

Biloxi Public Schools Guaranteed Curriculum

Lang. Arts

Grade 8

Term_Taught 1

Comp. Obj.

Questions

- | | | |
|----|---|---|
| 1 | The student will use word recognition and vocabulary (word meaning) skills to communicate. | |
| a1 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (Review prefixes non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, mid-) (DOK 2) | 1 |
| a3 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (Review suffixes -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) (DOK 2) | 1 |
| b | The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1) | 1 |
| c | 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) | 1 |
| d | The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2) | 1 |
| f | 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 and to determine and infer meaning. (DOK2) | 1 |
| g | The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3) | 2 |
| 2 | 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) | 0 |
| a1 | Text features - titles, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, key word searches, etc. (DOK 2) | 2 |
| a2 | Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2) | 3 |
| d | 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) | 0 |
| d1 | Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) (DOK 3) | 4 |
| 3 | 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. (DOK 3) | 0 |

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a1	Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3)	2
a2	Drafting • Draft with increasing fluency. (DOK 3)	0
a3	Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. (DOK 3)	2
a4	Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)	2
a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media. (DOK 3)	2
c	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)	0
c1	Stories or retellings (DOK 3)	0
d	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: DOK 3)	0
d2	Letters (friendly and business)	0
e	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)	0
e1	Letters (DOK 3)	0
4	The student will apply Standard English to communicate.	
a	The student will apply Standard English grammar in composing or editing. (DOK 1)	0
a1a	Nouns (e.g., compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective) (DOK 1)	2
a1a	Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract. (DOK 1)	2
a6	Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) (DOK 1)	1
a8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative) (DOK 1)	2

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a9	Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount) (DOK 1)	3
b	The student will apply Standard English mechanics to compose or edit. (DOK 1)	0
b1	End punctuation (e.g., period, question mark, exclamation point)	1
b10	Spell words commonly found in eighth grade level text.	3
b11	Produce legible text.	0
b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	1
b3	Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)	3
b4	Apostrophes (possessives; contractions)	1
b5	Semicolons (compound sentences; with conjunctive adverbs)	2
b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)	3
b7	Underlining/Italics (titles of books, movies, plays, and television shows)	1
b8	Colons (e.g., time, before lists introduced by independent clauses, business letters)	1
b9	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and business letters, proper adjectives)	1
c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)	0
c1a	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates) (DOK 2)	2
c2a	Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates. (DOK 2)	0
c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)	3
	Sum	60

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Grade 8

Term Taught 2

Comp. Obj.

Questions

- | | | |
|----|--|---|
| 1 | The student will use word recognition and vocabulary (word meaning) skills to communicate. | |
| a1 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (Review prefixes non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, mid-) (DOK 2) | 3 |
| e | The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3) | 5 |
| 2 | 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) | 0 |
| a3 | Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (DOK 2) | 3 |
| b | The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) | 0 |
| b2 | Justify inferences about main idea by providing supporting details. (DOK 3) | 3 |
| d | 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) | 0 |
| d2 | Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) (DOK 3) | 2 |
| d3 | Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3) | 2 |
| 3 | 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. (DOK 3) | 0 |
| a1 | Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3) | 2 |
| a2 | Drafting • Draft with increasing fluency. (DOK 3) | 0 |
| a3 | Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. (DOK 3) | 2 |
| a4 | Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3) | 2 |

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a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media. (DOK 3)	2
c	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)	0
c2	Narrative poems (DOK 3)	0
d	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: DOK 3)	0
d5	Poems	0
4	The student will apply Standard English to communicate.	
a	The student will apply Standard English grammar in composing or editing. (DOK 1)	0
a10	Use adverbs correctly (avoiding double negatives; comparative forms) (DOK 1)	3
a2	Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs) (DOK 1)	3
a3	Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past]) (DOK 1)	3
a4	Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb (DOK 1)	5
a7	Prepositions (DOK 1)	3
b	The student will apply Standard English mechanics to compose or edit. (DOK 1)	0
b10	Spell words commonly found in eighth grade level text.	5
b11	Produce legible text.	0
c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)	0
c2a	Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates. (DOK 2)	2

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c3 Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)

3

Sum 53

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Term Taught 3

Comp. Obj.

