



# STATE MATCH SUPPLEMENT

## Arizona Academic Content Standards

Language Arts, Mathematics,  
and Science  
Grades 8–12

and

**ACT**<sup>®</sup>

EXPLORE, PLAN,  
the ACT, and  
WorkKeys

August 2006

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## Preface

This document is a supplement to the *State Match Arizona Academic Content Standards Language Arts, Mathematics, and Science Grades 8–12 and ACT EXPLORE, PLAN, the ACT, and WorkKeys* (August 2006). This supplement identifies specific ACT College Readiness Standards that correspond to each Arizona Academic Content Standard in a side-by-side format. The left side of each page presents the Arizona Academic Content Standards (highlighted if measured by ACT’s corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) that corresponds to each Arizona Academic Content Standard.

The Arizona standards listed here are from the following Arizona Academic Content Standards documents as presented on the Arizona Department of Education’s website in August 2006.

<b>Subject</b>	<b>Standard</b>	<b>Approved by Arizona State Board of Education</b>	<b>Updated</b>
Language Arts	1: Reading	March 31, 2003	—
	2: Writing	June 28, 2004	—
	3: Listening/Speaking	July 8, 1996	—
	4: Viewing/Presenting	July 8, 1996	—
Mathematics	All	March 31, 2003	—
Science	All	May 24, 2004	March 10, 2005



**SUPPLEMENT  
TABLES 1A–1E:  
LANGUAGE ARTS**

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
<b>Concept 1: Print Concepts</b>	
Demonstrate understanding of print concepts. <i>(Grades K–3)</i>	
<b>Concept 2: Phonemic Awareness</b>	
Identify and manipulate the sounds of speech. <i>(Grades K–2)</i>	
<b>Concept 3: Phonics</b>	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K–3)</i>	
<b>Concept 4: Vocabulary</b>	
Acquire and <b>use</b> new <b>vocabulary in relevant contexts</b> .	
<b>PO 1.</b> <i>Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i>	
<b>PO 2.</b> <b>Use context to identify the intended meaning of unfamiliar words</b> (e.g., definition, example, restatement, synonym, contrast).	<b>Meanings of Words:</b> Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
<b>PO 3.</b> <b>Use context to identify the meaning of words with multiple meanings</b> (e.g., definition, example, restatement, contrast).	<b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
<b>PO 4.</b> <b>Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</b>	<b>Sequential, Comparative, and Cause-Effect Relationships:</b> Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages <b>Meanings of Words:</b> Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
<i><b>PO 5.</b> Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	
<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<p><i><b>PO 1.</b> Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>Identify relationships between main characters in uncomplicated literary narratives</li> <li>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>Identify clear cause-effect relationships in uncomplicated passages</li> <li>Order sequences of events in uncomplicated passages</li> </ul>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text.</b>	
<b>PO 1.</b> <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	
<b>PO 2.</b> <i>Confirm predictions about text for accuracy.</i>	
<b>PO 3.</b> <i>Generate clarifying questions in order to comprehend text.</i>	
<b>PO 4.</b> <i>Use graphic organizers in order to clarify the meaning of the text.</i>	
<b>PO 5.</b> <i>Connect information and events in text to experience and to related text and sources.</i>	
<b>PO 6.</b> <i>Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<b>PO 7.</b> <i>Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>



**TABLE 1A***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
<b>Concept 1:</b> Elements of Literature	
Identify, analyze, and apply knowledge of the structures and elements of literature	
<p><b>PO 1.</b> <i>Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</i></p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>Identify relationships between main characters in uncomplicated literary narratives</li> <li>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>Identify clear cause-effect relationships in uncomplicated passages</li> <li>Order sequences of events in uncomplicated passages</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> </ul>
<p><b>PO 2.</b> Compare (and contrast) themes across works of prose, poetry, and drama.</p>	
<p><b>PO 3.</b> <i>Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p>	<p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Make simple inferences about how details are used in passages</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</li> </ul>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
<p><b>PO 4.</b> <i>Contrast points of view</i> (e.g., <i>first vs. third, limited vs. omniscient</i>) <i>in literary text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b> Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages</p>
<p><b>PO 5.</b> <i>Analyze the relevance of the setting</i> (e.g., time, place, situation) <i>to the mood and tone of the text.</i></p>	<p><b>Supporting Details:</b> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b> Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p><b>PO 6.</b> <i>Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.</i></p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p> <p><b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p><b>PO 7.</b> Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>	
<p><b>Concept 2:</b> Historical and Cultural Aspects of Literature</p>	
<p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p><b>PO 1.</b> <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p>	
<p><b>PO 2.</b> <i>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</i></p>	

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ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<b>Concept 1: Expository Text</b>	
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<p><b>PO 1.</b> <i>Restate the main idea (explicit or implicit) and supporting details in expository text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b>            Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages            Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b>            Locate basic facts (e.g., names, dates, events) clearly stated in a passage            Locate simple details at the sentence and paragraph level in uncomplicated passages            Locate important details in uncomplicated passages            Locate and interpret minor or subtly stated details in uncomplicated passages</p>
<p><b>PO 2.</b> <i>Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</i></p>	<p><b>Main Ideas and Author’s Approach:</b>            Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages            Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b>            Locate basic facts (e.g., names, dates, events) clearly stated in a passage            Locate simple details at the sentence and paragraph level in uncomplicated passages            Locate important details in uncomplicated passages</p>
<p><b>PO 3.</b> <i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p>	<p><b>Generalizations and Conclusions:</b>            Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p><b>PO 4.</b> <i>Identify the author’s stated or implied purpose(s) for writing expository text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p><b>PO 5.</b> <i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.</i></p>	
<p><b>PO 6.</b> <i>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</i></p>	
<p><b>PO 7.</b> <i>Differentiate between primary and secondary source materials.</i></p>	

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<i>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</i>	
<b>PO 9.</b> Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<b>PO 10.</b> Make relevant inferences about expository text, supported by text evidence.	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b> Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b> Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<b>PO 11.</b> Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
<b>Strand 3: Comprehending Informational Text</b>	
<p><b>PO 12.</b> <i>Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>	<p><b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages</p>
<b>Concept 2: Functional Text</b>	
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p><b>PO 1.</b> <i>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</i></p>	
<p><b>PO 2.</b> Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p>	
<p><b>PO 3.</b> Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	
<p><b>PO 4.</b> Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p>	
<b>Concept 3: Persuasive Text</b>	
<p><i>Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</i></p>	
<p><b>PO 1.</b> <i>Determine the author’s specific purpose for writing the persuasive text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b>                      Recognize a clear intent of an author or narrator in uncomplicated literary narratives                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p><b>PO 2.</b> Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object.</p>	
<p><b>PO 3.</b> <i>Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p>	<p><b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages</p>
<p><b>PO 4.</b> <i>Identify specific instances of bias in persuasive text.</i></p>	<p><b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 1: Writing Process</b>	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i><b>PO 1.</b> Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).</i>	
<i><b>PO 2.</b> Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	
<i><b>PO 3.</b> Determine the intended audience of a writing piece.</i>	
<i><b>PO 4.</b> Establish a central idea appropriate to the type of writing.</i>	
<i><b>PO 5.</b> Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.</i>	
<i><b>PO 6.</b> Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	
<i><b>PO 7.</b> Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	
<b>Concept 2: Drafting</b>	
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i><b>PO 1.</b> Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>	
<i><b>PO 2.</b> Organize writing into a logical sequence that is clear to the audience.</i>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>



**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<p><b>ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING</b></p>	<p><b>EXPLORE English College Readiness Standards</b></p>
<p><b>Strand 1: Writing Process</b></p>	
<p><b>Concept 3: Revising</b></p>	
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</p>	
<p><b>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</b></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")</li> </ul>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 2.</b> <i>Add details to the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p><b>PO 3.</b> <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>
<p><b>PO 4.</b> <i>Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 1: Writing Process</b>	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p>
<p><b>PO 5.</b> <i>Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p><b>PO 6.</b> <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p>	
<p><b>PO 7.</b> <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p>	
<p><b>PO 8.</b> <i>Use resources and reference materials to select more precise vocabulary.</i></p>	
<b>Concept 4: Editing</b>	
<p>Editing includes proofreading and correcting the draft for conventions.</p>	
<p><b>PO 1.</b> <i>Identify punctuation, spelling, and grammar and usage errors in the draft.</i></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p><b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p>	
<p><b>PO 3.</b> Apply proofreading marks to indicate errors in conventions.</p>	

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
<i><b>PO 4.</b> Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>	
<b>Concept 5:</b> Publishing	
Publishing includes formatting and presenting a final product for the intended audience.	
<i><b>PO 1.</b> Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>	
<i><b>PO 2.</b> Use margins and spacing to enhance the final product.</i>	
<i><b>PO 3.</b> Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	
<i><b>PO 4.</b> Write legibly.</i>	

**TABLE 1A**

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<b>Concept 1: Ideas and Content</b>	
<p>Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	
<p><b>PO 1.</b> <i>Use clear, focused ideas and details to support the topic.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p><b>PO 2.</b> <i>Provide content and selected details that are well-suited to audience and purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p><b>PO 3.</b> <i>Develop a sufficient explanation or exploration of the topic.</i></p>	
<p><b>PO 4.</b> <i>Include ideas and details that show original perspective.</i></p>	
<b>Concept 2: Organization</b>	
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	
<p><b>PO 1.</b> <i>Use a structure that fits the type or writing (e.g., letter format, narrative, play, essay).</i></p>	

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 2: Writing Components</b>	
<b>PO 2.</b> <i>Develop a strong beginning or introduction that draws in the reader.</i>	<b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>PO 3.</b> <i>Place details appropriately to support the main idea.</i>	<b>Organization, Unity, and Coherence:</b> Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
<b>PO 4.</b> <i>Include effective transitions among all elements (sentences, paragraphs, ideas).</i>	<b>Organization, Unity, and Coherence:</b> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i> ) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i> ) Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i> ) Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>PO 5.</b> <i>Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>	<b>Organization, Unity, and Coherence:</b> Select the most logical place to add a sentence in a paragraph Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
<b>PO 6.</b> <i>Create an ending that provides a sense of resolution or closure.</i>	<b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>Concept 3: Voice</b>	
<i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	
<b>PO 1.</b> <i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	
<b>PO 2.</b> <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application.</i>	

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 3.</b> <i>Use language appropriate for the topic and purpose.</i></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> <i>Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<b>Concept 4: Word Choice</b>	
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<p><b>PO 1.</b> <i>Use accurate, specific, powerful words that effectively convey the intended message.</i></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 2.</b> <i>Use words that consistently support style and type of writing.</i></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 3.</b> <i>Use vocabulary that is original, varied, and natural.</i></p>	
<p><b>PO 4.</b> <i>Use literal and figurative language where appropriate to purpose.</i></p>	



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Strand 2: Writing Components	
<b>Concept 5: Sentence Fluency</b>	
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	
<p><b>PO 1.</b> <i>Write simple, compound, and complex sentences.</i></p>	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Use conjunctions or punctuation to join simple clauses</li> <li>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</li> <li>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</li> <li>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</li> <li>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</li> <li>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</li> <li>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</li> </ul>
<p><b>PO 2.</b> <i>Create sentences that flow together and sound natural when read aloud.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 2: Writing Components</b>	
	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>
<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>	
<i>PO 4. Use effective and natural dialogue when appropriate.</i>	
<b>Concept 6:Conventions</b>	
<p><b>Conventions</b> addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><b>PO 1. Use capital letters correctly for:</b></p> <p>a. <i>proper nouns</i></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>product names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>place</i></li> <li>• <i>regional names (e.g., West Coast)</i></li> </ul> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <i>proper adjectives</i></p>	

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 2.</b> <i>Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interrupters</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h. <i>dialogue</i></li> </ul>	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p>
<p><b>PO 3.</b> <i>Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>dialogue</i></li> <li>b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i></li> <li>c. <i>exact words from sources</i></li> </ul>	
<p><b>PO 4.</b> <i>Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</i></p>	
<p><b>PO 5.</b> <i>Use colons to punctuate business letter salutations.</i></p>	
<p><b>PO 6.</b> <i>Use apostrophes to punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>contractions</i></li> <li>b. <i>singular possessives</i></li> <li>c. <i>plural possessives</i></li> </ul>	<p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Use apostrophes to indicate simple possessive nouns</p>
<p><b>PO 7.</b> <i>Spell high frequency words correctly.</i></p>	
<p><b>PO 8.</b> <i>Use common spelling patterns/generalizations to spell words correctly.</i></p>	
<p><b>PO 9.</b> <i>Use homonyms correctly in context.</i></p>	
<p><b>PO 10.</b> <i>Use resources to spell correctly.</i></p>	
<p><b>PO 11.</b> <i>Use paragraph breaks to indicate an organizational structure.</i></p>	

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ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 2: Writing Components</b>	
<p><b>PO 12.</b> <i>Use the following parts of speech correctly in simple sentences:</i></p> <ul style="list-style-type: none"> <li>a. <i>nouns</i></li> <li>b. <i>action/linking verbs</i></li> <li>c. <i>personal pronouns</i></li> <li>d. <i>adjectives</i></li> <li>e. <i>adverbs</i></li> <li>f. <i>conjunctions</i></li> <li>g. <i>prepositions</i></li> <li>h. <i>interjections</i></li> </ul>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>
<p><b>PO 13.</b> <i>Use subject/verb agreement in simple, compound, and complex sentences.</i></p>	<p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 1: Expressive</b>	
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><b>PO 1.</b> <i>Write a narrative that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i></li> <li>b. <i>effectively developed characters</i></li> <li>c. <i>a clearly described setting</i></li> <li>d. <i>dialogue, as appropriate</i></li> <li>e. <i>figurative language, or descriptive words and phrases to enhance style and tone</i></li> </ul>	
<p><b>PO 2.</b> <i>Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:</i></p> <ul style="list-style-type: none"> <li>a. <i>figurative language</i></li> <li>b. <i>rhythm</i></li> <li>c. <i>dialogue</i></li> <li>d. <i>characterization</i></li> <li>e. <i>plot</i></li> <li>f. <i>appropriate format</i></li> </ul>	
<b>Concept 2: Expository</b>	
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	
<p><b>PO 1.</b> <i>Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p>	
<p><b>PO 2.</b> <i>Write a summary based on the information gathered that include(s):</i></p> <ul style="list-style-type: none"> <li>a. <i>a topic sentence</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>relevant information</i></li> </ul>	
<p><b>PO 3.</b> <i>Write an explanatory essay that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>a thesis statement</i></li> <li>b. <i>supporting details</i></li> <li>c. <i>introductory, body, and concluding paragraphs</i></li> </ul>	
<b>Concept 3: Functional</b>	
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
<p><b>PO 1.</b> <i>Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i></p>	
<p><b>PO 2.</b> <i>[None in source document.]</i></p>	

**TABLE 1A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
<b>Strand 3: Writing Applications</b>	
<p><b>PO 3.</b> Write a friendly letter that includes a:</p> <ul style="list-style-type: none"> <li>a. heading</li> <li>b. salutation</li> <li>c. body</li> <li>d. closing</li> <li>e. signature</li> </ul>	
<p><b>PO 4.</b> Write a formal letter that follows a conventional business letter format.</p>	
<p><b>PO 5.</b> Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ul>	
<p><b>Concept 4: Persuasive</b></p>	
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><b>PO 1.</b> Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ul style="list-style-type: none"> <li>a. establishes and develops a controlling idea</li> <li>b. supports arguments with detailed evidence</li> <li>c. includes persuasive techniques</li> <li>d. excludes irrelevant information</li> <li>e. attributes sources of information when appropriate</li> </ul>	
<p><b>Concept 5: Literary Response</b></p>	
<p>Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	
<p><b>PO 1.</b> Write a response to literature that:</p> <ul style="list-style-type: none"> <li>a. presents several clear ideas</li> <li>b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</li> <li>c. relates own ideas to supporting details in a clear and logical manner</li> <li>d. provides support adequate to the literary selection (e.g. short poem vs. novel)</li> </ul>	
<p><b>Concept 6: Research</b></p>	
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p><b>PO 1.</b> Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> <li>a. paraphrasing to convey ideas and details from the source</li> <li>b. main idea(s) and relevant details</li> </ul>	

**TABLE 1A***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 3: Writing Applications	
<p><b>PO 2.</b> <i>Write an informational report that includes:</i></p> <ul style="list-style-type: none"> <li><i>a. a focused topic</i></li> <li><i>b. appropriate facts and relevant details</i></li> <li><i>c. a logical sequence</i></li> <li><i>d. a concluding statement</i></li> <li><i>e. a list of sources used</i></li> </ul>	

**TABLE 1A***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Language Arts Academic Standard 3: LISTENING & SPEAKING	EXPLORE College Readiness Standards
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	
<b>ESSENTIALS</b>	
Students know and are able to do all “Readiness” and “Foundations” Listening and Speaking tasks, and the following:	
<b>LS-E1.</b> Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	
<b>LS-E2.</b> Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	
<b>LS-E3.</b> Interpret and respond to questions and evaluate responses both as interviewer and interviewee	
<b>LS-E4.</b> Predict, clarify, analyze and critique a speaker’s information and point of view	



