

STIAchievement Services

Formative Assessments Pacing Guide for St. Clair County Schools AHSGE Language Objectives English Grades 9 - 11

AHSGE – **Language** – Standards, Objectives, and Eligible Content (All Objectives have **5 items** except V-1 which has **10**)
Correct Grammar and Usage – Appropriate Word Choice – Correct Sentence Structure – Correct Capitalization and Punctuation – Organizational Skills for Writing/Revising

Cos Standards/ AHSGE Objectives and Eligible Content (Textbook/Other Resources)	Months to be Taught (Semester I/ Semester II) Accelerated Guide (AG) Weeks 1-7	Content Vocabulary (Word Walls)	Test Vocabulary/ Bloom's Level (Word Walls)	Rigor Level I-introduces content/basic theory Rigor Level II-connects to prior knowledge Rigor Level III-focuses on highly developed skills, integrates complex skills Rigor Level IV-demonstrates skills in independent groups (project based); includes use of technology
I – 1 Identify correct noun forms (singular and plural). a. Regular and irregular forms b. Collective nouns c. Proper nouns d. Compound nouns e. Words with alternate accepted forms Note (The plural of <i>Index</i> could be <i>indexes</i> or <i>indices</i> .)	Aug./Sept. Jan./Feb. (Week 1)	Regular, collective, proper, compound, irregular	Forms, identify	Levels II-III
I – 2 Identify correct verb forms. a. Regular and irregular verbs b. Number c. Tense	Sept. Feb. (Week 1)	Regular, irregular, number, tense	Forms, identify	Levels II-III

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<p>I – 3 Recognize subject-verb agreement.</p> <p>a. Singular and plural subjects, including compound subjects:</p> <p>Note (Compound subjects will include those joined by “or,” with the second element singular or plural.)</p> <p>b. Compound in form, singular in meaning</p> <p>c. Plural in form, singular in meaning</p> <p>d. Regular and inverted order</p> <p>e. Collective nouns, when correct verb form depends on rest of sentence</p> <p>f. Sentences with intervening phrases</p> <p>g. Indefinite pronoun as subject</p> <p>h. Correlative conjunctions</p>	<p>Sept.</p> <p>Feb.</p> <p>(Week 1)</p>	<p>Singular, plural, compound, form, inverted, collective, indefinite pronoun, correlative conjunctions</p>	<p>Emphasized words</p>	<p>Levels II-III</p>
<p>I – 4 Recognize pronoun–antecedent agreement in number and gender.</p>	<p>Oct.</p> <p>March</p> <p>(Week 2)</p>	<p>Pronoun, antecedent, number gender</p>		<p>Levels I-III</p>

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I – 5 Identify incorrect shifts in verb tense. a. Verb shifts within sentences b. Verb shifts within paragraphs c. All tenses	Sept. vcZ Feb. (AG)	Shift, tense	Shift tense	Levels II-III
I – 6 Identify correct pronoun case. a. Nominative, objective, possessive case: Note (Pronoun case may include reflexive pronouns.) b. Contractions c. Misspellings such as “our’s” and “her’s”	Oct. March (AG)	Nominative, objective, possessive case		Levels II-III
I – 7 Identify effective use of voice. a. Active voice b. Passive voice Note (Active verbs preferred over passive.)	Sept. Feb.(AG)	Active/passive voice	Effective voice	Levels II-III
I – 8 Determine correct placement of modifiers. a. Dangling participles b. Misplaced participles Note (Modifiers may be words, phrases, or clauses; adjectives and adverbs -adjectival and adverbial phrases and clauses; or verbals.)	Oct. March (AG)	Modifiers, dangling, misplaced modifiers	Placement, appropriately	Levels II-III

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I – 9 Identify correct usage of commonly confused words. a. Words that sounds alike but have different meanings b. Words that are frequently confused although not pronounced alike c. Words that are commonly misused	Nov./Dec. April/May	Confused, pronounced, commonly	Misused, italicized words	Levels II-III
II – 1 Use words that create clarity, precision, and vivid description. a. Action verbs, not linking verbs b. Specific terms, not general or vague c. Clear, precise, vivid language Note (Language to avoid includes, but is not limited to, overused, cliched words, superfluous verbiage, redundancy, and jargon.)	Nov./Dec. April/May	Clarity, precision, vivid description, clear	All caps (emphasized words), express vividly, precisely	Levels II-III
II – 2 Use formal and informal language appropriately. a. Informal language b. Formal language Note (Formal language should avoid slang, contractions, second person, and jargon.)	Nov./Dec. April/May	Formal, informal	Appropriate use of “NOT”, appropriate	Levels II-III

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III – 1 Correct run-on sentences sentence fragments, and comma splices.	Nov./Dec. April/May	Run-on, fragment	Run-on, fragment	Levels II-III
III – 2 Correct sentences that lack internal parallelism a. Correlative conjunctions immediately before the parallel terms. b. Parallel grammatical form of words, phrases, and clauses in series	Nov./Dec. April/May	Correlative, parallel, series, internal, clause	Parallel structure, illustrates, lacks	Levels I-III
IV – 1 Demonstrate correct use of capitalization. a. Direct quotations, including complete sentences and broken quotations b. Proper nouns and proper adjectives c. Titles	Nov.-Dec. April/May	Capitalize, direct quotation, proper, titles	Emphasized words	Levels II-III
IV – 2 Demonstrate correct use of commas. a. Items in a series b. Direct address, appositives, and parenthetical expressions c. Conventional uses d. After introductory adverbial clauses e. With quotation marks	Nov.-Dec. April/May	Comma, quotation marks, introductory phrases, direct address, series, parenthetical expressions	Emphasized sentence parts	Levels II-III

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f. Before coordinating conjunction in compound sentences consisting of two long independent clauses		Coordinating conjunction, clause		
IV –3 Demonstrate correct use of a semicolon and a colon. a. Semicolon to separate elements in a series in which one element in the series is already separated by commas b. Semicolon in a compound sentence with no conjunction c. Semicolon before a conjunctive adverb d. Colon to introduce a list within a sentence	Nov./Dec. April/May	Separate elements, conjunctive	punctuation	Levels II-III
IV – 4 Demonstrate correct use of quotation marks and underlining. a. Quotation marks in direct quotations, including broken quotations b. Quotation marks to indicate titles c. Underlining to indicate titles	Nov./Dec. April/May	Direct quotation, broken quotation, indicate	Underlining, punctuated, error, incorrectly	Levels II-III
IV – 5 Demonstrate correct use of the apostrophe. a. Possessive of singular nouns b. Possessive of plural nouns c. Possessive of compound nouns d. Contractions	Nov./Dec. April/May	possessive	Apostrophe, error	Levels II-III

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V – 1 Determine logical progression and completeness of paragraphs. <ul style="list-style-type: none"> a. Introductory sentences b. Concluding sentences c. Sequence of events of details d. Transitional words e. Irrelevant and/or redundant sentences 	Nov./Dec. April/May	Logical progression, completeness, sequence, transitional, irrelevant, redundant	Paragraph, BEST, fits/fills, NO concluding, transitional word	Levels II-III