Questions

- | | | |
|----|--|---|
| 1 | The student will use word recognition and vocabulary (word meaning) skills to communicate. | |
| a2 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW Prefixes after-, auto-, con-)(DOK 2) | 1 |
| a4 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW suffixes -ation, -ition, -al, -ial) (DOK 2) | 1 |
| 2 | The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. | |
| b | The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) | 0 |
| b1 | Infer the implied main idea from one or more related texts. (DOK 3) | 2 |
| b3 | Evaluate author’s use of sequence for its effect on the text. (DOK 3) | 2 |
| b4 | Infer how the sequence of events may have contributed to cause and effect relationships in a text. (DOK 3) | 2 |
| b5 | Apply knowledge of cause and effect relationships to infer logical causes and/or effects. (DOK 3) | 1 |
| d | 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) | 0 |
| d4 | Author’s purpose (e.g., inform, entertain, persuade) (DOK 3) | 2 |
| e | 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) | 0 |
| e2 | Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking. (DOK 3) | 2 |
| e2 | Evaluate the use of tools of persuasion (e.g., shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc). (DOK 3) | 2 |
| 3 | 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. (DOK 3) | 0 |
| a1 | Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3) | 2 |

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a2	Drafting • Draft with increasing fluency. (DOK 3)	0
a3	Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. (DOK 3)	2
a4	Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)	2
a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media. (DOK 3)	2
d	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: DOK 3)	0
d1	Reports	0
d3	Functional texts	0
e	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)	0
e3	Advertisements (DOK 3)	0
f	The student will compose texts a variety of modes based on inquiry and research. (DOK 4)	0
f1	Generate questions. (DOK 4)	0
f2	Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. (DOK 4)	0
f3	Take notes on important information from sources. (DOK 4)	0
f4	Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. (DOK 4)	0
f5	Present the results using a variety of communication techniques. (DOK 4)	0
f6	Reflect on and evaluate the process. (DOK 4)	0
4	The student will apply Standard English to communicate.	
a	The student will apply Standard English grammar in composing or editing. (DOK 1)	0

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a11	Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives). (DOK 1)	6
a5	Subordinating and coordinating conjunctions; correlative conjunctions (DOK 1)	5
b	The student will apply Standard English mechanics to compose or edit. (DOK 1)	0
b10	Spell words commonly found in eighth grade level text.	5
b11	Produce legible text.	0
c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)	0
c1b	Analyze the structure of sentences (e.g., complex sentences including independent and dependent clauses; and compound-complex sentences). (DOK 2)	2
c2a	Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates. (DOK 2)	2
c2b	Compose complex sentences, including independent and dependent clauses; and compound-complex sentences. (DOK 2)	2
c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)	2
c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses. (DOK 2)	5
c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses. (DOK 2)	0
c6	Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)	4
	Sum	61

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Grade 8

Term Taught 4

Comp. Obj.

Questions

- | | | |
|----|--|---|
| 1 | The student will use word recognition and vocabulary (word meaning) skills to communicate. | |
| a2 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW Prefixes after-, auto-, con-)(DOK 2) | 1 |
| a4 | The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW suffixes -ation, -ition, -al, -ial) (DOK 2) | 1 |
| 2 | 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) | 0 |
| a4 | Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays (DOK 2) | 5 |
| b | The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3) | 0 |
| b6 | Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. (DOK 3) | 2 |
| b7 | Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. (DOK 3) | 2 |
| c | 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) | 2 |
| e | 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) | 0 |
| e1 | Evaluate the author’s use of and distinguish between fact and opinion. (DOK 3) | 4 |
| 3 | 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. (DOK 3) | 0 |
| a1 | Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3) | 2 |
| a2 | Drafting • Draft with increasing fluency. (DOK 3) | 0 |
| a3 | Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. (DOK 3) | 2 |

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a4	Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)	2
a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media. (DOK 3)	2
b	The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	0
c	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)	0
c3	PowerPoint presentations (DOK 3)	0
c4	Plays (DOK 3)	0
c5	Biographies and autobiographies (DOK 3)	0
c6	Video narratives (DOK 3)	0
d	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: DOK 3)	0
d4	Presentations	0
d6	Essays	0
e	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)	0
e2	Speeches (DOK 3)	0
4	The student will apply Standard English to communicate.	
b	The student will apply Standard English mechanics to compose or edit. (DOK 1)	0
b10	Spell words commonly found in eighth grade level text.	5
b11	Produce legible text.	0
c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)	0

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c2a	Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates. (DOK 2)	5
c2b	Compose complex sentences, including independent and dependent clauses; and compound-complex sentences. (DOK 2)	5
c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)	2
c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses. (DOK 2)	5
c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses. (DOK 2)	0
c6	Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)	5
c7	Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. (DOK 2)	0
	Sum	52