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ARIZONA Grade 8 Language Arts Academic Standard 4: VIEWING & PRESENTING	EXPLORE College Readiness Standards
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
<b>ESSENTIALS</b>	
Students know and are able to do all “Readiness” and “Foundations” Viewing and Presenting tasks, and the following:	
<b>VP-E1.</b> Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions	
<b>VP-E2.</b> Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images	
<b>VP-E3.</b> Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
<b>Concept 1: Print Concepts</b>	
Demonstrate understanding of print concepts. <i>(Grades K–3)</i>	
<b>Concept 2: Phonemic Awareness</b>	
Identify and manipulate the sounds of speech. <i>(Grades K–2)</i>	
<b>Concept 3: Phonics</b>	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K–3)</i>	
<b>Concept 4: Vocabulary</b>	
Acquire and <b>use</b> new <b>vocabulary in relevant contexts</b> .	
<b>PO 1.</b> <i>Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i>	
<b>PO 2.</b> <b>Infer word meanings from context</b> (e.g., definition, example, restatement, comparison/contrast, cause/effect).	<b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
<b>PO 3.</b> <b>Distinguish between the denotative and connotative meanings of words.</b>	<b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
<b>PO 4.</b> Identify the meaning of metaphors based on common literary allusions.	
<b>PO 5.</b> Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	
<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<b>PO 1.</b> <b>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</b>	<b>Main Ideas and Author’s Approach:</b> Recognize a clear intent of an author or narrator in uncomplicated literary narratives

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text</b>	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	
<i>PO 2. Generate clarifying questions in order to comprehend text.</i>	
<i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i>	
<i>PO 4. Connect information and events in text to experience and to related text and sources.</i>	
<i>PO 5. Apply knowledge of <b>organizational structures</b> (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) <b>of text to aid comprehension.</b></i>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<p><b>ARIZONA Grade 9 Language Arts Academic Standard 1: READING</b></p>	<p><b>EXPLORE Reading College Readiness Standards</b></p>
<p><b>Strand 2: Comprehending Literary Text</b></p>	
<p><b>Concept 1: Elements of Literature</b></p>	
<p>Identify, analyze, and apply knowledge of the structures and elements of literature</p>	
<p><b>PO 1. Describe the author’s use of literary elements:</b></p> <ul style="list-style-type: none"> <li>• <b>theme</b> (moral, lesson, meaning, message, view or comment on life),</li> <li>• <b>point of view</b> (e.g., first vs. third, limited vs. omniscient),</li> <li>• <b>characterization</b> (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• <b>setting</b> (time of day or year, historical period, place, situation), <b>and</b></li> <li>• <b>plot</b> (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p>

**TABLE 1B**

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ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p><b>PO 2.</b> Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p><b>PO 3.</b> Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).</p>	
<p><b>PO 4.</b> Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

**TABLE 1B***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
<b>Concept 2:</b> Historical and Cultural Aspects of Literature	
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<b>PO 1.</b> <i>Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	
<b>PO 2.</b> Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	
<b>PO 3.</b> Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<b>Concept 1: Expository Text</b>	
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<p><b>PO 1.</b> Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p>	<p><b>Main Ideas and Author’s Approach:</b> Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Locate important details in uncomplicated passages</p> <p><b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b> Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p><b>PO 2.</b> Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p>	<p><b>Generalizations and Conclusions:</b> Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p><b>PO 3.</b> <i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.</i></p>	
<p><b>PO 4.</b> Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines.</p>	
<p><b>PO 5.</b> Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas.</p>	



**TABLE 1B**

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ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<p><b>PO 6.</b> Use knowledge of <b>modes of expository writing</b> (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) <b>to interpret text.</b></p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p><b>PO 7.</b> Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p>	<p><b>Main Ideas and Author’s Approach:</b> Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p>
<p><b>PO 8.</b> Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
<b>Strand 3: Comprehending Informational Text</b>	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<b>Concept 2: Functional Text</b>	
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
<b>PO 1.</b> Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.	
<b>PO 2.</b> Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.	
<b>PO 3.</b> Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	
<b>Concept 3: Persuasive Text</b>	
Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.	
<b>PO 1.</b> Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 1: READING	EXPLORE Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>
<p><b>PO 2.</b> Evaluate the appropriateness of an author’s word choice for an intended audience.</p>	
<p><b>PO 3.</b> Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i><b>PO 1.</b> Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</i>	
<i><b>PO 2.</b> Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	
<i><b>PO 3.</b> Determine the intended audience of a writing piece.</i>	
<i><b>PO 4.</b> Establish a controlling idea appropriate to the type of writing.</i>	
<i><b>PO 5.</b> Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	
<i><b>PO 6.</b> Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	
<i><b>PO 7.</b> Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	
<b>Concept 2: Drafting</b>	
<b>Drafting</b> incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i><b>PO 1.</b> Use a prewriting plan to develop the main idea(s) with supporting details.</i>	
<i><b>PO 2.</b> Sequence ideas into a cohesive, meaningful order.</i>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<p><b>ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING</b></p>	<p><b>EXPLORE English College Readiness Standards</b></p>
<p><b>Strand 1: Writing Process</b></p>	
<p><b>Concept 3: Revising</b></p>	
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</p>	
<p><b>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</b></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> </ul>

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 2.</b> <i>Add details to the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p><b>PO 3.</b> <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>
<p><b>PO 4.</b> <i>Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p>
<p><b>PO 5.</b> <i>Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>
<p><b>PO 6.</b> <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p>	
<p><b>PO 7.</b> <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p>	
<p><b>PO 8.</b> <i>Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i></p>	
<b>Concept 4:</b> Editing	
<p>Editing includes proofreading and correcting the draft for conventions.</p>	
<p><b>PO 1.</b> <i>Identify punctuation, spelling, and grammar usage errors in the draft.</i></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p><b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p>	
<p><b>PO 3.</b> Apply proofreading marks to indicate errors in conventions.</p>	
<p><b>PO 4.</b> Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>	



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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 1: Writing Process	
<b>Concept 5:</b> Publishing	
Publishing includes formatting and presenting a final product for the intended audience.	
<b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	
<b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	
<b>PO 3.</b> <i>Write legibly.</i>	

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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<b>Concept 1: Ideas and Content</b>	
<p>Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	
<p><b>PO 1.</b> Maintain a clear, narrow focus to support the topic.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> </ul>
<p><b>PO 2.</b> Write with an identifiable purpose and for a specific audience.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul>
<p><b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul>

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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.	
<b>PO 5.</b> Include ideas and details that show original perspective and insights.	
<b>Concept 2: Organization</b>	
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
<b>PO 1.</b> Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	
<b>PO 2.</b> <i>Include a strong beginning or introduction that draws in the reader.</i>	<b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>PO 3.</b> <i>Place details appropriately to support the main idea.</i>	<b>Organization, Unity, and Coherence:</b> Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
<b>PO 4.</b> <i>Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	<b>Organization, Unity, and Coherence:</b> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i> ) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i> ) Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i> ) Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>PO 5.</b> <i>Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	<b>Organization, Unity, and Coherence:</b> Select the most logical place to add a sentence in a paragraph Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic
<b>PO 6.</b> <i>Create an ending that provides a sense of resolution or closure.</i>	<b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward

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<p><b>ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING</b></p>	<p><b>EXPLORE English College Readiness Standards</b></p>
<p><b>Strand 2: Writing Components</b></p>	
<p><b>Concept 3: Voice</b></p>	
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	
<p><b>PO 1.</b> Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p>	
<p><b>PO 2.</b> <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i></p>	
<p><b>PO 3.</b> Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                  Revise expressions that deviate from the style of an essay                  Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                  Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> Use engaging and expressive language that shows a commitment to the topic.</p>	
<p><b>PO 5.</b> Use language appropriate to purpose, topic, and audience.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                  Revise expressions that deviate from the style of an essay                  Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                  Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>Concept 4: Word Choice</b></p>	
<p>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<p><b>PO 1.</b> Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                  Revise vague nouns and pronouns that create obvious logic problems                  Revise expressions that deviate from the style of an essay                  Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                  Determine the clearest and most logical conjunction to link clauses                  Identify and correct ambiguous pronoun references                  Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 2.</b> Use vocabulary that is original, varied, and natural.</p>	

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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 3.</b> <b>Use words that evoke clear images.</b></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> Use literal and figurative language intentionally when appropriate.</p>	
<p><b>PO 5.</b> Use clichés only when appropriate to purpose.</p>	
<p><b>Concept 5:</b> Sentence Fluency</p>	
<p><b>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</b></p>	
<p><b>PO 1.</b> Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p>	
<p><b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	
<p><b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.</p>	
<p><b>Concept 6:</b>Conventions</p>	
<p><b>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</b></p>	
<p><b>PO 1.</b> Use capitals correctly for:</p> <p>a. <i>proper nouns:</i></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>place/regional names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>product names</i></li> </ul> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <i>proper adjectives (e.g., German shepherd, Chinese restaurant)</i></p>	

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ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 2.</b> Use commas to correctly punctuate:</p> <ul style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words, phrases and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interruptors</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h. <i>dialogue</i></li> </ul>	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p>
<p><b>PO 3.</b> Use quotation marks to punctuate:</p> <ul style="list-style-type: none"> <li>a. <i>dialogue</i></li> <li>b. <i>titles</i></li> <li>c. <i>exact words from sources</i></li> </ul>	
<p><b>PO 4.</b> Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p><b>PO 6.</b> Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p><b>PO 7.</b> Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. <i>contractions</i></li> <li>b. <i>singular possessives</i></li> <li>c. <i>plural possessives</i></li> </ul>	<p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Use apostrophes to indicate simple possessive nouns</p>
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p><b>Conventions of Punctuation:</b></p> <p>Use punctuation to set off complex parenthetical phrases</p>
<p><b>PO 9.</b> Spell words correctly.</p>	
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. homonyms</li> </ul>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p><b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 1: Expressive</b>	
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><b>PO 1.</b> Write a personal narrative that:</p> <ul style="list-style-type: none"> <li>a. describes a sequence of events, focusing on one incident experienced by the author</li> <li>b. sets scenes and incidents in specific times and places</li> <li>c. describes with specific details the sights, sounds and smells of the scenes</li> <li>d. uses figurative language (e.g., simile, metaphor, personification)</li> </ul>	
<b>Concept 2: Expository</b>	
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	
<p><b>PO 1.</b> Write an explanatory, multi-paragraph essay that:</p> <ul style="list-style-type: none"> <li>a. includes background information to establish the thesis (hypothesis, essential question), as appropriate</li> <li>b. states a thesis (hypothesis, essential question) with a narrow focus</li> <li>c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</li> <li>d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</li> <li>e. attributes sources of information as appropriate</li> <li>f. includes a topic sentence for each body paragraph</li> <li>g. includes relevant factors and variables that need to be considered</li> <li>h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li> <li>i. includes an effective conclusion</li> </ul>	
<b>Concept 3: Functional</b>	
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
<p><b>PO 1.</b> Write a business letter that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional business letter format (block, modified block, email)</li> </ul>	
<p><b>PO 2.</b> <i>Address an envelope for correspondence that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an appropriate return address</i></li> <li>b. <i>an appropriate recipient address</i></li> </ul>	



**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 2: WRITING	EXPLORE English College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 4: Persuasive</b>	
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.	
<p><b>PO 1.</b> Write a persuasive composition (e.g., business letter, essay) that:</p> <ul style="list-style-type: none"> <li>a. states a position or claim</li> <li>b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</li> <li>c. attributes sources of information when appropriate</li> <li>d. structures ideas</li> <li>e. addresses the reader’s concerns</li> </ul>	
<b>Concept 5: Literary Response</b>	
Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	
<p><b>PO 1.</b> Write a literary analysis that:</p> <ul style="list-style-type: none"> <li>a. describes the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot)</li> <li>b. explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection</li> <li>c. compares works within a literary genre that deal with similar themes (e.g., compare two short stories or two poems)</li> </ul>	
<b>Concept 6: Research</b>	
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	
<p><b>PO 1.</b> Write an essay that:</p> <ul style="list-style-type: none"> <li>a. incorporates evidence in support of a thesis/claim</li> <li>b. integrates information from two or more pieces of research information</li> <li>c. integrates direct quotes</li> <li>d. cites sources</li> </ul>	

**TABLE 1B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 9 Language Arts Academic Standard 3: LISTENING & SPEAKING	EXPLORE College Readiness Standards
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Listening and Speaking tasks, and the following:	
<b>LS-P1.</b> Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	
<b>LS-P2.</b> Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	
<b>LS-P3.</b> Deliver oral interpretations of literary or original works	
<b>LS-P4.</b> Conduct an interview, taking appropriate notes and summarizing the information learned	
<b>LS-P5.</b> Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Listening and Speaking tasks and the following:	
<b>LS-D1.</b> Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures	
<b>LS-D2.</b> Deliver creative and dramatic interpretations of literary or original works	
<b>LS-D3.</b> Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school	
<b>LS-D4.</b> Evaluate and improve personal communication skills	

**TABLE 1B**

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ARIZONA Grade 9 Language Arts Academic Standard 4: VIEWING & PRESENTING	EXPLORE College Readiness Standards
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Viewing and Presenting tasks, and the following:	
<b>VP-P1.</b> Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions	
<b>VP-P2.</b> Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media	
<b>VP-P3.</b> Analyze and evaluate the impact of visual media on the intended audience	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Viewing and Presenting tasks and the following:	
<b>VP-D1.</b> Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media	
<b>VP-D2.</b> Expand abilities in developing multimedia presentations	
<b>VP-D3.</b> Research ethnical issues related to the laws, rules and regulations for the use of media	

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 1: Reading Process	
<b>Concept 1: Print Concepts</b>	
Demonstrate understanding of print concepts. <i>(Grades K–3)</i>	
<b>Concept 2: Phonemic Awareness</b>	
Identify and manipulate the sounds of speech. <i>(Grades K–2)</i>	
<b>Concept 3: Phonics</b>	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K–3)</i>	
<b>Concept 4: Vocabulary</b>	
Acquire and <b>use</b> new <b>vocabulary in relevant contexts</b> .	
<b>PO 1.</b> <i>Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i>	
<b>PO 2.</b> <b>Infer word meanings from context</b> (e.g., definition, example, restatement, comparison/contrast, cause/effect).	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<b>PO 3.</b> <b>Determine how the meaning of the text is affected by the writer's word choice</b> (e.g., literal vs. figurative language, idioms, adages).	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<i>PO 4. Identify the meaning of metaphors based on common literary allusions.</i>	
<p><b>PO 5.</b> Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	
<b>Concept 5: Fluency</b>	
Read fluently.	
<p><b>PO 1.</b> <i>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p>

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 10 Language Arts Academic Standard 1: READING</b>	<b>PLAN Reading College Readiness Standards</b>
<b>Strand 1: Reading Process</b>	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 1: Reading Process	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text.</b>	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	
<i>PO 2. Generate clarifying questions in order to comprehend text.</i>	
<i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i>	
<i>PO 4. Connect information and events in text to experience and to related text and sources.</i>	
<i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</i>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 2: Comprehending Literary Text	
<b>Concept 1: Elements of Literature</b>	
Identify, analyze, and apply knowledge of the structures and elements of literature	
<p><b>PO 1. Analyze the author's use of literary elements:</b></p> <ul style="list-style-type: none"> <li>• <b>theme</b> (moral, lesson, meaning, message, view or comment on life),</li> <li>• <b>point of view</b> (e.g., first vs. third, limited vs. omniscient),</li> <li>• <b>characterization</b> (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• <b>setting</b> (time of day or year, historical period, place, situation), and</li> <li>• <b>plot</b> (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>



**TABLE 1C**

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<b>ARIZONA Grade 10 Language Arts Academic Standard 1: READING</b>	<b>PLAN Reading College Readiness Standards</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p><b>PO 2.</b> Analyze the author’s use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

**TABLE 1C**

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
<b>Strand 2: Comprehending Literary Text</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>PO 3.</b> Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p>	
<p><b>PO 4.</b> Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<b>Concept 2: Historical and Cultural Aspects of Literature</b>	
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<p><b>PO 1.</b> Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	
<p><b>PO 2.</b> Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>	
<p><b>PO 3.</b> Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>	

**TABLE 1C**

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<b>Concept 1:</b> Expository Text	
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<p><b>PO 1.</b> <i>Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Locate important details in uncomplicated passages</p> <p>Locate important details in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 10 Language Arts Academic Standard 1: READING</b>	<b>PLAN Reading College Readiness Standards</b>
<b>Strand 3: Comprehending Informational Text</b>	
<p><b>PO 2.</b> Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p><b>PO 3.</b> <i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.</i></p>	
<p><b>PO 4.</b> Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks.</p>	
<p><b>PO 5.</b> <i>Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas.</i></p>	
<p><b>PO 6.</b> Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>
<p><b>PO 7.</b> Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<p><b>PO 8.</b> <i>Support conclusions drawn from ideas and concepts in expository text.</i></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<b>Concept 2: Functional Text</b>	
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
<i><b>PO 1.</b> Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</i>	
<i><b>PO 2.</b> Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</i>	

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<p><b>PO 3.</b> Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).</p>	
<p><b>Concept 3:</b> Persuasive Text</p>	
<p>Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p>	
<p><b>PO 1.</b> Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Make simple inferences about how details are used in passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>
<p><b>PO 2.</b> Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.</p>	

