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| **Grade 8 Outcomes Checklist** |  |  |  |  |  |  |  |  |  |  |
| 1.1  Invites others to participate in discussions and thinks about what other people have said during the discussion. |  |  |  |  |  |  |  |  |  |  |
| 1.2  Asks questions of others in order to get more detailed information or to  clarify or qualify what is being said; also questions the relevance, accuracy and validity of what is being said. |  |  |  |  |  |  |  |  |  |  |
| 1.3  Answers questions asked by others in order to clarify or give more information |  |  |  |  |  |  |  |  |  |  |
| 1.4  States point of view in a convincing way and supports it with personal examples as well as multiple pieces of evidence  from an outside sources. |  |  |  |  |  |  |  |  |  |  |
| 1.5  Listens to others closely and identifies the key points of their messages; evaluates the relevance of the common details. |  |  |  |  |  |  |  |  |  |  |
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| 2.1 Contributes to small group and whole group discussions using a variety of strategies for effective talk. |  |  |  |  |  |  |  |  |  |  |
| 2.2  Uses appropriate vocabulary sentence structure, speed of talking, and tone for different audiences and purposes. |  |  |  |  |  |  |  |  |  |  |
| 2.3  Gives and follows directions |  |  |  |  |  |  |  |  |  |  |
| 2.4  Responds appropriately to instructions, directions, and questions |  |  |  |  |  |  |  |  |  |  |
| 2.5  Evaluates the effectiveness of their own and others talk based on the content and message. |  |  |  |  |  |  |  |  |  |  |
| 2.6  Understands how the content and message are affected by verbal and non- verbal language. |  |  |  |  |  |  |  |  |  |  |
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| 3.1 Demonstrates active listening and respect for others. |  |  |  |  |  |  |  |  |  |  |
| 3.2  Shows respect and sensitivity toward others and their differences when giving personal opinions. |  |  |  |  |  |  |  |  |  |  |
| 3.3  Recognizes that our values, attitudes, bias, beliefs, and prejudices are reflected in our spoken language. |  |  |  |  |  |  |  |  |  |  |
| 3.4  Recognizes how language is used to influence and manipulate. |  |  |  |  |  |  |  |  |  |  |
| 3.5  Recognizes that different situations require different conventions. |  |  |  |  |  |  |  |  |  |  |
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| 4.1  Selects texts that meet their needs and interests. |  |  |  |  |  |  |  |  |  |  |
| 4.2  Reads a variety of texts including fiction and literature, non-fiction, and media texts from different provinces and countries. |  |  |  |  |  |  |  |  |  |  |
| 4.3  Explains how authors use text features to create meaning. |  |  |  |  |  |  |  |  |  |  |
| 4.4  Uses text features to construct meaning and understanding  from the text. |  |  |  |  |  |  |  |  |  |  |
| 4.5  Reads complex texts with greater fluency, confidence and comprehension as a result of their understanding of cuing systems. |  |  |  |  |  |  |  |  |  |  |
| 4.6  Independently uses a range of reading strategies to make meaning from complex print and media texts. |  |  |  |  |  |  |  |  |  |  |
| 4.7  Identifies and discusses the kinds of reading strategies good readers use. |  |  |  |  |  |  |  |  |  |  |
| 4.8  Reflects on own reading and viewing processes and strategies in order to develop ability. |  |  |  |  |  |  |  |  |  |  |
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| 5.1  Identifies relevant or interesting topics or questions for further study. |  |  |  |  |  |  |  |  |  |  |
| 5.2  Recognizes the need for additional information to meet learning needs. |  |  |  |  |  |  |  |  |  |  |
| 5.3  Locates information from a variety of sources with greater speed, accuracy, and confidence. |  |  |  |  |  |  |  |  |  |  |
| 5.4  Develops approaches and strategies for conducting research.  (Eg. Graphic organizers, note taking, outlines) |  |  |  |  |  |  |  |  |  |  |
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| 6.1 Gives initial response, orally, or in writing to what is read or viewed. |  |  |  |  |  |  |  |  |  |  |
| 6.2  Supports personal  response to the issues, themes, and situations within texts by giving personal examples and citing evidence from text. |  |  |  |  |  |  |  |  |  |  |
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| 7.1  Recognizes that print and media texts can be biased. |  |  |  |  |  |  |  |  |  |  |
| 7.2  Begins to question and think critically about the relevance and reliability of the content presented. |  |  |  |  |  |  |  |  |  |  |
| 7.3  Recognized the tools that authors used in their writing to achieve their purpose.      (order, use of time, image) |  |  |  |  |  |  |  |  |  |  |
| 7.4   Identifies, describes and discusses the impact that text form, content and structure have on meaning. |  |  |  |  |  |  |  |  |  |  |
| 7.5  Understands that values and personal experience influence understanding and critical response. |  |  |  |  |  |  |  |  |  |  |
| 7.6  Explores culture and reality as portrayed in media text.  |  |  |  |  |  |  |  |  |  |  |
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| 8.1  Frequently uses writing and representing strategies as a language learner. |  |  |  |  |  |  |  |  |  |  |
| 8.2  Writes for a variety of reasons including: Extend ideas and experiences  Explore/reflect feelings, ideas, and attitudes, Consider others perspectives. Reflect on problems and respond to problems, to describe and evaluate the learning process, to reflect on growth as a learner. |  |  |  |  |  |  |  |  |  |  |
| 8.3  Reflects on the writing strategies that help them learn and describe their personal growth as a language learner |  |  |  |  |  |  |  |  |  |  |
| 8.4  Uses various forms of note-taking for different purposes and situations. |  |  |  |  |  |  |  |  |  |  |
| 8.5  Integrates interesting effects in their writing:  Thoughts and feelings, detail to add richness and density, finds and corrects inconsistencies, avoids too much detail, makes good language choices, selects elaborate wording and phrasing. |  |  |  |  |  |  |  |  |  |  |
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| 9.1   Produces a wide range of writing forms: Advertisements/Cartoons/Literary Reponses/scripts  Announcements/essays/ poems/song/Autobiography/graphs/posters/ speeches/Biographies /illustrations / reports/stories / Brochures /  interviews/resume/ summaries /Business /  journals/reviews/surveys / Personal letters      |  |  |  |  |  |  |  |  |  |  |
| 9.2  Considers and crafts writing to suit the audience and the purpose.( content, wording, tone, styles, structure) |  |  |  |  |  |  |  |  |  |  |
| 9.3  Understands that ideas can be represented in more than one way and experiments with many forms. |  |  |  |  |  |  |  |  |  |  |
| 9.4  Asks for feedback about writing and applies it in future drafts.  |  |  |  |  |  |  |  |  |  |  |
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| 10.1 Demonstrates the following to aid effective communication:    Spells familiar words correctly.    Uses knowledge of spelling conventions to spell unfamiliar words.    Checks for correctness.    Uses resources to correct spelling.    Controls grammar and punctuation most of the time.    Uses sentences patterns.    Uses a variety of vocabulary.    Uses paragraph structure. |  |  |  |  |  |  |  |  |  |  |
| 10.2 Chooses and applies the appropriate pre-writing, drafting, revising, editing, proofreading, and presenting strategies when creating texts. |  |  |  |  |  |  |  |  |  |  |
| 10.3 Uses various technologies for the purpose of communicating. |  |  |  |  |  |  |  |  |  |  |
| 10.4 Demonstrates a commitment to crafting writing and other representations. |  |  |  |  |  |  |  |  |  |  |
| 10.5 Collects and combines information from several sources. |  |  |  |  |  |  |  |  |  |  |