

Eighth Grade
Reading & Language Arts Assessment Pacing Guide
First Nine Weeks

Competency	Mississippi L.A. Framework Objectives	Assessment
1a	The student will use word recognition and vocabulary (word meaning) skills to communicate. a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con- , mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ly, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)	Multiple Choice
1b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	Multiple Choice
1c	The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)	Multiple Choice
1d	The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)	Multiple Choice
1e	The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)	Multiple Choice
1f	The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)	Multiple Choice
1g	The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)	Multiple Choice
2a 1-4	The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)	Multiple Choice

2b 1-7	The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)	Multiple Choice
2c	The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	Multiple Choice
2d 1-4	The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	Multiple Choice
3a 1-5	The student will express, communicate, evaluate, or exchange ideas effectively. a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)	Rubric(reports, letters, essays) & Multiple Choice
3b	The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	Multiple Choice
3d	The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)	Rubric(reports, letters, essays) & Multiple Choice
4a 1-9	The student will apply Standard English to communicate. a. The student will apply Standard English grammar in composing or editing. (DOK 1)	Multiple Choice
4a 1b 1-11	The student will apply Standard English mechanics to compose or edit. (DOK 1)	Multiple Choice
4c 1-4	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)	Multiple Choice

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Second Nine Weeks

* Continue embedding all 1st 9 weeks skills into new objectives and lessons.

Competency	Mississippi L.A. Framework Objectives	Assessment
2e 1-2	Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)	Rubric (tools of persuasion projects) & Multiple Choice
3c 2	The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)	Rubric (narrative poems) & Multiple Choice
3c 3	The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)	Rubric (Power Point Presentations) & Multiple Choice
3d 1	The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)	Rubric (reports) & Multiple Choice
3d 2	The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)	Rubric (friendly & business letters) & Multiple Choice
3e 1	The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)	Rubric (letters) & Multiple Choice
3e 2	The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)	Rubric (speeches) & Multiple Choice
3e 3	The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)	Rubric (advertisements) & Multiple Choice

4a 10	<p>The student will apply Standard English to communicate.</p> <p>a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p>	Multiple Choice
4a 11	<p>Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</p>	Multiple Choice
4a 1b 1-11	<p>The student will apply Standard English mechanics to compose or edit. (DOK 1)</p>	Multiple Choice
4c 3	<p>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Avoid sentence fragments, run-on sentences, and comma splices). (DOK 2)</p>	Multiple Choice
4c 4	<p>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses). (DOK 2)</p>	Multiple Choice
4c 6	<p>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis). (DOK 2)</p>	Multiple Choice
4c 7	<p>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis). (DOK 2)</p>	Multiple Choice

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Third Nine Weeks

* Continue embedding all 1st & 2nd 9 weeks skills into new objectives and lessons.

Competency	Mississippi L.A. Framework Objectives	Assessment
3c 4	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(plays) & Multiple Choice</i>
3c 5	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(Biographies and autobiographies) & Multiple Choice</i>
3c 6	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(Video narratives) & Multiple Choice</i>
3d	<i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural: cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i>	<i>Rubric & Multiple Choice</i>
3f 1-6	<i>The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</i>	<i>Rubric & Multiple Choice</i>
4a 1-11	<i>The student will apply Standard English to communicate. a. The student will apply Standard English grammar in composing or editing. (DOK 1)</i>	<i>Multiple Choice</i>
41b 1-11	<i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i>	<i>Multiple Choice</i>
4c 6	<i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)</i>	<i>Multiple Choice</i>
4c 7	<i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)</i>	<i>Multiple Choice</i>

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Fourth Nine Weeks

* Continue embedding all 1st, 2nd, & 3rd 9 weeks skills into new objectives and lessons.

Competency	Mississippi L.A. Framework Objectives	Assessment
3c 4	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(plays) & Multiple Choice</i>
3c 5	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(Biographies and autobiographies) & Multiple Choice</i>
3c 6	<i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i>	<i>Rubric(Video narratives) & Multiple Choice</i>
3d	<i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural: cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i>	<i>Rubric & Multiple Choice</i>
3f 1-6	<i>The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</i>	<i>Rubric & Multiple Choice</i>
4a 1-11	<i>The student will apply Standard English to communicate.</i> <i>a. The student will apply Standard English grammar in composing or editing. (DOK 1)</i>	<i>Multiple Choice</i>
4b 1-11	<i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i>	<i>Multiple Choice</i>
4c 6	<i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)</i>	<i>Multiple Choice</i>
4c 7	<i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose (Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)</i>	<i>Multiple Choice</i>

**Review all objectives taught, and finish teaching any untaught objectives if there are any.*