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ARIZONA Grade 10 Language Arts Academic Standard 1: READING	PLAN Reading College Readiness Standards
Strand 3: Comprehending Informational Text	
<p><b>PO 3.</b> <i>Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</i></p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>



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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i><b>PO 1.</b> Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</i>	
<i><b>PO 2.</b> Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	
<i><b>PO 3.</b> Determine the intended audience of a writing piece.</i>	
<i><b>PO 4.</b> Establish a controlling idea appropriate to the type of writing.</i>	
<i><b>PO 5.</b> Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	
<i><b>PO 6.</b> Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	
<i><b>PO 7.</b> Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	
<b>Concept 2: Drafting</b>	
<b>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</b>	
<i><b>PO 1.</b> Use a prewriting plan to develop the main idea(s) with supporting details.</i>	
<i><b>PO 2.</b> Sequence ideas into a cohesive, meaningful order.</i>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
<b>Concept 3:</b> Revising	
Revising includes evaluating and refining the rough draft for clarity and effectiveness.	
<p><b>PO 1.</b> Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> <li>Add a sentence to introduce or conclude a fairly complex paragraph</li> </ul>

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> <li>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</li> <li>Determine the clearest and most logical conjunction to link clauses</li> <li>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</li> <li>Identify and correct ambiguous pronoun references</li> <li>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</li> </ul>
<p><b>PO 2.</b> <i>Add details to the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul>
<p><b>PO 3.</b> <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> <li>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</li> </ul>

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
<p><b>PO 4.</b> <i>Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p>
<p><b>PO 5.</b> <i>Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>
<p><b>PO 6.</b> <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p>	
<p><b>PO 7.</b> <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p>	
<p><b>PO 8.</b> <i>Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i></p>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
<b>Concept 4: Editing</b>	
Editing includes proofreading and correcting the draft for conventions.	
<p><b>PO 1.</b> Identify punctuation, spelling, and grammar and usage errors in the draft.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 1: Writing Process	
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p>
<p><b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p>	
<p><b>PO 3.</b> Apply proofreading marks to indicate errors in conventions.</p>	
<p><b>PO 4.</b> Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>	
<b>Concept 5:</b> Publishing	
Publishing includes formatting and presenting a final product for the intended audience.	
<p><b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>	
<p><b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</p>	
<p><b>PO 3.</b> Write legibly.</p>	

**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 2: Writing Components	
<b>Concept 1: Ideas and Content</b>	
<p><b>Writing is clear and focused</b>, holding the reader’s attention throughout. <b>Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</b></p>	
<p><b>PO 1.</b> <b>Maintain a clear, narrow focus to support the topic.</b></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> </ul>
<p><b>PO 2.</b> <b>Write with an identifiable purpose</b> and for a specific audience.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul>

**TABLE 1C**

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
<b>Strand 2: Writing Components</b>	
<p><b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p><b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.</p>	
<p><b>PO 5.</b> Include ideas and details that show original perspective and insights.</p>	
<b>Concept 2: Organization</b>	
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	
<p><b>PO 1.</b> Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p>	
<p><b>PO 2.</b> Include a strong beginning or introduction that draws in the reader.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p><b>PO 3.</b> Place details appropriately to support the main idea.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>



**TABLE 1C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
<b>Strand 2: Writing Components</b>	
<p><b>PO 4.</b> <i>Use effective transitions among all elements (sentences, paragraphs, and ideas).</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<p><b>PO 5.</b> <i>Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
<p><b>PO 6.</b> <i>Create an ending that provides a sense of resolution or closure.</i></p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<b>Concept 3: Voice</b>	
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	
<p><b>PO 1.</b> <i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i></p>	
<p><b>PO 2.</b> <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i></p>	
<p><b>PO 3.</b> <i>Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i></p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> <i>Use engaging and expressive language that shows a commitment to the topic.</i></p>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
<b>Strand 2: Writing Components</b>	
<p><b>PO 5.</b> Use language appropriate to purpose, topic, and audience.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<b>Concept 4: Word Choice</b>	
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<p><b>PO 1.</b> Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 2.</b> Use vocabulary that is original, varied, and natural.</p>	
<p><b>PO 3.</b> Use words that evoke clear images.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> Use literal and figurative language intentionally when appropriate.</p>	
<p><b>PO 5.</b> Use clichés only when appropriate to purpose.</p>	
<b>Concept 5: Sentence Fluency</b>	
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	
<p><b>PO 1.</b> Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p>	
<p><b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	
<p><b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.</p>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 2: Writing Components	
<b>Concept 6:Conventions</b>	
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
<p><b>PO 1. Use capitals correctly for:</b></p> <p>a. <i>proper nouns:</i></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>place/regional names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>product names</i></li> </ul> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <i>proper adjectives (e.g., German shepherd, Chinese restaurant)</i></p>	
<p><b>PO 2. Use commas to correctly punctuate:</b></p> <p>a. <i>items in a series</i></p> <p>b. <i>greetings and closings of letters</i></p> <p>c. <i>introductory words, phrases and clauses</i></p> <p>d. <i>direct address</i></p> <p>e. <i>interruptors</i></p> <p>f. <i>compound sentences</i></p> <p>g. <i>appositives</i></p> <p>h. <i>dialogue</i></p>	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>
<p><b>PO 3. Use quotation marks to punctuate:</b></p> <p>a. <i>dialogue</i></p> <p>b. <i>titles</i></p> <p>c. <i>exact words from sources</i></p>	
<p><b>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</b></p>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>Conventions of Punctuation:</b> Provide appropriate punctuation in straightforward situations (e.g., items in a series) Recognize inappropriate uses of colons and semicolons</p>
<p><b>PO 6.</b> Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p><b>Conventions of Punctuation:</b> Provide appropriate punctuation in straightforward situations (e.g., items in a series) Recognize inappropriate uses of colons and semicolons Use a semicolon to indicate a relationship between closely related independent clauses</p>
<p><b>PO 7.</b> Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessives</li> <li>c. plural possessives</li> </ul>	<p><b>Conventions of Usage:</b> Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i> Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p><b>Conventions of Punctuation:</b> Use apostrophes to indicate simple possessive nouns Use an apostrophe to show possession, especially with irregular plural nouns</p>
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p><b>Conventions of Punctuation:</b> Use punctuation to set off complex parenthetical phrases Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>
<p><b>PO 9.</b> Spell words correctly.</p>	
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. homonyms</li> </ul>	<p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and</p>

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 2: Writing Components	
	<p>sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p><b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 1: Expressive</b>	
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><b>PO 1.</b> Write a reflective personal narrative that:</p> <ol style="list-style-type: none"> <li>describes a sequence of events, communicating the significance of the events to the audience</li> <li>sets scenes and incidents in specific times and places</li> <li>describes with specific details the sights, sounds, and smells of the scenes</li> <li>describes with specific details the actions, movements, gestures, and feelings of the characters</li> <li>uses interior monologue</li> <li>uses figurative language (e.g., simile, metaphor, personification)</li> </ol>	
<b>Concept 2: Expository</b>	
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	
<p><b>PO 1.</b> <i>Write an explanatory, multi-paragraph essay that:</i></p> <ol style="list-style-type: none"> <li><i>includes background information to establish the thesis (hypothesis, essential question), as appropriate</i></li> <li><i>states a thesis (hypothesis, essential question) with a narrow focus</i></li> <li><i>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i></li> <li><i>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i></li> <li><i>attributes sources of information, as appropriate</i></li> <li><i>includes a topic sentence for each body paragraph</i></li> <li><i>includes relevant factors and variables that need to be considered</i></li> <li><i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li><i>includes an effective conclusion</i></li> </ol>	
<b>Concept 3: Functional</b>	
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
<p><b>PO 1.</b> Write a business letter and/or memo that:</p> <ol style="list-style-type: none"> <li>presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>follows a conventional format (block, modified block, memo, email)</li> </ol>	

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ARIZONA Grade 10 Language Arts Academic Standard 2: WRITING	PLAN English College Readiness Standards
Strand 3: Writing Applications	
<p><b>PO 2.</b> <i>Address an envelope for correspondence that includes:</i></p> <ul style="list-style-type: none"> <li>a. <i>an appropriate return address</i></li> <li>b. <i>an appropriate recipient address</i></li> </ul>	
<p><b>Concept 4:</b> Persuasive</p>	
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><b>PO 1.</b> <i>Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:</i></p> <ul style="list-style-type: none"> <li>a. <i>states a position or claim</i></li> <li>b. <i>presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</i></li> <li>c. <i>attributes sources of information when appropriate</i></li> <li>d. <i>structures ideas</i></li> <li>e. <i>addresses the reader's concerns</i></li> </ul>	
<p><b>Concept 5:</b> Literary Response</p>	
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	
<p><b>PO 1.</b> Write a literary analysis that:</p> <ul style="list-style-type: none"> <li>a. analyzes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot)</li> <li>b. analyzes different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery) in a literary selection</li> <li>c. compares the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)</li> <li>d. identifies how an author's choice of words and imagery sets the tone and advances the work's theme</li> </ul>	
<p><b>Concept 6:</b> Research</p>	
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p><b>PO 1.</b> Write a research report that:</p> <ul style="list-style-type: none"> <li>a. incorporates evidence in support of a thesis/claim</li> <li>b. integrates information from two or more pieces of primary and/or secondary research information</li> <li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>d. integrates direct quotes</li> <li>e. uses internal citations</li> <li>f. includes a works cited, bibliography, or reference page</li> </ul>	

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ARIZONA Grade 10 Language Arts Academic Standard 3: LISTENING & SPEAKING	PLAN College Readiness Standards
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Listening and Speaking tasks, and the following:	
<b>LS-P1.</b> Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	
<b>LS-P2.</b> Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	
<b>LS-P3.</b> Deliver oral interpretations of literary or original works	
<b>LS-P4.</b> Conduct an interview, taking appropriate notes and summarizing the information learned	
<b>LS-P5.</b> Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Listening and Speaking tasks and the following:	
<b>LS-D1.</b> Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures	
<b>LS-D2.</b> Deliver creative and dramatic interpretations of literary or original works	
<b>LS-D3.</b> Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school	
<b>LS-D4.</b> Evaluate and improve personal communication skills	



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<b>ARIZONA Grade 10 Language Arts Academic Standard 4: VIEWING &amp; PRESENTING</b>	<b>PLAN College Readiness Standards</b>
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Viewing and Presenting tasks, and the following:	
<b>VP-P1.</b> Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions	
<b>VP-P2.</b> Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media	
<b>VP-P3.</b> Analyze and evaluate the impact of visual media on the intended audience	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Viewing and Presenting tasks and the following:	
<b>VP-D1.</b> Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media	
<b>VP-D2.</b> Expand abilities in developing multimedia presentations	
<b>VP-D3.</b> Research ethnical issues related to the laws, rules and regulations for the use of media	

**TABLE 1D**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
<b>Concept 1: Print Concepts</b>	
Demonstrate understanding of print concepts. <i>(Grades K–3)</i>	
<b>Concept 2: Phonemic Awareness</b>	
Identify and manipulate the sounds of speech. <i>(Grades K–2)</i>	
<b>Concept 3: Phonics</b>	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K–3)</i>	
<b>Concept 4: Vocabulary</b>	
Acquire and <b>use</b> new <b>vocabulary in relevant contexts</b> .	
<b>PO 1.</b> Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	
<b>PO 2.</b> Identify the meaning of metaphors based on literary allusions and conceits.	
<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<b>PO 1.</b> <i>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	<p style="text-align: center;"><b>ACT Reading College Readiness Standards</b></p> <p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>Summarize events and ideas in virtually any passage</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> <li>Identify clear main ideas or purposes of complex passages or their paragraphs</li> </ul>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
	<p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in more challenging passages</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument</li> <li>Locate and interpret details in complex passages</li> <li>Understand the function of a part of a passage when the function is subtle or complex</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>Identify relationships between main characters in uncomplicated literary narratives</li> <li>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>Identify clear cause-effect relationships in uncomplicated passages</li> <li>Order sequences of events in uncomplicated passages</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> </ul>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
	<p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
	<p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p> <p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Identify main ideas and clearly stated details</p> <p>Choose the correct meaning of a word that is clearly defined in the reading</p> <p>Choose the correct meaning of common, everyday and workplace words</p> <p>Identify important details that may not be clearly stated</p> <p>Use the reading material to figure out the meaning of words that are not defined</p> <p>Figure out the correct meaning of a word based on how the word is used</p> <p>Identify the correct meaning of an acronym that is defined in the document</p> <p>Identify the paraphrased definition of a technical term or jargon that is defined in the document</p> <p>Apply technical terms and jargon and relate them to stated situations</p> <p>Identify implied details</p> <p>Use technical terms and jargon in new situations</p> <p>Figure out the less common meaning of a word based on the context</p> <p>Figure out the definitions of difficult, uncommon words based on how they are used</p> <p>Figure out the meaning of jargon or technical terms based on how they are used</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text</b>	
<p><b>PO 1.</b> <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p>	<p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Figure out the principles behind policies, rules, and procedures</p> <p>Apply general principles from the materials to similar and new situations</p>
<p><b>PO 2.</b> <i>Generate clarifying questions in order to comprehend text.</i></p>	
<p><b>PO 3.</b> <i>Use graphic organizers in order to clarify the meaning of the text.</i></p>	
<p><b>PO 4.</b> <i>Connect information and events in text to experience and to related text and sources.</i></p>	

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
<p><b>PO 5.</b> <i>Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</i></p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>WorkKeys Reading for Information Skills</b>                      Apply general principles from the materials to similar and new situations                      Choose when to perform each step in a short series of steps                      Use the reading material to figure out the meaning of words that are not defined                      Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements)                      Apply straightforward instructions to a new situation that is similar to the one described in the material                      Apply complex instructions that include conditionals to situations described in the materials                      Apply complicated instructions to new situations</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
<b>Concept 1: Elements of Literature</b>	
<b>Identify, analyze, and apply knowledge of the structures and elements of literature</b>	
<p><b>PO 1. Evaluate the author’s use of literary elements:</b></p> <ul style="list-style-type: none"> <li>• <b>theme</b> (moral, lesson, meaning, message, view or comment on life),</li> <li>• <b>point of view</b> (e.g., first vs. third, limited vs. omniscient),</li> <li>• <b>characterization</b> (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• <b>setting</b> (time of day or year, historical period, place, situation), and</li> <li>• <b>plot</b> (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>ACT Reading College Readiness Standards</b></p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>



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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p><b>PO 2.</b> Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p>	<p><b>ACT Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
<p><b>PO 3.</b> Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.</p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Summarize basic events and ideas in more challenging passages                      Infer the main idea or purpose of more challenging passages or their paragraphs                      Summarize events and ideas in virtually any passage                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage                      Identify clear main ideas or purposes of complex passages or their paragraphs</p>
<p><b>PO 4.</b> Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages                      Understand the function of a part of a passage when the function is subtle or complex  <b>Meanings of Words:</b>                      Understand the implication of a familiar word or phrase and of simple descriptive language                      Use context to understand basic figurative language                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages                      Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages                      Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts                      Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage  <b>Generalizations and Conclusions:</b>                      Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives                      Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages                      Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p><b>PO 5.</b> Analyze an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.</p>	<p><b>ACT Reading</b> College Readiness Standards <b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Order sequences of events in complex passages</p>
<p><b>PO 6.</b> Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).</p>	
<p><b>Concept 2: Historical and Cultural Aspects of Literature</b></p>	
<p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p><b>PO 1.</b> Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	
<p><b>PO 2.</b> Relate literary works to the traditions, themes, and issues of their eras.</p>	
<p><b>PO 3.</b> Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.</p>	

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<b>ARIZONA Grade 11 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 3: Comprehending Informational Text</b>	
<b>Concept 1: Expository Text</b>	
<b>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</b>	
<b>PO 1.</b> Critique the consistency and clarity of the text’s purposes.	
<b>PO 2.</b> Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).	
<b>PO 3.</b> <i>Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</i>	<p style="text-align: center;"><b>ACT Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>Summarize events and ideas in virtually any passage</li> <li>Identify clear main ideas or purposes of complex passages or their paragraphs</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</li> <li>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</li> </ul> <p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <ul style="list-style-type: none"> <li>Identify important details that may not be clearly stated</li> <li>Figure out the correct meaning of a word based on how the word is used</li> <li>Identify implied details</li> <li>Apply general principles from the materials to similar and new situations</li> </ul>
<b>PO 4.</b> Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.	

