

STIAchievement Services

Formative Assessments Pacing Guide for St. Clair County Schools AHSGE Reading Objectives

(Each objective has 6 items on the assessment EXCEPT IV-2 and IV-3 that share 6 items. Total Items = 84)

English Grades 10 -11

AHSGE Objectives and Eligible Content	Months to be Taught (Sem. I/ II) Accelerated Guide 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 supporting details. a. Identify details that support main ideas in one or more passages.	Aug./Jan. AG Week 1	literal understanding, passages, textual, functional, recreational reading, supporting details	references, item below references, the BEST way. . . , one important face, author's reaction, MOST important, which is true about. . . Levels 1-3	Rigor Levels I-II
I-2 Determine sequence of events. a. Identify sequential order in one or more passages (dates; first, next, last; before/after; order of events.	Sept./Feb. AG Week 3	literal understanding, sequence of events	item below references, do FIRST, appeared FIRST Levels 1-2	Rigor Levels I-II
I-3 Follow directions. a. Identify directions that are implicit or embedded in a passage. b. Identify the outcome or product of a set of directions. c. Recognize when a set of directions has been followed correctly.	Sept./Feb. AG Week 3	implicit, embedded, outcome, product of a set of directions	according to the chart. . . , item below references, interpreted correctly Levels 1-4	Rigor Levels I-III
II –1 Identify main idea. a. Recognize the main idea in a paragraph or passage(s) (topic, subject, theme, central thought or message, lesson or moral, thesis and author's purpose and/or point or view.	Aug./Jan. AG Week 1	interpret, paragraph, passage(s), main idea, topic, subject, theme, central thought, lesson, moral, thesis, author's purpose, point of view	item below references, major theme, main idea, author's purpose, central thought, phrase BEST describes Levels 1-4	Rigor Levels I-III

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<p>II-2 Draw conclusions.</p> <p>a. Draw conclusions based on information in one or more passages.</p>	<p>Sept./Feb. AG Week 2</p>	<p>Draw conclusions</p>	<p>item below references, reader concludes, poem demonstrates, conclude, supports his belief, indicates, major trend</p> <p>Levels 1-6</p>	<p>Rigor Levels I-III</p>
<p>II-3 Determine cause and effect.</p> <p>a. Infer the cause(s) of effect(s) stated or implied in a passage. b. Infer the effect(s) of cause(s) stated or implied in a passage.</p>	<p>Oct./March AG Week 4</p>	<p>cause and effect, infer cause(s) of effects stated or implied, infer effect(s) of causes stated or implied</p>	<p>author's experience, what effect, what convinced</p> <p>Levels 1-6</p>	<p>Rigor Levels I-III</p>

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<p>II-4 Detect propaganda; distinguish fact from opinion.</p> <p>a. Identify an author's purpose or point of view in one or more passages. b. Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. c. Identify the purpose of specific persuasive techniques, but not label or define the techniques. d. Distinguish facts from opinions based on a passage.</p>	<p>Oct./March AG Week 5</p>	<p>interpret, detect propaganda, distinguish fact/opinion, author's purpose, point of view, uses of lang., persuade, influence, take a particular action, specific persuasive techniques</p>	<p>...is a fact, most accurately states, method author uses to convince reader, is an OPINION</p> <p>Levels 1-6</p>	<p>Rigor Levels I-III</p>
<p>II-5 Recognize statements that adequately summarize a passage.</p>	<p>Sept./Feb. AG Week 2</p>	<p>summarize</p>	<p>BEST summarizes the article, BEST summarizes, author's advice, BEST summarizes the story</p> <p>Levels 1-5</p>	<p>Rigor Levels I-III</p>
<p>III-1 Recognize fallacies of logic and judge strength of argument.</p> <p>a. Recognize faulty logic in one or more passages. b. Evaluate faulty logic in one or more passages. c. Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. d. Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. e. Recognize terminology used by an author to strengthen</p>	<p>Oct./March AG Week 5</p>	<p>critical analysis (strategies), comprehend, fallacies of logic, judge strength of argument, faulty logic, evaluate strength or weakness of arguments, recognize</p>	<p>example of faulty logic, technique author uses to strengthen argument, MOST convincing reason, NOT supported by evidence, would be BEST. . . , How does the author</p>	<p>Rigor Levels I-III</p>

