

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 Grade 9

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

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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	
<p>*III-2 Analyze literary elements.</p> <p>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).</p>	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
<p>*III-3 Demonstrate understanding of figurative language and analogy.</p> <p>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}).</p>	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
<p>NOTE: Refer to the COS Grade 9 Standards below in order to instruct students on AHSGE objectives as they align to each other. Notice asterisk (*) suggestions of alignments for each of the three 9th grade COS standards. Only two COS standards do no DIRECTLY align to the AHSGE READING objectives.</p> <p>Remember to refer to the AG Weeks IF you are teaching a student who is at least a 10th grader "making up" English 9 who will take the AHSGE in March of the school year.</p>				

Alabama Course of Study Reading Standards Grade 9

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1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.

Examples: plot—exposition, conflict, rising action, climax, falling action, denouement

- Reading predominantly world literature

2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.

Examples: language—Standard English usage versus dialect, length and complexity of sentences, diction
literary elements and devices—flashback, personification

- Interpreting symbolism and other figurative language
- Recognizing foreshadowing to anticipate events
- Making inferences about characters and their motives
- Determining effectiveness of diction
- Recognizing use of analogy

3. Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.

Examples: functional materials—telephone books, labels on medicine containers, consumer product information, directions, newspapers, messages, recipes

- Organizing steps of a process and other sequences
- Identifying organizational structure

Example: matching structure to a graphic organizer

- Recognizing fallacies in logic
- Following complex written directions