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<b>Strand 3: Comprehending Informational Text</b>	
<b>Concept 2: Functional Text</b>	
<b>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</b>	
<b>PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.</b>	<p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Identify main ideas and clearly stated details</p> <p>Apply instructions to a situation that is the same as the one in the reading materials</p> <p>Apply instructions with several steps to a situation that is the same as the situation in the reading materials</p> <p>Apply straightforward instructions to a new situation that is similar to the one described in the material</p> <p>Figure out the principles behind policies, rules, and procedures</p> <p>Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials</p>
<b>Concept 3: Persuasive Text</b>	
<b>Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</b>	
<b>PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</b>	
<b>PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</b>	
<b>PO 3. Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</b>	<p style="text-align: center;"><b>ACT Reading College Readiness Standards</b></p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>

**TABLE 1D**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 1: Writing Process	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</i>	
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<i>PO 3. Determine the intended audience of a writing piece.</i>	
<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Focusing on the Topic:</b></p> <p>Present a thesis that establishes focus on the topic</p>
<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	
<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	
<b>Concept 2: Drafting</b>	
<b>Drafting</b> incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p>
<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

**TABLE 1D**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p style="text-align: center;"><b>Writing College Readiness Standards</b></p> <p><b>Developing a Position:</b></p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>
<b>Concept 3: Revising</b>	
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</p>	
<p><b>PO 1.</b> Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p>	<p style="text-align: center;"><b>English College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>



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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 2.</b> Add details to the draft to more effectively accomplish the purpose.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>

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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b>                      Develop ideas by using some specific reasons, details, and examples</p>
<p><b>PO 3.</b> <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b>                      Delete a clause or sentence because it is obviously irrelevant to the essay                      Determine relevancy when presented with a variety of sentence-level details                      Delete material primarily because it disturbs the flow and development of the paragraph                      Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Delete obviously synonymous and wordy material in a sentence                      Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)                      Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence                      Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)                      Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p>
<p><b>PO 4.</b> <i>Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b>                      Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)                      Select the most logical place to add a sentence in a paragraph                      Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)                      Decide the most logical place to add a sentence in an essay                      Add a sentence that introduces a simple paragraph                      Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)                      Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic                      Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>
<p><b>PO 5.</b> <i>Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p>
<p><b>PO 6.</b> <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

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ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 1: Writing Process	
	<p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>	
<b>PO 8.</b> Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	
<b>Concept 4:</b> Editing	
Editing includes proofreading and correcting the draft for conventions.	
<p><b>PO 1.</b> Identify punctuation, spelling, and grammar and usage errors in the draft.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul> <p>Show effective use of language to clearly communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• using precise and varied vocabulary</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><i><b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p>	
<p><i><b>PO 3.</b> Apply proofreading marks to indicate errors in conventions.</i></p>	
<p><i><b>PO 4.</b> Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	
<p><b>Concept 5: Publishing</b></p>	
<p>Publishing includes formatting and presenting a final product for the intended audience.</p>	
<p><b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>	
<p><b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</p>	
<p><b>PO 3.</b> <i>Write legibly.</i></p>	

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<b>Concept 1: Ideas and Content</b>	
<p><b>Writing is clear and focused</b>, holding the reader’s attention throughout. <b>Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</b></p>	
<p><b>PO 1.</b> <b>Maintain a clear, narrow focus to support the topic.</b></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Determine whether a complex essay has accomplished a specific purpose</li> </ul> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Focusing on the Topic:</b></p> <ul style="list-style-type: none"> <li>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</li> <li>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</li> <li>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</li> </ul>
<p><b>PO 2.</b> <b>Write with an identifiable purpose</b> and for a specific audience.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> </ul>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<p><b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>



**TABLE 1D**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p>
<p><b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• partially evaluating implications and/or complications of the issue, and/or</li> <li>• posing and partially responding to counter-arguments to the writer’s position</li> </ul> <p>Show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• examining different perspectives, and/or</li> <li>• evaluating implications or complications of the issue, and/or</li> <li>• posing and fully discussing counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p>
<p><b>PO 5.</b> Include ideas and details that show original perspective and insights.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<b>Concept 2: Organization</b>	
<b>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</b>	
<p><b>PO 1.</b> <i>Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i></p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b> Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>
<p><b>PO 2.</b> <i>Include a strong beginning or introduction that draws in the reader.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b> Present a discernible introduction and conclusion with a little development Present a somewhat developed introduction and conclusion Present a well-developed introduction and conclusion</p>
<p><b>PO 3.</b> <i>Place details appropriately to support the main idea.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b> Select the most logical place to add a sentence in a paragraph Decide the most logical place to add a sentence in an essay Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b> Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 4.</b> <i>Use effective transitions among all elements (sentences, paragraphs, and ideas).</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p>
<p><b>PO 5.</b> <i>Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 6.</b> <i>Create an ending that provides a sense of resolution or closure.</i></p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>                      Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing</b> College Readiness Standards  <b>Organizing Ideas:</b>                      Present a somewhat developed introduction and conclusion                      Present a well-developed introduction and conclusion</p>
<b>Concept 3: Voice</b>	
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	
<p><b>PO 1.</b> <i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i></p>	
<p><b>PO 2.</b> <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i></p>	
<p><b>PO 3.</b> <i>Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i></p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> Use engaging and expressive language that shows a commitment to the topic.</p>	
<p><b>PO 5.</b> Use language appropriate to purpose, topic, and audience.</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<b>Concept 4: Word Choice</b>	
<p>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<p><b>PO 1.</b> <i>Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</li> <li>Determine the clearest and most logical conjunction to link clauses</li> <li>Identify and correct ambiguous pronoun references</li> <li>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</li> <li>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</li> </ul> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 2.</b> <i>Use vocabulary that is original, varied, and natural.</i></p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	Show competent use of language to communicate ideas by <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<b>PO 3.</b> Use words that evoke clear images.	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> Revise vague nouns and pronouns that create obvious logic problems Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay Correct vague and wordy or clumsy and confusing writing containing sophisticated language
<b>PO 4.</b> Use literal and figurative language intentionally when appropriate.	
<b>PO 5.</b> Use clichés only when appropriate to purpose.	
<b>Concept 5: Sentence Fluency</b>	
<b>Fluency addresses the rhythm and flow of language.</b> Sentences are strong and varied in structure and length.	
<b>PO 1.</b> Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> Show adequate use of language to communicate by <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> Show competent use of language to communicate ideas by <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul> Show effective use of language to clearly communicate ideas by <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• using precise and varied vocabulary</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.</p>	
<p><b>Concept 6:</b>Conventions</p>	
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><b>PO 1.</b> Use capitals correctly for:</p> <p>a. <i>proper nouns:</i></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>place/regional names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>product names</i></li> </ul> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <i>proper adjectives (e.g., German shepherd, Chinese restaurant)</i></p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

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ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 2.</b> <i>Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words, phrases and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interruptors</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h. <i>dialogue</i></li> </ul>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 3.</b> <i>Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>dialogue</i></li> <li>b. <i>titles</i></li> <li>c. <i>exact words from sources</i></li> </ul>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 4.</b> Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	



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<b>Strand 2: Writing Components</b>	
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use a colon to introduce an example or an elaboration</p>
<p><b>PO 6.</b> Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p><b>Writing College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>using appropriate vocabulary</li> <li>using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 7.</b> Use apostrophes to punctuate:</p> <ol style="list-style-type: none"> <li>contractions</li> <li>singular possessives</li> <li>plural possessives</li> </ol>	<p><b>English College Readiness Standards</b></p> <p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p><b>Writing College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>using appropriate vocabulary</li> <li>using some varied kinds of sentence structures to vary pace</li> </ul>

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<b>Strand 2: Writing Components</b>	
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>using appropriate vocabulary</li> <li>using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 9.</b> Spell words correctly.</p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>using appropriate vocabulary</li> <li>using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ol style="list-style-type: none"> <li>parts of speech</li> <li>verb forms and tenses</li> <li>subject/verb agreement</li> <li>pronoun/antecedent agreement</li> <li>parallel structure</li> <li>comparative and superlative degrees of adjectives</li> <li>modifier placement</li> <li>homonyms</li> </ol>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

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<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p style="text-align: center;"><b>Writing College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

**TABLE 1D***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
Strand 2: Writing Components	
<b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).	

**TABLE 1D**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 1: Expressive</b>	
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><b>PO 1.</b> Write in a variety of expressive forms (e.g. poetry, short story, and/or drama) that:</p> <ul style="list-style-type: none"> <li>a. use voice and style appropriate to audience and purpose</li> <li>b. organize ideas in writing to ensure coherence, logical progression, and support</li> <li>c. employ literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice</li> </ul>	
<b>Concept 2: Expository</b>	
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	
<p><b>PO 1.</b> Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ul style="list-style-type: none"> <li>a. <i>includes background information to establish the thesis (hypothesis, essential question), as appropriate</i></li> <li>b. <i>states a thesis (hypothesis, essential question) with a narrow focus</i></li> <li>c. <i>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i></li> <li>d. <i>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i></li> <li>e. <i>attributes sources of information, as appropriate</i></li> <li>f. <i>includes a topic sentence for each body paragraph</i></li> <li>g. <i>includes relevant factors and variables that need to be considered</i></li> <li>h. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li>i. <i>includes an effective conclusion</i></li> </ul>	
<b>Concept 3: Functional</b>	
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
<p><b>PO 1.</b> Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format</li> </ul>	

**TABLE 1D**

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ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 3: Writing Applications	
Concept 4: Persuasive	
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><b>PO 1.</b> Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that:</p> <ol style="list-style-type: none"> <li>states a position or claim</li> <li>presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</li> <li>attributes sources of information when appropriate</li> <li>structures ideas</li> <li>acknowledges and refutes opposing arguments</li> </ol>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer's position</li> <li>providing some response to counter-arguments to the writer's position</li> </ul> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>partially evaluating implications and/or complications of the issue, and/or</li> <li>posing and partially responding to counter-arguments to the writer's position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p>

**TABLE 1D**

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ARIZONA Grade 11 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 5: Literary Response</b>	
Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	
<p><b>PO 1.</b> Write a literary analysis that:</p> <ul style="list-style-type: none"> <li>a. evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot)</li> <li>b. interprets different elements of figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit) with emphasis on how the author’s use of language evokes readers’ emotions</li> <li>c. analyzes the way in which the theme, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme</li> <li>d. explains the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection</li> <li>e. analyzes an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks</li> <li>f. explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)</li> </ul>	
<b>Concept 6: Research</b>	
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	
<p><b>PO 1.</b> Write a research product that:</p> <ul style="list-style-type: none"> <li>a. incorporates evidence in support of a thesis or claim</li> <li>b. integrates information and ideas from multiple primary and secondary sources</li> <li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li> <li>e. integrates direct quotes</li> <li>f. uses internal citations</li> <li>g. includes a works cited, bibliography, or reference page</li> </ul>	

**TABLE 1D**

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<b>ARIZONA Grade 11 Language Arts Academic Standard 3: LISTENING &amp; SPEAKING</b>	<b>ACT College Readiness Standards</b>
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Listening and Speaking tasks, and the following:	
<b>LS-P1.</b> Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	
<b>LS-P2.</b> Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	
<b>LS-P3.</b> Deliver oral interpretations of literary or original works	
<b>LS-P4.</b> Conduct an interview, taking appropriate notes and summarizing the information learned	
<b>LS-P5.</b> Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Listening and Speaking tasks and the following:	
<b>LS-D1.</b> Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures	
<b>LS-D2.</b> Deliver creative and dramatic interpretations of literary or original works	
<b>LS-D3.</b> Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school	
<b>LS-D4.</b> Evaluate and improve personal communication skills	



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<b>ARIZONA Grade 11 Language Arts Academic Standard 4: VIEWING &amp; PRESENTING</b>	<b>ACT College Readiness Standards</b>
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Viewing and Presenting tasks, and the following:	
<b>VP-P1.</b> Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions	
<b>VP-P2.</b> Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media	
<b>VP-P3.</b> Analyze and evaluate the impact of visual media on the intended audience	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Viewing and Presenting tasks and the following:	
<b>VP-D1.</b> Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media	
<b>VP-D2.</b> Expand abilities in developing multimedia presentations	
<b>VP-D3.</b> Research ethical issues related to the laws, rules and regulations for the use of media	

**TABLE 1E**

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
<b>Concept 1: Print Concepts</b>	
Demonstrate understanding of print concepts. <i>(Grades K–3)</i>	
<b>Concept 2: Phonemic Awareness</b>	
Identify and manipulate the sounds of speech. <i>(Grades K–2)</i>	
<b>Concept 3: Phonics</b>	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K–3)</i>	
<b>Concept 4: Vocabulary</b>	
Acquire and <b>use</b> new <b>vocabulary in relevant contexts</b> .	
<i><b>PO 1.</b> Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i>	
<i><b>PO 2.</b> Identify the meaning of metaphors based on literary allusions and conceits.</i>	
<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<i><b>PO 1.</b> Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	<p style="text-align: center;"><b>ACT Reading College Readiness Standards</b></p> <p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>Summarize events and ideas in virtually any passage</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> <li>Identify clear main ideas or purposes of complex passages or their paragraphs</li> </ul>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
	<p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
	<p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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<p><b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b></p>	<p><b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b></p>
<p>Strand 1: Reading Process</p>	
	<p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p> <p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Identify main ideas and clearly stated details</p> <p>Choose the correct meaning of a word that is clearly defined in the reading</p> <p>Choose the correct meaning of common, everyday and workplace words</p> <p>Identify important details that may not be clearly stated</p> <p>Use the reading material to figure out the meaning of words that are not defined</p> <p>Figure out the correct meaning of a word based on how the word is used</p> <p>Identify the correct meaning of an acronym that is defined in the document</p> <p>Identify the paraphrased definition of a technical term or jargon that is defined in the document</p> <p>Apply technical terms and jargon and relate them to stated situations</p> <p>Identify implied details</p> <p>Use technical terms and jargon in new situations</p> <p>Figure out the less common meaning of a word based on the context</p> <p>Figure out the definitions of difficult, uncommon words based on how they are used</p> <p>Figure out the meaning of jargon or technical terms based on how they are used</p>
<p><b>Concept 6: Comprehension Strategies</b></p>	
<p>Employ strategies to comprehend text</p>	
<p><b>PO 1.</b> <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p>	<p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Figure out the principles behind policies, rules, and procedures</p> <p>Apply general principles from the materials to similar and new situations</p>
<p><b>PO 2.</b> <i>Generate clarifying questions in order to comprehend text.</i></p>	
<p><b>PO 3.</b> <i>Use graphic organizers in order to clarify the meaning of the text.</i></p>	
<p><b>PO 4.</b> <i>Connect information and events in text to experience and to related text and sources.</i></p>	

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 1: Reading Process</b>	
<p><b>PO 5.</b> <i>Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</i></p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>WorkKeys Reading for Information Skills</b>                      Apply general principles from the materials to similar and new situations                      Choose when to perform each step in a short series of steps                      Use the reading material to figure out the meaning of words that are not defined                      Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements)                      Apply straightforward instructions to a new situation that is similar to the one described in the material                      Apply complex instructions that include conditionals to situations described in the materials                      Apply complicated instructions to new situations</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
<b>Concept 1: Elements of Literature</b>	
<b>Identify, analyze, and apply knowledge of the structures and elements of literature</b>	
<p><b>PO 1. Evaluate the author’s use of literary elements:</b></p> <ul style="list-style-type: none"> <li>• <b>theme</b> (moral, lesson, meaning, message, view or comment on life),</li> <li>• <b>point of view</b> (e.g., first vs. third, limited vs. omniscient),</li> <li>• <b>characterization</b> (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• <b>setting</b> (time of day or year, historical period, place, situation), and</li> <li>• <b>plot</b> (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>ACT Reading College Readiness Standards</b></p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

**TABLE 1E**

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>



**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
	<p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p><b>PO 2.</b> <i>Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</i></p>	<p><b>ACT Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
<p><b>PO 3.</b> Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.</p>	<p><b>ACT Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p><b>PO 4.</b> Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p>	
<p><b>PO 5.</b> Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.</p>	
<p><b>PO 6.</b> Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>	
<p><b>PO 7.</b> Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</p>	

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 2: Comprehending Literary Text</b>	
<b>Concept 2: Historical and Cultural Aspects of Literature</b>	
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<i><b>PO 1.</b> Describe the historical and cultural aspects found in cross-cultural works of literature.</i>	
<b>PO 2.</b> Relate literary works and their authors to the seminal ideas of their eras.	
<b>PO 3.</b> Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.	

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<p><b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b></p>	<p><b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b></p>
<p>Strand 3: Comprehending Informational Text</p>	
<p><b>Concept 1: Expository Text</b></p>	
<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p><b>PO 1.</b> Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Generalizations and Conclusions:</b>                      Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages                      Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages                      Draw simple generalizations and conclusions using details that support the main points of more challenging passages                      Draw generalizations and conclusions about people, ideas, and so on in more challenging passages                      Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on                      Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p>
<p><b>PO 2.</b> Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p>	
<p><b>PO 3.</b> Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources.</p>	
<p><b>PO 4.</b> Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p>	
<p><b>PO 5.</b> Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p>	<p><b>ACT Reading</b> College Readiness Standards  <b>Main Ideas and Author's Approach:</b>                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 3: Comprehending Informational Text</b>	
<b>Concept 2: Functional Text</b>	
<b>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</b>	
<b>PO 1. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.</b>	<p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Identify main ideas and clearly stated details</p> <p>Apply instructions to a situation that is the same as the one in the reading materials</p> <p>Apply instructions with several steps to a situation that is the same as the situation in the reading materials</p> <p>Apply straightforward instructions to a new situation that is similar to the one described in the material</p> <p>Figure out the principles behind policies, rules, and procedures</p> <p>Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials</p>
<b>PO 2. Evaluate the logic within functional text.</b>	<p style="text-align: center;"><b>WorkKeys Reading for Information Skills</b></p> <p>Explain the rationale behind a procedure, policy, or communication</p>
<b>Concept 3: Persuasive Text</b>	
<b>Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</b>	
<b>PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.</b>	
<b>PO 2. Evaluate the effectiveness of an author’s use of rhetorical devices in a persuasive argument.</b>	
<b>PO 3. Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</b>	<p style="text-align: center;"><b>ACT Reading College Readiness Standards</b></p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 1: READING</b>	<b>ACT Reading College Readiness Standards and WorkKeys Reading for Information Skills</b>
<b>Strand 3: Comprehending Informational Text</b>	
	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage  Understand and generalize about portions of a complex literary narrative
<b>PO 4.</b> Evaluate persuasive sources for adherence to ethics.	