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argument(s), but not label or define the terminology.		terminology	support the statement. . . Levels 1-6	
III-2 Analyze literary elements. a. Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (theme, character, tone, setting, mood, plot, and literary point of view).	Nov./April AG Week 6	analyze literary elements, comprehension of a passage, theme, character, tone, setting, mood, plot, literary point of view	theme of the poem, tone of the poem, tone of the story, BEST describes character, method author uses to dramatize final scene Levels 1-6	Rigor Levels I-III
III-3 Demonstrate understanding of figurative language and analogy. a. Analyze the use of analogy in a passage. b. Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language (simile, imagery, metaphor, personification, hyperbole {overstatement}).	Nov./April AG Week 6	figurative language, analogy, enhances comprehension, simile, imager, metaphor, personification, hyperbole (overstatement)	What does the author mean... Levels 1-5	Rigor Levels I-III

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<p>IV-1 Determine word meaning through the use of context clues.</p> <p>a. Determine the meaning of words or phrases in context (target words or phrases may include uncommon meanings of common words or phrases' specialized or technical vocabulary and words or phrases that might be unfamiliar to most 11th grade students).</p>	<p>Sept./Feb. AG Week 2</p>	<p>utilize strategies, context clues, uncommon meanings of common words/phrases, specialized vocabulary, technical vocabulary</p>	<p>What is the meaning of the word _____? Levels 1-4</p>	<p>Rigor Levels I-II</p>
<p>IV-2 Demonstrate the ability to preview and predict.</p> <p>a. Preview text features to make a prediction about the text content (headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines).</p>	<p>Oct./March AG Week 4</p>	<p>Preview/ predict, text features: headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, graphic displays such as charts, maps, graphs, timelines</p>	<p>Sub-headings Levels 1-4</p>	<p>Rigor Levels I-II</p>
<p>IV- 3 Discern organizational patterns, chronological order, spatial order, order of importance, companion and contrast, cause & effect, and main idea.</p>	<p>Dec./May AG Week 7</p>	<p>organizational patterns: chronological order, spatial order, order of importance, comparison and contrast, cause</p>	<p>information is organized by. . . , time line, how is the editorial organized?, ...information organized</p>	<p>Rigor Levels I-III</p>

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		and effect, main idea with examples or anecdotes	Levels 1-6	
<p>IV-4 Demonstrate the ability to locate information in reference material.</p> <p>a. Comprehend information in reference materials (glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs).</p>	Dec./May AG Week 7	Ref. materials: glossaries, dictionaries, indexes, tables of contents, appendixes, research sources (atlases, almanacs, encyclopedias, Readers' Guides, print-based/electronic card catalogs)	support his paper's arguments, what is the trend? Levels 1-5	Rigor Levels I-II

NOTE: The ACOS READING standards (taken from the ELA COS) for grades 10 and 11 are provided below for your use in planning and identifying alignments to the AHSGE.

Alabama Course of Study Reading Grade 10 Standards

1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.

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- Identifying major historical developments in language and literature in America from the beginnings to 1900

Examples: simplicity of early American literature, religious nature and themes in much early American literature, relationships to historical events and to British literature

- Using context clues to determine meaning
- Identifying sequences to enhance understanding
- Summarizing passages to share main ideas or events
- Drawing other kinds of conclusions from recreational reading texts

2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.

- Identifying and interpreting figurative language and imagery, including symbolism and metaphors
- Interpreting tone from author's word choice

3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.

Examples: textual materials—driver's manuals, reference materials, newspapers, career information, high interest magazine articles, subject-area texts
functional materials—menus, schedules, directions, maps, want ads

- Following complex or embedded directions
- Distinguishing author's opinion from factual statements
- Determining main idea and supporting details in informational and functional reading materials
- Summarizing passages of informational and functional reading materials
- Determining sequence of events

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4. Recognize fallacious or illogical thought in essays, editorials, and other informational texts.

- Evaluating strength of argument in informational texts
- Recognizing propaganda in informational texts

Alabama Course of Study Reading Grade 11 Standards

1. Analyze authors' use of **literary elements**, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.

- Identifying major historical developments of language and literature in America from 1900 to the present

Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution, chronology, genre, style

- Evaluating author technique

2. Analyze use of **figurative language and literary devices**, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.

- Explaining use of allusions
- Analyzing use of analogies for meaning
- Interpreting irony
- Analyzing poetry for rhythm and rhyme schemes

3. Read with comprehension a variety of **informational and functional reading materials**, including recognizing **organizational patterns**, **evaluating strengths and weaknesses of argument**, and **identifying directions implied or embedded in a passage**.

Examples: **informational materials**—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts
functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutrition pamphlets

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- Recognizing **fallacies in logic**
- **Drawing conclusions** to determine author intent
- Applying advanced knowledge of **context clues** and structural analysis to determine word meaning
- Evaluating quality of writing