctions between individuals, ideas, or events? (e.g., through comparisons, analogies, or categories)
 |  |  |
| **Standard: RI.8.4**  *I can…* |  |  |
| * determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings?;
 |  |  |
| * analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts?
 |  |  |
| **Standard: RI.8.5**  *I can…* |  |  |
| * analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept?
 |  |  |
| **Standard: RI.8.6**  *I can…* |  |  |
| * determine an author’s point of view or purpose in a text?
 |  |  |
| * analyze how the author acknowledges and responds to conflicting evidence or viewpoints?
 |  |  |
| **Standard: RI.8.7**  *I can…* |  |  |
| * evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea? (e.g., print or digital text, video, multimedia)
 |  |  |
| **Standard: RI.8.8**  *I can…* |  |  |
| * delineate the argument and specific claims in a text?
 |  |  |
| * evaluate the argument and specific claims in a text?
 |  |  |
| * assess whether the reasoning was sound?
 |  |  |
| * assess whether the evidence is relevant and sufficient?;
 |  |  |
| * recognize when irrelevant evidence is introduced?
 |  |  |

**Reading Informational Text Checklist (RI.8.9 and RI.8.10)** (con’t) Page Two

|  |  |  |
| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: RI.8.9**  *I can…* |  |  |
| * analyze a case in which two or more texts provide conflicting information on the same topic?
 |  |  |
| * identify where the texts disagree on matters of fact or interpretation?
 |  |  |
| **Standard: RI.8.10**  *I can…* |  |  |
| * by the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity bank independently and proficiently?
 |  |  |

**Title of checklist:** Reading Literature Text (RL.8.1 – RL.8.8)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: RL.8.1**  *I can…* |  |  |
| * cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text?
 |  |  |
| **Standard: RL.8.2**  *I can…* |  |  |
| * determine a theme/central idea of a text?
 |  |  |
| * analyze its (theme/central idea) development over the course of the text, including its relationship to characters, setting, AND plot?;
 |  |  |
| * provide an objective summary of the text?
 |  |  |
| **Standard: RL.8.3**  *I can…* |  |  |
| * analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, OR provoke a decision?
 |  |  |
| **Standard: RL.8.4**  *I can…* |  |  |
| * determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings?;
 |  |  |
| * analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts?
 |  |  |
| **Standard: RL.8.5**  *I can…* |  |  |
| * compare AND contrast the structure of two or more texts?
 |  |  |
| * analyze how the differing structure of EACH text contributes to its meaning and style?
 |  |  |
| **Standard: RL.8.6**  *I can…* |  |  |
| * analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor? (e.g., created through the use of dramatic irony)
 |  |  |
| **Standard: RL.8.7**  *I can…* |  |  |
| * analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script?
 |  |  |
| * evaluate the choices made by the director or actors?
 |  |  |
| **Standard: RL.8.8 (***not applicable to literature)* |  |  |

**Reading Literature Checklist (RL.8.9 and RL.8.10)** (con’t) Page Two

|  |  |  |
| --- | --- | --- |
| **Standard: RL.8.10**  *I can…* |  |  |
| * by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity bank independently and proficiently?
 |  |  |

|  |  |  |
| --- | --- | --- |
| **Standard: RL.8.9**  *I can…* |  |  |
| * analyze how a modern work of fiction draws on themes, patterns of events, OR character types from myths, traditional stories, OR religious works such as the Bible?
 |  |  |
| * describes how the material is rendered new?
 |  |  |

**Title of checklist:** Writing (W.8.1 - Argumentative)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: W.8.1a** (introductory paragraph) *I can…* |  |  |
| * introduce claim(s)?
 |  |  |
| * acknowledge and distinguish the claim(s) from alternate or opposing claim(s)?
 |  |  |
| * organize the reasons logically? (thesis statement)
 |  |  |
| * organize the evidence logically? (thesis statement)
 |  |  |
| **Standard: W.8.1b** (body paragraphs) *I can…* |  |  |
| * support claim(s) with logical reasoning? (in the same order as thesis statement)
 |  |  |
| * support claim(s) with relevant evidence? (in the same order as thesis statement)
 |  |  |
| * use accurate and credible sources?
 |  |  |
| * demonstrate an understanding of the topic or text?
 |  |  |
| **Standard: W.8.1c** (body paragraphs) *I can…* |  |  |
| * use words, phrases, and clauses to create cohesion (flow smoothly)?
 |  |  |
| * use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, AND evidence?
 |  |  |
| **Standard: W.8.1d** (entire essay) *I can…* |  |  |
| * establish AND maintain a formal style?
 |  |  |
| **Standard: W.8.1e** (concluding paragraph) *I can…* |  |  |
| * provide a concluding statement or section that follows from AND supports the argument presented?
 |  |  |