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ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 1: Writing Process	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</i>	
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<i>PO 3. Determine the intended audience of a writing piece.</i>	
<i>PO 4. Establish a controlling idea appropriate to the type of writing.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Focusing on the Topic:</b></p> <p>Present a thesis that establishes focus on the topic</p>
<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>	
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	
<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	
<b>Concept 2: Drafting</b>	
<b>Drafting</b> incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p>
<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p style="text-align: center;"><b>Writing College Readiness Standards</b></p> <p><b>Developing a Position:</b></p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>
<b>Concept 3: Revising</b>	
<p>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</p>	
<p><b>PO 1.</b> Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p>	<p style="text-align: center;"><b>English College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>



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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 2.</b> Add details to the draft to more effectively accomplish the purpose.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p align="center"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b> Develop ideas by using some specific reasons, details, and examples</p>
<p><b>PO 3.</b> <i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i></p>	<p align="center"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b> Identify the basic purpose or role of a specified phrase or sentence Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>
<p><b>PO 4.</b> <i>Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i></p>	<p align="center"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b> Identify the basic purpose or role of a specified phrase or sentence Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>
<p><b>PO 5.</b> <i>Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</i></p>	<p align="center"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b> Identify the basic purpose or role of a specified phrase or sentence Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>

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<b>Strand 1: Writing Process</b>	
	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b> Use some simple and obvious, but appropriate, transitional words and phrases</p>
<p><b>PO 6.</b> <i>Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</i></p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b> Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 7.</b> <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p>	
<p><b>PO 8.</b> Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</p>	
<p><b>Concept 4: Editing</b></p>	
<p>Editing includes proofreading and correcting the draft for conventions.</p>	
<p><b>PO 1.</b> <i>Identify punctuation, spelling, and grammar and usage errors in the draft.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

**TABLE 1E**

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 1: Writing Process</b>	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul> <p>Show effective use of language to clearly communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• using precise and varied vocabulary</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 2.</b> <i>Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p>	
<p><b>PO 3.</b> <i>Apply proofreading marks to indicate errors in conventions.</i></p>	
<p><b>PO 4.</b> <i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	
<p><b>Concept 5: Publishing</b></p>	
<p>Publishing includes formatting and presenting a final product for the intended audience.</p>	
<p><b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>	

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
Strand 1: Writing Process	
<b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	
<b>PO 3.</b> <i>Write legibly.</i>	

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<b>Concept 1: Ideas and Content</b>	
<p><b>Writing is clear and focused</b>, holding the reader’s attention throughout. <b>Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</b></p>	
<p><b>PO 1. Maintain a clear, narrow focus to support the topic.</b></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Determine whether a complex essay has accomplished a specific purpose</li> </ul> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Focusing on the Topic:</b></p> <ul style="list-style-type: none"> <li>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</li> <li>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</li> <li>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</li> </ul>
<p><b>PO 2. Write with an identifiable purpose and for a specific audience.</b></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> </ul>



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*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<p><b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p>
<p><b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• partially evaluating implications and/or complications of the issue, and/or</li> <li>• posing and partially responding to counter-arguments to the writer’s position</li> </ul>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>examining different perspectives, and/or</li> <li>evaluating implications or complications of the issue, and/or</li> <li>posing and fully discussing counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p>
<p><b>PO 5.</b> Include ideas and details that show original perspective and insights.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer’s position</li> <li>providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p>
<p><b>Concept 2: Organization</b></p>	
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	
<p><b>PO 1.</b> Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>
<p><b>PO 2.</b> Include a strong beginning or introduction that draws in the reader.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Present a discernible introduction and conclusion with a little development</p> <p>Present a somewhat developed introduction and conclusion</p> <p>Present a well-developed introduction and conclusion</p>
<p><b>PO 3.</b> <i>Place details appropriately to support the main idea.</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>
<p><b>PO 4.</b> <i>Use effective transitions among all elements (sentences, paragraphs, and ideas).</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p>
<p><b>PO 5.</b> Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>

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ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 6.</b> <i>Create an ending that provides a sense of resolution or closure.</i></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Present a somewhat developed introduction and conclusion</p> <p>Present a well-developed introduction and conclusion</p>
<b>Concept 3: Voice</b>	
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	
<p><b>PO 1.</b> <i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i></p>	
<p><b>PO 2.</b> <i>Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i></p>	
<p><b>PO 3.</b> <i>Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> <i>Use engaging and expressive language that shows a commitment to the topic.</i></p>	

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 5.</b> Use language appropriate to purpose, topic, and audience.</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>Concept 4: Word Choice</b></p>	
<p>Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<p><b>PO 1.</b> Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards  <b>Using Language:</b>                      Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

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<b>Strand 2: Writing Components</b>	
<p><b>PO 2.</b> <i>Use vocabulary that is original, varied, and natural.</i></p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 3.</b> <i>Use words that evoke clear images.</i></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p><b>PO 4.</b> Use literal and figurative language intentionally when appropriate.</p>	
<p><b>PO 5.</b> Use clichés only when appropriate to purpose.</p>	
<p><b>Concept 5: Sentence Fluency</b></p>	
<p><i>Fluency addresses the rhythm and flow of language.</i> Sentences are strong and varied in structure and length.</p>	
<p><b>PO 1.</b> <i>Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</i></p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

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ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 2: Writing Components	
	<p>Show effective use of language to clearly communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• using precise and varied vocabulary</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.</p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p><b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.</p>	
<p><b>Concept 6:</b>Conventions</p>	
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><b>PO 1.</b> Use capitals correctly for:</p> <p>a. proper nouns:</p> <ul style="list-style-type: none"> <li>• holidays</li> <li>• place/regional names</li> <li>• languages</li> <li>• historical events</li> <li>• organizations</li> <li>• academic courses (e.g., algebra/Algebra I)</li> <li>• product names</li> </ul> <p>b. words used as names (e.g., Grandpa, Aunt Lyn)</p> <p>c. literary titles (book, story, poem, play, song)</p> <p>d. titles</p> <p>e. abbreviations</p> <p>f. proper adjectives (e.g., German shepherd, Chinese restaurant)</p>	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>



**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 2: Writing Components	
<p><b>PO 2.</b> <i>Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>items in a series</i></li> <li>b. <i>greetings and closings of letters</i></li> <li>c. <i>introductory words, phrases and clauses</i></li> <li>d. <i>direct address</i></li> <li>e. <i>interruptors</i></li> <li>f. <i>compound sentences</i></li> <li>g. <i>appositives</i></li> <li>h. <i>dialogue</i></li> </ul>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 3.</b> <i>Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> <li>a. <i>dialogue</i></li> <li>b. <i>titles</i></li> <li>c. <i>exact words from sources</i></li> </ul>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 4.</b> Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	

**TABLE 1E**

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>
<p><b>PO 6.</b> Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>

**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 2: Writing Components	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 7. Use apostrophes to punctuate:</b></p> <p>a. <i>contractions</i></p> <p>b. <i>singular possessives</i></p> <p>c. <i>plural possessives</i></p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 9.</b> Spell words correctly.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>

**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 2: Writing Components</b>	
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. homonyms</li> </ul>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p><b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	

**TABLE 1E**

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<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 3: Writing Applications</b>	
<b>Concept 1: Expressive</b>	
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</p>	
<p><b><i>PO 1. Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that:</i></b></p> <ul style="list-style-type: none"> <li><i>a. use voice and style appropriate to audience and purpose</i></li> <li><i>b. organize ideas in writing to ensure coherence, logical progression, and support</i></li> <li><i>c. employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice</i></li> </ul>	
<b>Concept 2: Expository</b>	
<p>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	
<p><b><i>PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:</i></b></p> <ul style="list-style-type: none"> <li><i>a. includes background information to set up the thesis (hypothesis, essential question), as appropriate</i></li> <li><i>b. states a thesis (hypothesis, essential question) with a narrow focus</i></li> <li><i>c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i></li> <li><i>d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i></li> <li><i>e. attributes sources of information as appropriate</i></li> <li><i>f. includes a topic sentence for each body paragraph</i></li> <li><i>g. includes relevant factors and variables that need to be considered</i></li> <li><i>h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li><i>i. includes an effective conclusion</i></li> </ul>	
<b>Concept 3: Functional</b>	
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	
<p><b><i>PO 1. Write a work-related document (e.g., resume, application essay) that:</i></b></p> <ul style="list-style-type: none"> <li><i>a. presents information purposefully and succinctly to meet the needs of the intended audience</i></li> <li><i>b. follows a conventional format</i></li> </ul>	

**TABLE 1E**

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ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING	ACT English and Writing College Readiness Standards
Strand 3: Writing Applications	
<b>Concept 4: Persuasive</b>	
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><b>PO 1.</b> <i>Write a persuasive composition</i> (e.g. speech, editorial, letter to the editor, public service announcement) <b>that:</b></p> <ol style="list-style-type: none"> <li><i>states a position or claim</i></li> <li><i>presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</i></li> <li><i>attributes sources of information when appropriate</i></li> <li><i>structures ideas</i></li> <li><i>acknowledges and refutes opposing arguments</i></li> </ol>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer’s position</li> <li>providing some response to counter-arguments to the writer’s position</li> </ul> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>partially evaluating implications and/or complications of the issue, and/or</li> <li>posing and partially responding to counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p>

**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 2: WRITING</b>	<b>ACT English and Writing College Readiness Standards</b>
<b>Strand 3: Writing Applications</b>	
<b>Concept 5: Literary Response</b>	
<p>Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	
<p><b>PO 1.</b> Write a literary analysis that:</p> <ul style="list-style-type: none"> <li>a. <i>evaluates the author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot)</i></li> <li>b. <i>interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how the writer uses language to evoke readers’ emotions</i></li> <li>c. <i>explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position)</i></li> <li>d. analyzes a writer’s word choice and imagery as a means to appeal to the reader’s senses and to set the tone, providing evidence from the text to support the analysis,</li> <li>e. describes the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature</li> <li>f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme</li> <li>g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial</li> </ul>	
<b>Concept 6: Research</b>	
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p><b>PO 1.</b> Write a research product that:</p> <ul style="list-style-type: none"> <li>a. <i>incorporates evidence in support of a thesis or claim</i></li> <li>b. <i>integrates information and ideas from multiple primary and secondary sources</i></li> <li>c. <i>makes distinctions between the relative value and significance of specific data, facts, and ideas</i></li> <li>d. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li>e. <i>integrates direct quotes</i></li> <li>f. <i>uses internal citations</i></li> <li>g. <i>includes a works cited, bibliography, or reference page</i></li> </ul>	



**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 3: LISTENING &amp; SPEAKING</b>	<b>ACT College Readiness Standards</b>
Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Listening and Speaking tasks, and the following:	
<b>LS-P1.</b> Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	
<b>LS-P2.</b> Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	
<b>LS-P3.</b> Deliver oral interpretations of literary or original works	
<b>LS-P4.</b> Conduct an interview, taking appropriate notes and summarizing the information learned	
<b>LS-P5.</b> Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Listening and Speaking tasks and the following:	
<b>LS-D1.</b> Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures	
<b>LS-D2.</b> Deliver creative and dramatic interpretations of literary or original works	
<b>LS-D3.</b> Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school	
<b>LS-D4.</b> Evaluate and improve personal communication skills	

**TABLE 1E**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA Grade 12 Language Arts Academic Standard 4: VIEWING &amp; PRESENTING</b>	<b>ACT College Readiness Standards</b>
Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	
<b>PROFICIENCY</b>	
Students know and are able to do all “Readiness,” “Foundations,” and “Essentials” Viewing and Presenting tasks, and the following:	
<b>VP-P1.</b> Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions	
<b>VP-P2.</b> Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media	
<b>VP-P3.</b> Analyze and evaluate the impact of visual media on the intended audience	
<b>DISTINCTION (Honors)</b>	
Students know and are able to do all of the above Viewing and Presenting tasks and the following:	
<b>VP-D1.</b> Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media	
<b>VP-D2.</b> Expand abilities in developing multimedia presentations	
<b>VP-D3.</b> Research ethical issues related to the laws, rules and regulations for the use of media	

**SUPPLEMENT  
TABLES 2A–2C:  
MATHEMATICS**

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 1: Number Sense and Operations	
<b>Concept 1: Number Sense</b>	
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
<b>PO 1.</b> Locate rational numbers on a number line.	<b>Graphical Representations:</b> Identify the location of a point with a positive coordinate on the number line Locate points on the number line and in the first quadrant
<b>PO 2.</b> Identify irrational numbers.	
<b>PO 3.</b> Classify real numbers as rational or irrational.	
<b>Concept 2: Numerical Operations</b>	
Understand and apply numerical operations and their relationship to one another.	
<b>PO 1.</b> Select the grade-level appropriate operation to solve word problems.	<b>Basic Operations &amp; Applications:</b> Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>PO 2.</b> Solve word problems using grade-level appropriate operations and numbers.	<b>Basic Operations &amp; Applications:</b> Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>PO 3.</b> Determine the square of an integer.	<b>Numbers: Concepts &amp; Properties:</b> Find and use the least common multiple
<b>PO 4.</b> Determine the square root of an integer.	<b>Numbers: Concepts &amp; Properties:</b> Find and use the least common multiple
<b>PO 5.</b> Identify squaring and finding square roots as inverse operations.	

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
<b>Strand 1: Number Sense and Operations</b>	
<b>PO 6.</b> Apply grade-level appropriate properties to assist in computation.	
<b>PO 7.</b> Apply the symbols “√” to represent square root, “±” to represent roots, and “{ }” as grouping symbols.	<b>Numbers: Concepts &amp; Properties:</b> Find and use the least common multiple
<b>PO 8.</b> Use grade-level appropriate mathematical terminology.	
<b>PO 9.</b> Calculate the missing value in a percentage problem.	<b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
<b>PO 10.</b> Convert standard notation to scientific notation, and vice versa.	<b>Numbers: Concepts &amp; Properties:</b> Work with scientific notation
<b>PO 11.</b> Simplify numerical expressions using the order of operations with grade-appropriate operations on number sets.	<b>Basic Operations &amp; Applications:</b> Perform one-operation computation with whole numbers and decimals Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>Concept 3: Estimation</b>	
Use estimation strategies reasonably and fluently.	
<b>PO 1.</b> Solve grade-level appropriate problems using estimation.	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>PO 2.</b> Use estimation to verify the reasonableness of a calculation (e.g., Is 32 the square root of 64?).	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>PO 3.</b> Express answers to the appropriate place or degree of precision (e.g., time, money).	<b>Basic Operations &amp; Applications:</b> Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) <b>Numbers: Concepts &amp; Properties:</b> Identify a digit’s place value

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 1: Number Sense and Operations	
<b>PO 4.</b> Verify the reasonableness of estimates made from calculator results within a contextual situation.	

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>Concept 1: Data Analysis (Statistics)</b>	
Understand and apply data collection, organization and representation to analyze and sort data.	
<b>PO 1.</b> Formulate questions to collect data in contextual situations.	
<b>PO 2.</b> Construct box-and-whisker plots.	
<b>PO 3.</b> Determine the appropriate type of graphical display for a given data set.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)                      Manipulate data from tables and graphs</p>
<b>PO 4.</b> Interpret box-and-whisker plots, circle graphs, and scatter plots.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs</p>
<b>PO 5.</b> Answer questions based on box-and-whisker plots, circle graphs, and scatter plots.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Perform a single computation using information from a table or chart                      Read tables and graphs                      Perform computations on data from tables and graphs                      Manipulate data from tables and graphs</p>
<b>PO 6.</b> Solve problems in contextual situations using the mean, median, mode, and range of a given data set.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Calculate the average of a list of positive whole numbers                      Calculate the average of a list of numbers                      Calculate the average, given the number of data values and the sum of the data values                      Calculate the missing data value, given the average and all data values but one                      Calculate the average, given the frequency counts of all the data values</p>
<b>PO 7.</b> Formulate reasonable predictions based on a given set of data.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Perform computations on data from tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)                      Manipulate data from tables and graphs</p>
<b>PO 8.</b> Compare trends in data related to the same investigation.	
<b>PO 9.</b> Solve contextual problems using scatter plots, box-and-whiskers plots, and double line graphs of continuous data.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Perform a single computation using information from a table or chart                      Read tables and graphs                      Perform computations on data from tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)                      Manipulate data from tables and graphs</p>

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
<b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>	
<p><b>PO 10.</b> Evaluate the effects of missing or incorrect data on the results of an investigation (e.g., Susie’s teacher recorded a 39 instead of a 93 for her last quiz, what will happen to Susie’s average?).</p>	<p><b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p>
<p><b>PO 11.</b> Identify a line of best fit for a scatter plot.</p>	
<p><b>PO 12.</b> Distinguish between causation and correlation.</p>	
<b>Concept 2: Probability</b>	
Understand and apply the basic concepts of probability.	
<p><b>PO 1.</b> Determine the probability that a specific event will occur in a 2-stage probability experiment.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations</p>
<p><b>PO 2.</b> Solve contextual situations using probability (e.g., If the probability of Michelle making a free throw is 0.25, what is the probability that she will make three free throws in a row?).</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Determine the probability of a simple event Compute straightforward probabilities for common situations</p>
<p><b>PO 3.</b> Predict the outcome of a grade-level appropriate probability experiment.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations</p>
<p><b>PO 4.</b> Record the data from performing a grade-level appropriate probability experiment.</p>	
<p><b>PO 5.</b> Compare the outcome of an experiment to predictions made prior to performing the experiment.</p>	
<p><b>PO 6.</b> Distinguish between independent and dependent events.</p>	
<p><b>PO 7.</b> Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs</p>
<b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b>	
Understand and demonstrate the systematic listing and counting of possible outcomes.	
<p><b>PO 1.</b> Determine all possible outcomes involving the combination of two or more sets of objects (e.g., If you roll a six-sided number cube 4 times, how many possible outcomes are possible?).</p>	



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ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>PO 2.</b> Determine all possible arrangements given a set (e.g., How many ways can you arrange a set of 7 books on a shelf?).	
<b>Concept 4:</b> Vertex-Edge Graphs	
Understand and apply vertex-edge graphs.	
<b>PO 1.</b> Solve contextual problems represented by vertex-edge graphs.	

