





# STIAchievement Services

## Formative Assessments Pacing Guide for St. Clair County Schools 8<sup>th</sup> Grade ARMT+ Reading Standards

ARMT+ Includes 4 Standards with points possible as follows: #1-19 points, #2-18 points, #3-7 points, #4-22 points. Total Points Possible = 66  
See ARMT Blueprint for breakdown of multiple choice and open-ended items.

<p>AL COS Standards  <a href="http://www.alsde.edu">www.alsde.edu</a>                      Sections-Classroom Improvement- Publications</p>	<p>Month(s) to be Taught</p> <p>Final ARMT Review Weeks 1-3</p>	<p>Content Vocabulary (Word Walls)</p>	<p>Test Vocabulary/ Bloom's Level (Word Walls)</p>	<p>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>
		point of view		

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<p><b>3. Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.</b></p> <p><b>ARMT Blueprint:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice- 7 items</li> </ul> <p><b>Additional Minimum Required Content:</b></p> <ul style="list-style-type: none"> <li>Identifying rhythm and rhyme scheme</li> </ul> <p><b>Resources used:</b></p>	<p>Begin Dec., Jan., Feb.</p> <p>Week 3</p>	<p>Poetry, ballads, lyric poems, epics, haiku, limericks, rhythm, rhyme scheme, meter, beat, iamb, trochee, syllable count, voice, theme, tone, feet, sonnet, lines, main idea, stanzas, irony, stressed, unstressed, terza rima</p>	<p>Apply, which kind, author's attitude, mood, tone, deconstruct, explain, support, best describes, most accurately, narrator, speaker, components, express, passage, agree, disagree, extract, generalize, based on text, identify the characteristics of. M. ., categorize, sub- categories of poetry</p> <p>Levels 1-6</p>	<p>Levels I-IV</p>

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<p><b>4. Apply strategies appropriate to the type of material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade textual/informational and functional materials.</b></p> <p><b>ARMT Blueprint:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice- 16 items</li> <li>Open-ended- 2 items.</li> </ul> <p><b>Additional Minimum Required Content:</b></p> <ul style="list-style-type: none"> <li>Applying self-monitoring strategies.</li> <li>Comparing predicted with actual content.</li> <li>Distinguishing fact from opinion.</li> <li>Confirming author's credentials.</li> <li>Determining sequence.</li> </ul> <p><b>Resources used:</b></p> <p><b>Continued COS #4. Apply strategies appropriate to the</b></p>	<p>Begin October (Ongoing)</p> <p>Oct.</p> <p>Oct.</p> <p>Oct./Nov.</p> <p>Nov.</p> <p>Nov./Dec.</p> <p>Week 2</p>	<p>Strategies, material, inference, bias, theme, context clues, comprehend, textual, informational, functional, predicted, actual content, fact, fiction, author's credentials, determining sequence, opinion, discuss author's credentials, in detail, explicit action, genre (fantasy, science fiction, horror, comedy, drama, historical), point of view, main idea, action, functional materials (newspapers, schedules, maps), expository materials (textbooks), persuasive materials</p>	<p>Based on, demonstrate, understand, discern organizational patterns, determine supporting details, summarize, main points, incorporate, oral/ written assessments, compare/ contrast, imagine that. . .</p> <p>(NOTE: See previous pages for possible applicable terms, phrases, etc.)</p> <p>Levels 1-6</p>	<p>Levels II-IV</p>

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<p>type of material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade textual/informational and functional materials.</p>		<p>(editorials, advertisements)</p>		