**DO NOT WRITE ON ME-FOR REFERENCE ONLY!**

**Levels of Mastery**

One of your tasks is to rate your level of mastery. Here’s the breakdown:

**Level 1**—I have absolutely no clue what this means, and I have no idea how to start tackling this. I need a lot of help.

*Think of it this way: You have all of the materials needed to make cupcakes, but you have no idea where to start. All of the ingredients and materials are sitting on the counter, and you’re overwhelmed. Those materials and ingredients are going to sit there for a while until someone helps you.*

**Level 2**—I can start, but I get stuck. I’m getting there, but I need more practice and guidance.

*Think of it this way: You started mixing the ingredients, but something went wrong somewhere, or you’re not sure of the next step. You need someone to tell you where you went wrong or what to do next.*

**Level 3**—I understand what I’m supposed to do, and I get it right most of the time. I might make a few mistakes here and there, but I’ve pretty much got this. I need a little bit of help.

*Think of it this way: You made cupcakes! They look like cupcakes, they taste like cupcakes, but they’re not the best cupcakes ever. You need someone to tell you how to make this better, but hey…you still made cupcakes!*

**Level 4**—I totally get this, and I could teach someone else to do it. I don’t need any help!

*Think of it this way: You’ve made cupcakes before. This time, you made a three-tier wedding cake, complete with decorations. You can teach someone how to make cupcakes or show them how to fix theirs while they marvel at your cake.*

**Reading Literature Standards**

The basis of Reading Literature standards is to be able to read, understand, and talk about fiction stories you have read.

*Please note: These are not all of the standards; instead, these are the most important standards that we have focused on throughout the year.*

RL 8.1—I can refer to the text and find specific examples that support my thoughts and ideas about the story

RL 8.2a—I can use details from the text to determine the theme of a story

RL 8.2b—I can give a summary of a story

RL 8.2c—I can explain how characters, setting, and plot work together to support and develop the theme

RL 8.3a—I can explain how character’s actions can develop the plot and reveal more about the theme (Cause/Effect)

RL 8.3b—I can make predictions about the story based on what I read, and evaluate my reasoning after my predication has passed

RL 8.4—I can analyze an author’s words and word choice and explain how they affect the piece

RL 8.4—I can understand the different components of the plot (exposition, rising action, climax, falling action, resolution)

RL 8.5—I can compare and contrast two or more fiction stories

RL 8.7—I can discuss how a film and a story are similar and different

**Reading Informational Text Standards**

The basis of Reading Informational Text standards is to be able to read, understand, and talk about different types of informational texts you have read.

*Please note: These are not all of the standards; instead, these are the most important standards that we have focused on throughout the year.*

RI 8.1—I can refer to the text and find specific examples that support my thoughts and ideas about the text

RI 8.2a— I can give a summary of a non fiction text

RI 8.2b—I can compare and contrast ideas and events in the text

RI 8.3a—I can identify key details in a text and the importance of this information

RI 8.3b—I can identify key components of a text

RI 8.4—I can determine what unfamiliar words and phrases mean

RI 8.5—I can analyze different types of media (graphs, charts, infographics, etc) and determine the purpose and meaning

RI 8.6—I can determine an author’s purpose for writing a text

RI 8.8—I can determine if an author’s words are trustworthy, sound, and credible

RI 8.9—I can analyze cases where two or more sources provide conflicting evidence and determine which is true

**Writing Standards**

The basis of Reading Informational Text standards is to be able to create different types of writing for different reasons

*Please note: These are not all of the standards; instead, these are the most important standards that we have focused on throughout the year.*

W 8.1—I can write a persuasive or argumentative piece and use clear reasoning and evidence to support my claims

W 8.2—I can write an informative piece which clearly explores a topic and explains a concept or idea

W 8.3—I can write narrative stories with good technique, detailed descriptions, and a logical plot

W 8.7—I can use various sources to complete short research projects in order to answer a question

W 8.8—I can quote or paraphrase from other sources without plagiarizing; I can use citations correctly to give authors credit

**Speaking and Listening Standards**

The basis of Speaking and Listening standards is to be able to understand and collaborate with all kinds of people.

*Please note: These are not all of the standards; instead, these are the most important standards that we have focused on throughout the year.*

SL 8.1a—I can participate in different types of discussions (one on one, small group, large group)

SL 8.1b—I can build on other’s ideas and express my own ideas clearly when discussing with others

SL 8.1c—I can come to discussions prepared to share my ideas because I have read or studied the material beforehand

SL 8.1d—I can participate in discussions effectively by using examples and evidence from the text.

SL 8.1e—I can ask questions to connect my ideas with other group members and answer group member’s questions effect

SL 8.4—I can use appropriate eye contact, articulation, emotion, and volume while presenting my ideas

SL 8.5—I can give a presentation using different types of media (images, videos, props) to strengthen my presentation and present my ideas clearly