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ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 3: Patterns, Algebra, and Functions	
<b>Concept 1: Patterns</b>	
Identify patterns and apply pattern recognition to reason mathematically.	
<b>PO 1.</b> Communicate a grade-level appropriate iterative or recursive pattern, using symbols or numbers.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>PO 2.</b> Extend a grade-level appropriate iterative or recursive pattern.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>PO 3.</b> Solve grade-level appropriate iterative or recursive pattern problems.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>Concept 2: Functions and Relationships</b>	
Describe and model functions and their relationships.	
<b>PO 1.</b> Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	
<b>PO 2.</b> Distinguish between linear and nonlinear functions, given graphic examples.	
<b>PO 3.</b> Determine whether a graph or table is related to a given equation of the form $y = ax^2$ where 'a' is a natural number.	
<b>PO 4.</b> Identify independent and dependent variables for a contextual situation.	
<b>Concept 3: Algebraic Representations</b>	
Represent and analyze mathematical situations and structures using algebraic representations.	
<b>PO 1.</b> Evaluate algebraic expressions by substituting rational values for variables [e.g., $2(ab + ac + bc)$ , when $a = 2$ , $b = 3/5$ , and $c = 4$ ].	<b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions  Evaluate algebraic expressions by substituting integers for unknown quantities
<b>PO 2.</b> Use variables in contextual situations.	<b>Expressions, Equations, &amp; Inequalities:</b> Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ )  Perform straightforward word-to-symbol translations  Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

**TABLE 2A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 3.</b> Translate a written sentence or phrase into an algebraic equation or expression, and vice versa (e.g., Three less than twice a number is <math>2n - 3</math>).</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>)                      Perform straightforward word-to-symbol translations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p><b>PO 4.</b> Translate a sentence written in context into an algebraic equation involving two operations.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Perform straightforward word-to-symbol translations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p><b>PO 5.</b> Translate a contextual situation into an algebraic inequality (e.g., Joe earns more than \$5.00 an hour; therefore, <math>x &gt; 5</math>).</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p><b>PO 6.</b> Identify an equation or inequality that represents a contextual situation.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p><b>PO 7.</b> Solve one-step equations with rational numbers as coefficients or as solutions.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals                      Solve one-step equations having integer or decimal answers</p>
<p><b>PO 8.</b> Solve one-step equations that model contextual situations.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve one-step equations having integer or decimal answers</p>
<p><b>PO 9.</b> Solve two-step equations with rational coefficients and integer solutions (e.g., <math>3x + 5 = 11</math>, <math>4x - 20 = 8</math>).</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve routine first-degree equations                      Solve real-world problems using first-degree equations</p>
<p><b>PO 10.</b> Graph an inequality on a number line.</p>	
<p><b>PO 11.</b> Solve a simple algebraic proportion.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve routine first-degree equations                      Solve real-world problems using first-degree equations</p>
<p><b>PO 12.</b> Solve applied problems using the Pythagorean theorem.</p>	
<p><b>Concept 4:</b> Analysis of Change</p>	
<p>Analyze change in a variable over time and in various contexts.</p>	
<p><b>PO 1.</b> Identify the slope of a line as the rate of change (the ratio of rise over run).</p>	

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ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
<b>Strand 4: Geometry and Measurement</b>	
<b>Concept 1: Geometric Properties</b>	
Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.	
<b>PO 1.</b> Draw a model that demonstrates basic geometric relationships such as parallelism, perpendicularity, similarity/proportionality, and congruence.	
<b>PO 2.</b> Draw 3-dimensional figures by applying properties of each (e.g., parallelism, perpendicularity, congruency).	
<b>PO 3.</b> Recognize the 3-dimensional figure represented by a net.	
<b>PO 4.</b> Represent the surface area of rectangular prisms and cylinders as the area of their net.	
<b>PO 5.</b> Draw regular polygons with appropriate labels.	
<b>PO 6.</b> Identify the properties of angles created by a transversal intersecting two parallel lines (e.g., corresponding angles are congruent).	<p><b>Properties of Plane Figures:</b></p> <p>Exhibit some knowledge of the angles associated with parallel lines</p> <p>Find the measure of an angle using properties of parallel lines</p>
<b>PO 7.</b> Recognize the relationship between inscribed angles and intercepted arcs.	
<b>PO 8.</b> Identify tangents and secants of a circle.	
<b>PO 9.</b> Determine whether three given lengths can form a triangle.	
<b>PO 10.</b> Identify corresponding angles of similar polygons as congruent and sides as proportional.	
<b>Concept 2: Transformation of Shapes</b>	
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
<b>PO 1.</b> Identify the planar geometric figure that is the result of a given rigid transformation.	
<b>PO 2.</b> Model a simple transformation on a coordinate grid (e.g., Translate right four units and down two units.).	<p><b>Graphical Representations:</b></p> <p>Locate points on the number line and in the first quadrant</p> <p>Locate points in the coordinate plane</p>
<b>Concept 3: Coordinate Geometry</b>	
Specify and describe spatial relationships using coordinate geometry and other representational systems.	
<b>PO 1.</b> Use a table of values to graph a linear equation.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>
<b>PO 2.</b> Determine the midpoint given two points on a number line.	
<b>PO 3.</b> Determine the distance between two points on a number line.	

**TABLE 2A**

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ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 4: Geometry and Measurement	
<b>Concept 4:</b> Measurement—Units of Measure —Geometric Objects	
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
<b>PO 1.</b> Solve problems for the area of a trapezoid.	<b>Measurement:</b> Use geometric formulas when all necessary information is given
<b>PO 2.</b> Solve problems involving the volume of rectangular prisms and cylinders.	<b>Measurement:</b> Use geometric formulas when all necessary information is given
<b>PO 3.</b> Calculate the surface area of rectangular prisms or cylinders.	<b>Measurement:</b> Use geometric formulas when all necessary information is given
<b>PO 4.</b> Identify rectangular prisms and cylinders having the same volume.	<b>Measurement:</b> Use geometric formulas when all necessary information is given
<b>PO 5.</b> Find the measure of a missing interior angle in a triangle or quadrilateral.	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)
<b>PO 6.</b> Solve problems using ratios and proportions, given the scale factor.	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
<b>PO 7.</b> Calculate the length of a side, given two similar triangles.	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)

**TABLE 2A**

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ARIZONA Grade 8 Mathematics Academic Standards	EXPLORE Mathematics College Readiness Standards
Strand 5: Structure and Logic	
<b>Concept 1:</b> Algorithms and Algorithmic Thinking	
Use reasoning to solve mathematical problems in contextual situations.	
PO 1. Describe how to use a proportion to solve a problem in context.	
PO 2. Analyze algorithms.	
<b>Concept 2:</b> Logic, Reasoning, Arguments, and Mathematical Proof	
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
PO 1. Solve a logic problem given the necessary information.	
PO 2. Identify simple valid arguments using <i>if...then</i> statements (e.g., All squares are rectangles. If quadrilateral <i>ABCD</i> is a rectangle, is it a square?).	
PO 3. Model a contextual situation using a flow chart.	
PO 4. Verify the Pythagorean theorem using an area dissection argument.	

**TABLE 2B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 1: Number Sense and Operations	
<b>Concept 1: Number Sense</b>	
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
<b>PO 1.</b> Classify real numbers as members of one or more subsets: natural, whole, integers, rational, or irrational numbers.	
<b>PO 2.</b> Identify properties of the real number system: commutative, associative, distributive, identity, inverse, and closure.	
<b>PO 3.</b> Distinguish between finite and infinite sets of numbers.	
<b>Concept 2: Numerical Operations</b>	
Understand and apply numerical operations and their relationship to one another.	
<b>PO 1.</b> Select the grade-level appropriate operation to solve word problems.	<p><b>Basic Operations &amp; Applications:</b></p> <p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p>
<b>PO 2.</b> Solve word problems using grade-level appropriate operations and numbers.	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve problems in one or two steps using whole numbers</p> <p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p>

**TABLE 2B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 1: Number Sense and Operations	
<p><b>PO 3.</b> Simplify numerical expressions including signed numbers and absolute values.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)                      Solve word problems containing several rates, proportions, or percentages</p> <p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
<p><b>PO 4.</b> Apply subscripts to represent ordinal position.</p>	
<p><b>PO 5.</b> Use grade level-appropriate mathematical terminology.</p>	
<p><b>PO 6.</b> Compute using scientific notation.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Work with scientific notation</p>
<p><b>PO 7.</b> Simplify numerical expressions using the order of operations.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)                      Solve word problems containing several rates, proportions, or percentages</p>
<p><b>Concept 3:</b> Estimation</p>	
<p>Use estimation strategies reasonably and fluently.</p>	
<p><b>PO 1.</b> Solve grade-level appropriate problems using estimation.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)                      Solve word problems containing several rates, proportions, or percentages</p>
<p><b>PO 2.</b> Determine if a solution to a problem is reasonable.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)                      Solve word problems containing several rates, proportions, or percentages</p>



**TABLE 2B***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 1: Number Sense and Operations	
<b>PO 3.</b> Determine rational approximations of irrational numbers.	<b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>Concept 1: Data Analysis (Statistics)</b>	
Understand and apply data collection, organization and representation to analyze and sort data.	
PO 1. Formulate questions to collect data in contextual situations.	
PO 2. Organize collected data into an appropriate graphical representation.	
PO 3. Display data as lists, tables, matrices, and plots.	
PO 4. Construct equivalent displays of the same data.	
PO 5. Identify graphic misrepresentations and distortions of sets of data.	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs Interpret and use information from figures, tables, and graphs
PO 6. Identify which of the measures of central tendency is most appropriate in a given situation.	
PO 7. Make reasonable predictions based upon linear patterns in data sets or scatter plots.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
PO 8. Make reasonable predictions for a set of data, based on patterns.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs <b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
PO 9. Draw inferences from charts, tables, graphs, plots, or data sets.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs <b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
PO 10. Apply the concepts of mean, median, mode, range, and quartiles to summarize data sets.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<p><b>PO 11.</b> Evaluate the reasonableness of conclusions drawn from data analysis.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Calculate or use a weighted average</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p><b>PO 12.</b> Recognize and explain the impact of interpreting data (making inferences or drawing conclusions) from a biased sample.</p>	
<p><b>PO 13.</b> Draw a line of best fit for a scatter plot.</p>	
<p><b>PO 14.</b> Determine whether displayed data has positive, negative, or no correlation.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p><b>PO 15.</b> Identify a normal distribution.</p>	
<p><b>PO 16.</b> Identify differences between sampling and census.</p>	
<p><b>PO 17.</b> Identify differences between biased and unbiased samples.</p>	
<b>Concept 2:</b> Probability	
Understand and apply the basic concepts of probability.	
<p><b>PO 1.</b> Find the probability that a specific event will occur, with or without replacement.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Determine the probability of a simple event Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious</p>
<p><b>PO 2.</b> Determine simple probabilities related to geometric figures.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Determine the probability of a simple event Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious</p>
<p><b>PO 3.</b> Predict the outcome of a grade-level appropriate probability experiment.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Determine the probability of a simple event Compute straightforward probabilities for common situations</p>
<p><b>PO 4.</b> Record the data from performing a grade-level appropriate probability experiment.</p>	
<p><b>PO 5.</b> Compare the outcome of an experiment to predictions made prior to performing the experiment.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p>
<p><b>PO 6.</b> Distinguish between independent and dependent events.</p>	

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>PO 7.</b> Compare the results of two repetitions of the same grade-level appropriate probability experiment.	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs
<b>Concept 3:</b> Discrete Mathematics – Systematic Listing and Counting	
Understand and demonstrate the systematic listing and counting of possible outcomes.	
<b>PO 1.</b> Determine the number of possible outcomes for a contextual event using a chart, a tree diagram, or the counting principle.	<b>Probability, Statistics, &amp; Data Analysis:</b> Exhibit knowledge of simple counting techniques Use Venn diagrams in counting Apply counting techniques
<b>PO 2.</b> Determine when to use combinations versus permutations in counting objects.	<b>Probability, Statistics, &amp; Data Analysis:</b> Apply counting techniques
<b>PO 3.</b> Use combinations or permutations to solve contextual problems.	<b>Probability, Statistics, &amp; Data Analysis:</b> Apply counting techniques
<b>Concept 4:</b> Vertex-Edge Graphs	
Understand and apply vertex-edge graphs. <i>(Grades K–8)</i>	

**TABLE 2B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 3: Patterns, Algebra, and Functions	
<b>Concept 1: Patterns</b>	
Identify patterns and apply pattern recognition to reason mathematically.	
<b>PO 1.</b> Communicate a grade-level appropriate iterative or recursive pattern, using symbols or numbers.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>PO 2.</b> Find the $n$ th term of an iterative or recursive pattern.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>PO 3.</b> Evaluate problems using basic recursion formulas.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
<b>Concept 2: Functions and Relationships</b>	
Describe and model functions and their relationships.	
<b>PO 1.</b> Determine if a relationship is a function, given a graph, table, or set of ordered pairs.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs
<b>PO 2.</b> Describe a contextual situation that is depicted by a given graph.	<b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
<b>PO 3.</b> Identify a graph that models a given real-world situation.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
<b>PO 4.</b> Sketch a graph that models a given contextual situation.	
<b>PO 5.</b> Determine domain and range for a function.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane

**TABLE 2B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<p><b>PO 6.</b> Determine the solution to a contextual maximum/minimum problem, given the graphical representation.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p><b>PO 7.</b> Express the relationship between two variables using tables/matrices, equations, or graphs.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings</p>
<p><b>PO 8.</b> Interpret the relationship between data suggested by tables/matrices, equations, or graphs.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p><b>PO 9.</b> Determine from two linear equations whether the lines are parallel, perpendicular, coincident, or intersecting but not perpendicular.</p>	<p><b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations</p>
<b>Concept 3: Algebraic Representations</b>	
<p>Represent and analyze mathematical situations and structures using algebraic representations.</p>	
<p><b>PO 1.</b> Evaluate algebraic expressions, including absolute value and square roots.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities</p>
<p><b>PO 2.</b> Simplify algebraic expressions.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., <math>2x + 5x</math>) Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations</p>

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 3.</b> Multiply and divide monomial expressions with integral exponents.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Work problems involving positive integer exponents                      Apply rules of exponents</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>                      Add, subtract, and multiply polynomials                      Manipulate expressions and equations</p>
<p><b>PO 4.</b> Translate a written expression or sentence into a mathematical expression or sentence.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Perform straightforward word-to-symbol translations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)                      Write expressions, equations, and inequalities for common algebra settings</p>
<p><b>PO 5.</b> Translate a sentence written in context into an algebraic equation involving multiple operations.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings</p>
<p><b>PO 6.</b> Write a linear equation for a table of values.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings</p>
<p><b>PO 7.</b> Write a linear algebraic sentence that represents a data set that models a contextual situation.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings</p>
<p><b>PO 8.</b> Solve linear (first degree) equations in one variable (may include absolute value).</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals                      Solve one-step equations having integer or decimal answers                      Solve routine first-degree equations                      Solve real-world problems using first-degree equations                      Solve absolute value equations</p>
<p><b>PO 9.</b> Solve linear inequalities in one variable.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve first-degree inequalities that do not require reversing the inequality sign                      Solve linear inequalities that require reversing the inequality sign</p>