**Title of checklist:** Writing (W.8.2 – Informative/Explanatory)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: W.8.2a** (introductory paragraph) *I can…* |  |  |
| * introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories (thesis statement)?;
 |  |  |
| * include formatting? (e.g., headings)
 |  |  |
| * include graphics? (e.g., charts, tables)
 |  |  |
| * include multimedia when useful to aiding comprehension?
 |  |  |
| **Standard: W.8.2b** (body paragraphs) *I can…* |  |  |
| * develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, OR other information AND examples?
 |  |  |
| **Standard: W.8.2c** (body paragraphs) *I can…* |  |  |
| * use appropriate and varied transitions to create cohesion?
 |  |  |
| * use appropriate and varied transitions to clarify the relationships among ideas and concepts?
 |  |  |
| **Standard: W.8.2d** (body paragraphs) *I can…* |  |  |
| * use precise language to inform about or explain the topic?
 |  |  |
| * use domain-specific vocabulary to inform about or explain the topic?
 |  |  |
| **Standard: W.8.2e** (entire essay) *I can…* |  |  |
| * establish AND maintain a formal style?
 |  |  |
| **Standard: W.8.2f** (concluding paragraph) *I can…* |  |  |
| * provide a concluding statement or section that follows from AND supports the information or explanation presented?
 |  |  |

**Title of checklist:** Writing (W.8.3 – Narrative)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: W.8.3a** (introductory paragraph) *I can…* |  |  |
| * engage AND orient the reader by establishing a context?
 |  |  |
| * engage AND orient the reader by establishing a point of view?
 |  |  |
| * engage AND orient the reader by introducing a narrator and/or characters?
 |  |  |
| * organize an event sequence that unfolds naturally and logically? (plot)

(body paragraphs) |  |  |
| **Standard: W.8.3b** (body paragraphs) *I can…* |  |  |
| * use narrative techniques to develop experiences, events, and/or characters?
 |  |  |
| * dialogue?
 |  |  |
| * pacing? (manipulation of time in the essay)
 |  |  |
| * description?
 |  |  |
| **Standard: W.8.3c** (body paragraphs) *I can…* |  |  |
| * use a variety of transition words to convey sequence, signal shifts from one time frame or setting to another?
 |  |  |
| * use a variety of transition phrases to convey sequence, signal shifts from one time frame or setting to another?
 |  |  |
| * use a variety of clauses to convey sequence, signal shifts from one time frame or setting to another?
 |  |  |
| * show the relationships among experiences and events?
 |  |  |
| **Standard: W.8.3d** (body paragraphs) *I can…* |  |  |
| * use precise words AND phrases to capture the action and convey experiences and events?
 |  |  |
| * use relevant descriptive details to capture the action and convey experiences and events?
 |  |  |
| * use sensory language to capture the action and convey experiences and events?
 |  |  |
| **Standard: W.8.3e** (concluding paragraph) *I can…* |  |  |
| * provide a conclusion that follows from and reflects on the narrated experiences or events?
 |  |  |

**Title of checklist:** Writing (W.8.4 – W.8.10)

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Indicators** | **Not Yet****0** | **Yes****1** |
| **Standard: W.8.4** (in all writing) *I can…* |  |  |
| * produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
 |  |  |
| **Standard: W.8.5**  *I can…* |  |  |
| * plan? (with some guidance and support from peers and adults, develop and strengthen writing)
 |  |  |
| * revise? (with some guidance and support from peers and adults, develop and strengthen writing)
 |  |  |
| * edit? (with some guidance and support from peers and adults, develop and strengthen writing; editing for conventions should demonstrate command of Language standards)
 |  |  |
| * rewrite? (final copy)
 |  |  |
| **Standard: W.8.6**  *I can…* |  |  |
| * use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others?
 |  |  |
| **Standard: W.8.7**  *I can…* |  |  |
| * conduct short research projects to answer a question (including a self-generated question
 |  |  |
| * draw on several sources?
 |  |  |
| * generate additional related, focused questions that allow for multiple avenues of exploration?
 |  |  |
| **Standard: W.8.8**  *I can…* |  |  |
| * gather relevant information from multiple print and digital sources, using search terms effectively?;
 |  |  |
| * assess the credibility and accuracy of each source?;
 |  |  |
| * quote or paraphrase the data and conclusions of others?
 |  |  |
| * avoid plagiarism?
 |  |  |
| * follow a standard format for citation?
 |  |  |
| **Standard: W.8.9a**  *I can…* |  |  |
| * draw evidence from literary texts to support analysis, reflection, and research
 |  |  |
| **Standard: W.8.9b**  *I can…* |  |  |
| * draw evidence from informational texts to support analysis, reflection, and research
 |  |  |

**Writing Checklist (W.8.10)** (con’t) Page Two

|  |  |  |
| --- | --- | --- |
| **Standard: W.8.10**  *I can…* |  |  |
| * write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences?
 |  |  |
| * write routinely over a shorter time frame (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences?
 |  |  |