

STIAchievement Services

Formative Assessments Pacing Guide for St. Clair County Schools Gr. 8 COS Language Standards

(Test items should include Multiple Choice in preparation for HS exit exam.)

<p style="text-align: center;">AL COS Standards www.alsde.edu Sections-Classroom Improvement- Publications</p>	<p style="text-align: center;">Months to be Taught</p>	<p style="text-align: center;">Content Vocabulary (Word Walls)</p>	<p style="text-align: center;">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>
<p>7. Compose a business letter, including heading, inside address, salutation, body, closing, and signature.</p> <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • NA <p>Resources used:</p>	<p style="text-align: center;">Begin May</p>	<p style="text-align: center;">Heading, inside address, salutation, body, closing, signature</p>	<p style="text-align: center;">Compose, business letter, label, identify, apply</p> <p style="text-align: center;">Levels 1-6</p>	<p style="text-align: center;">Levels I-IV</p>

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<p>8. Write in narrative, expository, and persuasive modes with attention to descriptive elements. Examples: descriptive elements—sensory detail, figurative language, spatial relationships</p> <p>NOTE: Descriptive (Sept.-Oct.) Persuasive (Nov.-Dec.) Expository (Jan.-Feb.) Narrative (March-April)</p> <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • NA <p>Resources used:</p>	<p>Begin August (terms/ vocabulary)</p>	<p>Descriptive elements, sensory detail, figurative language, spatial relationships, narrative, expository, persuasive, descriptive</p>	<p>Write, create, compose, discuss, prewriting, drafting, revising, proof/ edit, publish, present</p> <p>Levels 1-6</p>	<p style="text-align: center;">Levels II-IV</p>

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<p>10. Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure. Example: determining variety in sentence structure by diagramming or identifying patterns in selected sentences</p> <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • Using gerunds, infinitives, and participles in writing • Recognizing active and passive voice in writing • Applying subject-verb agreement rules with collective nouns, nouns compound in form but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, and subjects plural in form but singular in meaning <p>Resources used:</p>	<p style="text-align: center;">Begin October</p> <p style="text-align: center;">November November</p> <p style="text-align: center;">October</p>	<p>Prepositional phrases, compound/complex, compound-complex sentences, sent. structure, diagramming, identifying patterns, gerunds, infinitives, participles, active/ passive voice, subject-verb agreement, singular, compound, correlative/ coordinating conjunctions, subjects, plural/singular</p>	<p>Locate, identify, correct, label, choose, define, apply, compose, create</p> <p style="text-align: center;">Levels 1-6</p>	<p style="text-align: center;">Levels I-IV</p>
<p>11. Write sentence patterns common to English construction. Examples: subject→verb (S→V) subject→action verb→direct object (S→AV→DO) subject→action verb→indirect object→direct object (S→AV→IO→DO) subject→linking verb→predicate nominative (S→LV→PN) subject→linking verb→predicate adjective (S→LV→PA)</p> <p>12. Identify the correct use of degrees of comparison,</p>	<p style="text-align: center;">Begin August</p> <p style="text-align: center;">Begin August</p>	<p>Sentence, subject, predicate-nominative/ adjective, verb, action, linking, direct object, indirect object</p> <p>Degrees of</p>	<p>Locate, identify, divide, diagram, choose, define, apply, compose, write</p> <p style="text-align: center;">Levels 1-6</p> <p>Identify, label,</p>	<p style="text-align: center;">Levels I-IV</p> <p style="text-align: center;">Levels II-IV</p>

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<p>adjectives and adverb forms, and subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects, including those joined by <i>or</i> with the second element as singular or plural.</p> <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Recognizing parallelism in phrases and clauses <p>Resources used:</p>	<p style="text-align: center;">Begin Nov.</p>	<p>comparison, adjective/ adverb form, subject-verb agreement, collective nouns, verb forms, compound subjects, parallelism, phrases, clauses</p>	<p>discuss, define, recognize, connect, correct, express, compose, write</p> <p style="text-align: center;">Levels 1-6</p>	