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<p><b>PO 10.</b> Write an equation of the line given: two points on the line, the slope and a point on the line, or the graph of the line.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations</p>
<p><b>PO 11.</b> Solve an algebraic proportion.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Solve routine first-degree equations Solve real-world problems using first-degree equations</p>
<p><b>PO 12.</b> Solve systems of linear equations in two variables (integral coefficients and rational solutions).</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Find solutions to systems of linear equations</p>
<p><b>PO 13.</b> Add, subtract, and perform scalar multiplication with matrices.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs</p>
<p><b>PO 14.</b> Calculate powers and roots of real numbers, both rational and irrational, using technology when appropriate.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers Work with cubes and cube roots of numbers</p>
<p><b>PO 15.</b> Simplify square roots and cube roots with monomial radicands (including those with variables) that are perfect squares or perfect cubes.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers Work with cubes and cube roots of numbers</p>
<p><b>PO 16.</b> Solve square root radical equations involving only one radical.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers</p>
<p><b>PO 17.</b> Solve quadratic equations.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Solve quadratic equations</p>
<p><b>PO 18.</b> Identify the sine, cosine, and tangent ratios of the acute angles of a right triangle.</p>	
<b>Concept 4: Analysis of Change</b>	
<p>Analyze change in a variable over time and in various contexts.</p>	
<p><b>PO 1.</b> Determine slope, <math>x</math>-, and <math>y</math>-intercepts of a linear equation.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations</p> <p><b>Graphical Representations:</b> Determine the slope of a line from points or equations</p>
<p><b>PO 2.</b> Solve formulas for specified variables.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations</p>



**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 4: Geometry and Measurement	
<b>Concept 1: Geometric Properties</b>	
Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.	
<b>PO 1.</b> Identify the attributes of special triangles (isosceles, equilateral, right).	<b>Properties of Plane Figures:</b> Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 2.</b> Identify the hierarchy of quadrilaterals.	
<b>PO 3.</b> Make a net to represent a 3-dimensional object.	
<b>PO 4.</b> Make a 3-dimensional model from a net.	
<b>PO 5.</b> Draw 2-dimensional and 3-dimensional figures with appropriate labels.	
<b>PO 6.</b> Solve problems related to complementary, supplementary, or congruent angle concepts.	<b>Properties of Plane Figures:</b> Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 7.</b> Solve problems by applying the relationship between circles, angles, and intercepted arcs.	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)
<b>PO 8.</b> Solve problems by applying the relationship between radii, diameters, chords, tangents, or secants.	<b>Measurement:</b> Compute the area and circumference of circles after identifying necessary information
<b>PO 9.</b> Solve problems using the triangle inequality property.	
<b>PO 10.</b> Solve problems using special case right triangles.	<b>Properties of Plane Figures:</b> Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 11.</b> Determine when triangles are congruent by applying SSS, ASA, AAS, or SAS.	<b>Properties of Plane Figures:</b> Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 12.</b> Determine when triangles are similar by applying SAS, SSS, or AA similarity postulates.	
<b>PO 13.</b> Construct a triangle congruent to a given triangle.	

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
<b>Strand 4: Geometry and Measurement</b>	
<p><b>PO 14.</b> Solve contextual situations using angle and side length relationships.</p>	<p><b>Properties of Plane Figures:</b>                      Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)                      Use several angle properties to find an unknown angle measure                      Use properties of isosceles triangles                      Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
<b>Concept 2: Transformation of Shapes</b>	
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
<p><b>PO 1.</b> Sketch the planar figure that is the result of two or more transformations.</p>	
<p><b>PO 2.</b> Identify the properties of the planar figure that is the result of two or more transformations.</p>	
<p><b>PO 3.</b> Determine the new coordinates of a point when a single transformation is performed on a planar geometric figure.</p>	
<p><b>PO 4.</b> Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, or dilation.</p>	
<p><b>PO 5.</b> Classify transformations based on whether they produce congruent or similar figures.</p>	
<p><b>PO 6.</b> Determine the effects of a single transformation on linear or area measurements of a planar geometric figure.</p>	
<b>Concept 3: Coordinate Geometry</b>	
Specify and describe spatial relationships using coordinate geometry and other representational systems.	
<p><b>PO 1.</b> Graph a quadratic equation with lead coefficient equal to one.</p>	
<p><b>PO 2.</b> Graph a linear equation in two variables.</p>	
<p><b>PO 3.</b> Graph a linear inequality in two variables.</p>	
<p><b>PO 4.</b> Determine the solution to a system of equations in two variables from a given graph.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane</p>
<p><b>PO 5.</b> Determine the midpoint between two points in a coordinate system.</p>	<p><b>Graphical Representations:</b>                      Find the midpoint of a line segment</p>
<p><b>PO 6.</b> Determine changes in the graph of a linear function when constants and coefficients in its equation are varied.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane</p>

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 4: Geometry and Measurement	
<b>PO 7.</b> Determine the distance between two points in the coordinate system.	<b>Graphical Representations:</b> Use the distance formula
<b>Concept 4:</b> Measurement—Units of Measure —Geometric Objects	
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
<b>PO 1.</b> Calculate the area of geometric shapes composed of two or more geometric figures.	
<b>PO 2.</b> Calculate the volumes of 3-dimensional geometric figures.	<b>Measurement:</b> Use geometric formulas when all necessary information is given Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
<b>PO 3.</b> Calculate the surface areas of 3-dimensional geometric figures.	<b>Measurement:</b> Use geometric formulas when all necessary information is given Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
<b>PO 4.</b> Compare perimeter, area, or volume of figures when dimensions are changed.	<b>Measurement:</b> Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
<b>PO 5.</b> Find the length of a circular arc.	
<b>PO 6.</b> Find the area of a sector of a circle.	
<b>PO 7.</b> Solve for missing measures in a pyramid (i.e., slant height, height).	<b>Measurement:</b> Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
<b>PO 8.</b> Find the sum of the interior and exterior angles of a polygon.	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)
<b>PO 9.</b> Solve scale factor problems using ratios and proportions.	<b>Basic Operations &amp; Applications:</b> Solve word problems containing several rates, proportions, or percentages
<b>PO 10.</b> Solve applied problems using similar triangles.	<b>Properties of Plane Figures:</b> Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 5: Structure and Logic	
<b>Concept 1: Algorithms and Algorithmic Thinking</b>	
Use reasoning to solve mathematical problems in contextual situations.	
<b>PO 1.</b> Determine whether a given procedure for simplifying an expression is valid.	<b>Basic Operations &amp; Applications:</b> Solve word problems containing several rates, proportions, or percentages <b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations
<b>PO 2.</b> Determine whether a given procedure for solving an equation is valid.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations
<b>PO 3.</b> Determine whether a given procedure for solving a linear inequality is valid.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations
<b>PO 4.</b> Select an algorithm that explains a particular mathematical process.	
<b>PO 5.</b> Determine the purpose of a simple mathematical algorithm.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations
<b>PO 6.</b> Determine whether given simple mathematical algorithms are equivalent.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations
<b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b>	
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
<b>PO 1.</b> Draw a simple valid conclusion from a given <i>if...then</i> statement and a minor premise.	
<b>PO 2.</b> List related <i>if...then</i> statements in logical order.	
<b>PO 3.</b> Write an appropriate conjecture given a certain set of circumstances.	
<b>PO 4.</b> Analyze assertions related to a contextual situation by using principles of logic.	
<b>PO 5.</b> Identify a valid conjecture using inductive reasoning.	
<b>PO 6.</b> Distinguish valid arguments from invalid arguments.	
<b>PO 7.</b> Create inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	
<b>PO 8.</b> Critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	
<b>PO 9.</b> Identify a counterexample for a given conjecture.	
<b>PO 10.</b> Construct a counterexample to show that a given conjecture is false.	
<b>PO 11.</b> State the inverse, converse, or contrapositive of a given statement.	
<b>PO 12.</b> Determine if the inverse, converse, or contrapositive of a given statement is true or false.	

**TABLE 2B**

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ARIZONA High School Mathematics Academic Standards	PLAN Mathematics College Readiness Standards
Strand 5: Structure and Logic	
<p><b>PO 13.</b> Construct a simple formal or informal deductive proof.</p>	
<p><b>PO 14.</b> Verify characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency.</p>	<p><b>Graphical Representations:</b>            Determine the slope of a line from points or equations            Find the midpoint of a line segment            Use the distance formula            Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p>

**TABLE 2C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 1: Number Sense and Operations</b>	
<b>Concept 1: Number Sense</b>	
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
<b>PO 1.</b> Classify real numbers as members of one or more subsets: natural, whole, integers, rational, or irrational numbers.	
<b>PO 2.</b> Identify properties of the real number system: commutative, associative, distributive, identity, inverse, and closure.	
<b>PO 3.</b> Distinguish between finite and infinite sets of numbers.	
<b>Concept 2: Numerical Operations</b>	
Understand and apply numerical operations and their relationship to one another.	
<b>PO 1.</b> Select the grade-level appropriate operation to solve word problems.	<p style="text-align: center;"><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p style="text-align: center;"><b>WorkKeys Applied Mathematics Skills</b></p> <p>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers</p>
<b>PO 2.</b> Solve word problems using grade-level appropriate operations and numbers.	<p style="text-align: center;"><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Solve problems in one or two steps using whole numbers</p> <p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p>

**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 1: Number Sense and Operations</b>	
	<p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p style="text-align: center;"><b>WorkKeys Applied Mathematics Skills</b></p> <p>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers</p> <p>Solve problems that require one or two operations</p>
<p><b>PO 3.</b> Simplify numerical expressions including signed numbers and absolute values.</p>	<p style="text-align: center;"><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p style="text-align: center;"><b>WorkKeys Applied Mathematics Skills</b></p> <p>Add or subtract negative numbers</p> <p>Change numbers from one form to another using whole numbers, fractions, decimals, or percentages</p> <p>Multiply negative numbers</p> <p>Add commonly known fractions, decimals, or percentages (e.g., <math>\frac{1}{2}</math>, .75, 25%)</p> <p>Add three fractions that share a common denominator</p> <p>Multiply a mixed number by a whole number or decimal</p>
<p><b>PO 4.</b> Apply subscripts to represent ordinal position.</p>	
<p><b>PO 5.</b> Use grade level-appropriate mathematical terminology.</p>	
<p><b>PO 6.</b> Compute using scientific notation.</p>	<p style="text-align: center;"><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Work with scientific notation</p>

**TABLE 2C**

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 1: Number Sense and Operations	
<p><b>PO 7.</b> Simplify numerical expressions using the order of operations.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p><b>WorkKeys Applied Mathematics Skills</b></p> <p>Decide what information, calculations, or unit conversions to use to solve the problem</p> <p>Rearrange a formula before solving a problem</p>
<p><b>Concept 3:</b> Estimation</p>	
<p>Use estimation strategies reasonably and fluently.</p>	
<p><b>PO 1.</b> Solve grade-level appropriate problems using estimation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p>



**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 1: Number Sense and Operations	
<p><b>PO 2.</b> Determine if a solution to a problem is reasonable.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>WorkKeys Applied Mathematics Skills</b></p> <p>Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers</p> <p>Solve problems that require one or two operations</p> <p>Solve problems that include nonlinear functions and/or that involve more than one unknown</p>
<p><b>PO 3.</b> Determine rational approximations of irrational numbers.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Work with squares and square roots of numbers</p>

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>Concept 1:</b> Data Analysis (Statistics)	
Understand and apply data collection, organization and representation to analyze and sort data.	
<b>PO 1.</b> Formulate questions to collect data in contextual situations.	
<b>PO 2.</b> Organize collected data into an appropriate graphical representation.	
<b>PO 3.</b> Display data as lists, tables, matrices, and plots.	
<b>PO 4.</b> Construct equivalent displays of the same data.	
<b>PO 5.</b> Identify graphic misrepresentations and distortions of sets of data.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>WorkKeys Locating Information Skills</b>                      Understand how graphics are related to each other                      Compare information and trends shown in one or two straightforward graphics</p>
<b>PO 6.</b> Identify which of the measures of central tendency is most appropriate in a given situation.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Distinguish between mean, median, and mode for a list of numbers</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Apply basic statistical concepts</p>
<b>PO 7.</b> Make reasonable predictions based upon linear patterns in data sets or scatter plots.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<p><b>PO 8.</b> Make reasonable predictions for a set of data, based on patterns.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>WorkKeys Locating Information Skills</b>                      Identify trends shown in one or two straightforward graphics                      Compare information and trends shown in one or two straightforward graphics</p>

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<p><b>ARIZONA High School Mathematics Academic Standards</b></p>	<p><b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b></p>
<p>Strand 2: Data Analysis, Probability, and Discrete Mathematics</p>	
<p><b>PO 9.</b> Draw inferences from charts, tables, graphs, plots, or data sets.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b> Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>WorkKeys Locating Information Skills</b> Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics Compare information and trends shown in one or two straightforward graphics</p>
<p><b>PO 10.</b> Apply the concepts of mean, median, mode, range, and quartiles to summarize data sets.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Distinguish between mean, median, and mode for a list of numbers</p> <p><b>WorkKeys Applied Mathematics Skills</b> Apply basic statistical concepts</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<p><b>PO 11.</b> Evaluate the reasonableness of conclusions drawn from data analysis.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Basic Operations &amp; Applications:</b> Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Calculate or use a weighted average Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>WorkKeys Locating Information Skills</b> Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics</p>
<p><b>PO 12.</b> Recognize and explain the impact of interpreting data (making inferences or drawing conclusions) from a biased sample.</p>	
<p><b>PO 13.</b> Draw a line of best fit for a scatter plot.</p>	
<p><b>PO 14.</b> Determine whether displayed data has positive, negative, or no correlation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>WorkKeys Locating Information Skills</b> Apply information from one or more complicated graphics to specific situations Use the information to make decisions</p>
<p><b>PO 15.</b> Identify a normal distribution.</p>	

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
PO 16. Identify differences between sampling and census.	
PO 17. Identify differences between biased and unbiased samples.	
<b>Concept 2: Probability</b>	
Understand and apply the basic concepts of probability.	
PO 1. Find the probability that a specific event will occur, with or without replacement.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>            Determine the probability of a simple event            Compute straightforward probabilities for common situations            Compute a probability when the event and/or sample space are not given or obvious</p>
PO 2. Determine simple probabilities related to geometric figures.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>            Determine the probability of a simple event            Compute straightforward probabilities for common situations            Compute a probability when the event and/or sample space are not given or obvious            Analyze and draw conclusions based on information from figures, tables, and graphs</p>
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	<p><b>ACT Probability, Statistics, &amp; Data Analysis:</b>            Determine the probability of a simple event            Compute straightforward probabilities for common situations            Analyze and draw conclusions based on information from figures, tables, and graphs</p>
PO 4. Record the data from performing a grade-level appropriate probability experiment.	
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>            Interpret and use information from figures, tables, and graphs            Analyze and draw conclusions based on information from figures, tables, and graphs</p>
PO 6. Distinguish between independent and dependent events.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>            Exhibit knowledge of conditional and joint probability</p>
PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>            Read tables and graphs</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 2: Data Analysis, Probability, and Discrete Mathematics	
<b>Concept 3:</b> Discrete Mathematics – Systematic Listing and Counting	
Understand and demonstrate the systematic listing and counting of possible outcomes.	
<b>PO 1.</b> Determine the number of possible outcomes for a contextual event using a chart, a tree diagram, or the counting principle.	<b>ACT Mathematics</b> College Readiness Standards <b>Probability, Statistics, &amp; Data Analysis:</b> Exhibit knowledge of simple counting techniques Use Venn diagrams in counting Apply counting techniques
<b>PO 2.</b> Determine when to use combinations versus permutations in counting objects.	<b>ACT Mathematics</b> College Readiness Standards <b>Probability, Statistics, &amp; Data Analysis:</b> Apply counting techniques Exhibit knowledge of conditional and joint probability
<b>PO 3.</b> Use combinations or permutations to solve contextual problems.	<b>ACT Mathematics</b> College Readiness Standards <b>Probability, Statistics, &amp; Data Analysis:</b> Apply counting techniques Exhibit knowledge of conditional and joint probability
<b>Concept 4:</b> Vertex-Edge Graphs	
Understand and apply vertex-edge graphs. <i>(Grades K–8)</i>	

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<b>Concept 1: Patterns</b>	
<b>Identify patterns and apply pattern recognition to reason mathematically.</b>	
<b>PO 1.</b> Communicate a grade-level appropriate iterative or recursive pattern, using symbols or numbers.	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p>
<b>PO 2.</b> Find the $n$ th term of an iterative or recursive pattern.	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p>
<b>PO 3.</b> Evaluate problems using basic recursion formulas.	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p>
<b>Concept 2: Functions and Relationships</b>	
<b>Describe and model functions and their relationships.</b>	
<b>PO 1.</b> Determine if a relationship is a function, given a graph, table, or set of ordered pairs.	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>WorkKeys Locating Information Skills</b></p> <p>Apply information from one or more complicated graphics to specific situations</p> <p>Use the information to make decisions</p>



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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 2.</b> Describe a contextual situation that is depicted by a given graph.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)                      Manipulate data from tables and graphs                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p><b>PO 3.</b> Identify a graph that models a given real-world situation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>WorkKeys Locating Information Skills</b>                      Summarize information from one or two straightforward graphics                      Identify trends shown in one or two straightforward graphics</p>
<p><b>PO 4.</b> Sketch a graph that models a given contextual situation.</p>	

