

Student Learning Report – Grade 8 Literacy

Name _____

	Notes	Check Up		
Catholic Identity				
<input type="checkbox"/> I can connect what I learn to my faith.*				
<input type="checkbox"/> I can apply what I learn in my daily life.*				
Literacy Routines				
<input type="checkbox"/> I can communicate ideas effectively through speaking and discussion.				
Word Study				
<input type="checkbox"/> I can use word parts to determine the meaning of unknown words.				
Shared Reading				
<input type="checkbox"/> I can read smoothly and know when to slow down or speed up.				
<input type="checkbox"/> I can use strategies to determine the meaning of unknown words.				
<input type="checkbox"/> I can select and apply strategies to help me understand what I am reading (<i>establish purpose, ask questions, predict, create mental images, monitor reading, connect, infer, evaluate details, synthesize</i>).				
<input type="checkbox"/> I can analyze the characteristics and structures of different genres to help me make meaning from what I read.				
<input type="checkbox"/> I can infer and explain theme in literary works and controlling idea/thesis in informational text.				
<input type="checkbox"/> I can explain the relationships and influences among characters, setting, and development.				
<input type="checkbox"/> I can recognize and explain the difference between linear and non-linear plot.				
<input type="checkbox"/> I can recognize multiple organizational patterns (in one text) and explain how the organization supported the development of the controlling idea.				
<input type="checkbox"/> I can understand how the point of view impacts meaning.				
<input type="checkbox"/> I can recognize and understand the use of irony.				
<input type="checkbox"/> I can explain how graphics and print support each other to communicate meaning.				
<input type="checkbox"/> I can explain how authors use literal and non-literal language to achieve specific purposes.				
<input type="checkbox"/> I can explain how an author’s use of language contributes to tone, mood, and voice.				
Independent Reading				
<input type="checkbox"/> I can self-select text based on my own purpose and read independently for an uninterrupted time.				
Responding to Text				
<input type="checkbox"/> I can make personal connections to what I read.				
<input type="checkbox"/> I can write responses that demonstrate understanding of texts, including comparing ideas within and across genres.				
<input type="checkbox"/> I can use text evidence to support my answers.				
<input type="checkbox"/> I can paraphrase and summarize texts.				
<input type="checkbox"/> I can describe how the author’s choices impact the text and use the author’s craft in my own writing.				
Writing				
<input type="checkbox"/> I can compose literary texts such as personal narratives, fiction, and poetry.				
<input type="checkbox"/> I can compose informational texts.				
<input type="checkbox"/> I can compose multi-paragraph argumentative texts.				
<input type="checkbox"/> I can plan a first draft.				
<input type="checkbox"/> I can develop drafts that are coherent and organized.				
<input type="checkbox"/> I can revise drafts for clarity, development, organization, style, word choice, and sentence variety.				
<input type="checkbox"/> I can edit drafts for capitalization, grammar, punctuation, and spelling.				
<input type="checkbox"/> I can publish written work.				
Research				
<input type="checkbox"/> I can use research skills to plan and present information in multiple ways.				