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 5.</b> Determine domain and range for a function.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Numbers: Concepts &amp; Properties:</b>                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>WorkKeys Applied Mathematics Skills</b>                      Apply basic statistical concepts</p>
<p><b>PO 6.</b> Determine the solution to a contextual maximum/minimum problem, given the graphical representation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 7.</b> Express the relationship between two variables using tables/matrices, equations, or graphs.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>WorkKeys Locating Information Skills</b></p> <p>Identify trends shown in one or two straightforward graphics</p> <p>Compare information and trends shown in one or two straightforward graphics</p>
<p><b>PO 8.</b> Interpret the relationship between data suggested by tables/matrices, equations, or graphs.</p>	<p><b>ACT Mathematics</b> College Readiness Standards</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>WorkKeys Locating Information Skills</b></p> <p>Identify trends shown in one or two straightforward graphics</p> <p>Compare information and trends shown in one or two straightforward graphics</p> <p>Sort through distracting information</p> <p>Summarize information from one or more detailed graphics</p> <p>Identify trends shown in one or more detailed or complicated graphics</p> <p>Compare information and trends from one or more complicated graphics</p> <p>Draw conclusions based on one complicated graphic or several related graphics</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<b>PO 9.</b> Determine from two linear equations whether the lines are parallel, perpendicular, coincident, or intersecting but not perpendicular.	<b>ACT Mathematics</b> College Readiness Standards <b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations
<b>Concept 3: Algebraic Representations</b>	
Represent and analyze mathematical situations and structures using algebraic representations.	
<b>PO 1.</b> Evaluate algebraic expressions, including absolute value and square roots.	<b>ACT Mathematics</b> College Readiness Standards <b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers <b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities
<b>PO 2.</b> Simplify algebraic expressions.	<b>ACT Mathematics</b> College Readiness Standards <b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., $2x + 5x$ ) Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations <b>WorkKeys Applied Mathematics Skills</b> Solve problems that include nonlinear functions and/or that involve more than one unknown
<b>PO 3.</b> Multiply and divide monomial expressions with integral exponents.	<b>ACT Mathematics</b> College Readiness Standards <b>Numbers: Concepts &amp; Properties:</b> Work problems involving positive integer exponents Apply rules of exponents <b>Expressions, Equations, &amp; Inequalities:</b> Add, subtract, and multiply polynomials Manipulate expressions and equations

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 4.</b> Translate a written expression or sentence into a mathematical expression or sentence.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Perform straightforward word-to-symbol translations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)                      Write expressions, equations, and inequalities for common algebra settings                      Write expressions that require planning and/or manipulating to accurately model a situation                      Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Decide what information, calculations, or unit conversions to use to solve the problem</p>
<p><b>PO 5.</b> Translate a sentence written in context into an algebraic equation involving multiple operations.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings                      Write expressions that require planning and/or manipulating to accurately model a situation                      Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Solve problems that include nonlinear functions and/or that involve more than one unknown</p>
<p><b>PO 6.</b> Write a linear equation for a table of values.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings                      Write expressions that require planning and/or manipulating to accurately model a situation                      Write equations and inequalities that require planning, manipulating, and/or solving</p>

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 3: Patterns, Algebra, and Functions	
<p><b>PO 7.</b> Write a linear algebraic sentence that represents a data set that models a contextual situation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, and inequalities for common algebra settings                      Write expressions that require planning and/or manipulating to accurately model a situation                      Write equations and inequalities that require planning, manipulating, and/or solving  <b>WorkKeys Applied Mathematics Skills</b>                      Decide what information, calculations, or unit conversions to use to solve the problem</p>
<p><b>PO 8.</b> Solve linear (first degree) equations in one variable (may include absolute value).</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals                      Solve one-step equations having integer or decimal answers                      Solve routine first-degree equations                      Solve real-world problems using first-degree equations                      Solve absolute value equations  <b>WorkKeys Applied Mathematics Skills</b>                      Decide what information, calculations, or unit conversions to use to solve the problem</p>
<p><b>PO 9.</b> Solve linear inequalities in one variable.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Solve first-degree inequalities that do not require reversing the inequality sign                      Solve linear inequalities that require reversing the inequality sign</p>
<p><b>PO 10.</b> Write an equation of the line given: two points on the line, the slope and a point on the line, or the graph of the line.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)                      Write expressions, equations, and inequalities for common algebra settings  <b>Graphical Representations:</b>                      Determine the slope of a line from points or equations                      Match linear graphs with their equations</p>

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
<b>Strand 3: Patterns, Algebra, and Functions</b>	
<b>PO 11.</b> Solve an algebraic proportion.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Solve routine first-degree equations                      Solve real-world problems using first-degree equations</p>
<b>PO 12.</b> Solve systems of linear equations in two variables (integral coefficients and rational solutions).	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Find solutions to systems of linear equations</p>
<b>PO 13.</b> Add, subtract, and perform scalar multiplication with matrices.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Manipulate data from tables and graphs</p>
<b>PO 14.</b> Calculate powers and roots of real numbers, both rational and irrational, using technology when appropriate.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Work with squares and square roots of numbers                      Work with cubes and cube roots of numbers</p>
<b>PO 15.</b> Simplify square roots and cube roots with monomial radicands (including those with variables) that are perfect squares or perfect cubes.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Work with squares and square roots of numbers                      Work with cubes and cube roots of numbers</p>
<b>PO 16.</b> Solve square root radical equations involving only one radical.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Work with squares and square roots of numbers</p>
<b>PO 17.</b> Solve quadratic equations.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)                      Solve quadratic equations</p>
<b>PO 18.</b> Identify the sine, cosine, and tangent ratios of the acute angles of a right triangle.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Functions:</b>                      Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p>
<b>Concept 4: Analysis of Change</b>	
Analyze change in a variable over time and in various contexts.	
<b>PO 1.</b> Determine slope, $x$ -, and $y$ -intercepts of a linear equation.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations  <b>Graphical Representations:</b>                      Determine the slope of a line from points or equations</p>

**TABLE 2C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 3: Patterns, Algebra, and Functions	
<b>PO 2.</b> Solve formulas for specified variables.	<b>ACT Mathematics</b> College Readiness Standards <b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations <b>WorkKeys Applied Mathematics Skills</b> Look up a formula and perform single-step conversions within or between systems of measurement



**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 4: Geometry and Measurement</b>	
<b>Concept 1: Geometric Properties</b>	
<b>Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.</b>	
<b>PO 1. Identify the attributes of special triangles (isosceles, equilateral, right).</b>	<b>ACT Mathematics College Readiness Standards</b> <b>Properties of Plane Figures:</b> Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 2. Identify the hierarchy of quadrilaterals.</b>	
<b>PO 3. Make a net to represent a 3-dimensional object.</b>	
<b>PO 4. Make a 3-dimensional model from a net.</b>	
<b>PO 5. Draw 2-dimensional and 3-dimensional figures with appropriate labels.</b>	
<b>PO 6. Solve problems related to complementary, supplementary, or congruent angle concepts.</b>	<b>ACT Mathematics College Readiness Standards</b> <b>Properties of Plane Figures:</b> Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 7. Solve problems by applying the relationship between circles, angles, and intercepted arcs.</b>	<b>ACT Mathematics College Readiness Standards</b> <b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use relationships among angles, arcs, and distances in a circle
<b>PO 8. Solve problems by applying the relationship between radii, diameters, chords, tangents, or secants.</b>	<b>ACT Mathematics College Readiness Standards</b> <b>Properties of Plane Figures:</b> Use relationships among angles, arcs, and distances in a circle <b>Measurement:</b> Compute the area and circumference of circles after identifying necessary information
<b>PO 9. Solve problems using the triangle inequality property.</b>	<b>ACT Mathematics College Readiness Standards</b> <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas

**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 4: Geometry and Measurement</b>	
<b>PO 10.</b> Solve problems using special case right triangles.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
<b>PO 11.</b> Determine when triangles are congruent by applying SSS, ASA, AAS, or SAS.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Draw conclusions based on a set of conditions
<b>PO 12.</b> Determine when triangles are similar by applying SAS, SSS, or AA similarity postulates.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions
<b>PO 13.</b> Construct a triangle congruent to a given triangle.	
<b>PO 14.</b> Solve contextual situations using angle and side length relationships.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
<b>Concept 2: Transformation of Shapes</b>	
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.	
<b>PO 1.</b> Sketch the planar figure that is the result of two or more transformations.	
<b>PO 2.</b> Identify the properties of the planar figure that is the result of two or more transformations.	<b>ACT Mathematics</b> College Readiness Standards <b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs <b>Graphical Representations:</b> Analyze and draw conclusions based on information from graphs in the coordinate plane <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas

**TABLE 2C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 4: Geometry and Measurement	
<p><b>PO 3.</b> Determine the new coordinates of a point when a single transformation is performed on a planar geometric figure.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>Properties of Plane Figures:</b>                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
<p><b>PO 4.</b> Determine whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation, or dilation.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>Properties of Plane Figures:</b>                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
<p><b>PO 5.</b> Classify transformations based on whether they produce congruent or similar figures.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>Properties of Plane Figures:</b>                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 4: Geometry and Measurement</b>	
<p><b>PO 6.</b> Determine the effects of a single transformation on linear or area measurements of a planar geometric figure.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Analyze and draw conclusions based on information from graphs in the coordinate plane  <b>Properties of Plane Figures:</b>                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
<p><b>Concept 3: Coordinate Geometry</b></p>	
<p>Specify and describe spatial relationships using coordinate geometry and other representational systems.</p>	
<p><b>PO 1.</b> Graph a quadratic equation with lead coefficient equal to one.</p>	
<p><b>PO 2.</b> Graph a linear equation in two variables.</p>	
<p><b>PO 3.</b> Graph a linear inequality in two variables.</p>	
<p><b>PO 4.</b> Determine the solution to a system of equations in two variables from a given graph.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Probability, Statistics, &amp; Data Analysis:</b>                      Interpret and use information from figures, tables, and graphs                      Analyze and draw conclusions based on information from figures, tables, and graphs  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p><b>PO 5.</b> Determine the midpoint between two points in a coordinate system.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Graphical Representations:</b>                      Find the midpoint of a line segment</p>
<p><b>PO 6.</b> Determine changes in the graph of a linear function when constants and coefficients in its equation are varied.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations  <b>Graphical Representations:</b>                      Interpret and use information from graphs in the coordinate plane                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p><b>PO 7.</b> Determine the distance between two points in the coordinate system.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Graphical Representations:</b>                      Use the distance formula</p>

**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
Strand 4: Geometry and Measurement	
<b>Concept 4:</b> Measurement—Units of Measure —Geometric Objects	
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	
<b>PO 1.</b> Calculate the area of geometric shapes composed of two or more geometric figures.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Measurement:</b>                      Compute the area of composite geometric figures when planning or visualization is required</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations                      Calculate multiple areas and volumes of spheres, cylinders, or cones</p>
<b>PO 2.</b> Calculate the volumes of 3-dimensional geometric figures.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Measurement:</b>                      Use geometric formulas when all necessary information is given                      Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Find the volume of rectangular solids                      Calculate multiple areas and volumes of spheres, cylinders, or cones</p>
<b>PO 3.</b> Calculate the surface areas of 3-dimensional geometric figures.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Measurement:</b>                      Use geometric formulas when all necessary information is given                      Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>
<b>PO 4.</b> Compare perimeter, area, or volume of figures when dimensions are changed.	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Properties of Plane Figures:</b>                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b>                      Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations                      Find the volume of rectangular solids                      Calculate multiple areas and volumes of spheres, cylinders, or cones</p>

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 4: Geometry and Measurement	
<p><b>PO 5.</b> Find the length of a circular arc.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Properties of Plane Figures:</b>                      Use relationships among angles, arcs, and distances in a circle</p>
<p><b>PO 6.</b> Find the area of a sector of a circle.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Properties of Plane Figures:</b>                      Use relationships among angles, arcs, and distances in a circle</p>
<p><b>PO 7.</b> Solve for missing measures in a pyramid (i.e., slant height, height).</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Measurement:</b>                      Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>
<p><b>PO 8.</b> Find the sum of the interior and exterior angles of a polygon.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Properties of Plane Figures:</b>                      Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)                      Draw conclusions based on a set of conditions                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
<p><b>PO 9.</b> Solve scale factor problems using ratios and proportions.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Basic Operations &amp; Applications:</b>                      Solve word problems containing several rates, proportions, or percentages  <b>Measurement:</b>                      Use scale factors to determine the magnitude of a size change</p> <p><b>WorkKeys Applied Mathematics Skills</b>                      Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals                      Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes)                      Calculate perimeters and areas of basic shapes (rectangles and circles)                      Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations                      Set up and manipulate complex ratios or proportions</p>
<p><b>PO 10.</b> Solve applied problems using similar triangles.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Properties of Plane Figures:</b>                      Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>

**TABLE 2C**

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 5: Structure and Logic	
Concept 1: Algorithms and Algorithmic Thinking	
Use reasoning to solve mathematical problems in contextual situations.	
<p><b>PO 1.</b> Determine whether a given procedure for simplifying an expression is valid.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Basic Operations &amp; Applications:</b>                      Solve word problems containing several rates, proportions, or percentages  <b>Numbers: Concepts &amp; Properties:</b>                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations</p>
<p><b>PO 2.</b> Determine whether a given procedure for solving an equation is valid.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations</p>
<p><b>PO 3.</b> Determine whether a given procedure for solving a linear inequality is valid.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations</p>
<p><b>PO 4.</b> Select an algorithm that explains a particular mathematical process.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p>
<p><b>PO 5.</b> Determine the purpose of a simple mathematical algorithm.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations  <b>Properties of Plane Figures:</b>                      Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
<p><b>PO 6.</b> Determine whether given simple mathematical algorithms are equivalent.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Numbers: Concepts &amp; Properties:</b>                      Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers  <b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations</p>

**TABLE 2C**

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<b>ARIZONA High School Mathematics Academic Standards</b>	<b>ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information</b>
<b>Strand 5: Structure and Logic</b>	
<b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b>	
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.	
<b>PO 1.</b> Draw a simple valid conclusion from a given <i>if...then</i> statement and a minor premise.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions
<b>PO 2.</b> List related <i>if...then</i> statements in logical order.	
<b>PO 3.</b> Write an appropriate conjecture given a certain set of circumstances.	
<b>PO 4.</b> Analyze assertions related to a contextual situation by using principles of logic.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas <b>WorkKeys Locating Information Skills</b> Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics Identify trends shown in one or more detailed or complicated graphics Draw conclusions based on one complicated graphic or several related graphics
<b>PO 5.</b> Identify a valid conjecture using inductive reasoning.	
<b>PO 6.</b> Distinguish valid arguments from invalid arguments.	
<b>PO 7.</b> Create inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	
<b>PO 8.</b> Critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions
<b>PO 9.</b> Identify a counterexample for a given conjecture.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions
<b>PO 10.</b> Construct a counterexample to show that a given conjecture is false.	
<b>PO 11.</b> State the inverse, converse, or contrapositive of a given statement.	
<b>PO 12.</b> Determine if the inverse, converse, or contrapositive of a given statement is true or false.	<b>ACT Mathematics</b> College Readiness Standards <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions
<b>PO 13.</b> Construct a simple formal or informal deductive proof.	



**TABLE 2C**

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ARIZONA High School Mathematics Academic Standards	ACT Mathematics College Readiness Standards and WorkKeys Applied Mathematics, Locating Information
Strand 5: Structure and Logic	
<p><b>PO 14.</b> Verify characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency.</p>	<p><b>ACT Mathematics</b> College Readiness Standards  <b>Graphical Representations:</b>                      Determine the slope of a line from points or equations                      Find the midpoint of a line segment                      Use the distance formula                      Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point                      Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

**SUPPLEMENT  
TABLES 3A–3C  
SCIENCE**

**TABLE 3A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
Strand 1: Inquiry Process	
<b>Concept 1: Observations, Questions, and Hypotheses</b>	
Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.	
<i>PO 1. Formulate questions based on observations that lead to the development of a hypothesis.</i>	
<b>PO 2.</b> Use appropriate research information, not limited to a single source, to use in the development of a testable hypothesis.	
<b>PO 3.</b> Generate a hypothesis that can be tested.	
<b>Concept 2: Scientific Testing (Investigating and Modeling)</b>	
<b>Design</b> and conduct <b>controlled investigations</b> .	
<i>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.</i>	
<b>PO 2.</b> <b>Design a controlled investigation to support or reject a hypothesis.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
<b>PO 3.</b> Conduct a controlled investigation to support or reject a hypothesis.	
<i>PO 4. Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).</i>	
<i>PO 5. Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.</i>	
<b>Concept 3: Analysis and Conclusions</b>	
<b>Analyze and interpret data to explain correlations and results;</b> formulate new questions.	
<b>PO 1.</b> <b>Analyze data obtained in a scientific investigation to identify trends.</b>	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram

**TABLE 3A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
<b>Strand 1: Inquiry Process</b>	
<p><b>PO 2.</b> <i>Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).</i></p>	<p><b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p><b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<p><b>PO 3.</b> Interpret data that show a variety of possible relationships between two variables, including:</p> <ul style="list-style-type: none"> <li>• positive relationship</li> <li>• negative relationship</li> <li>• no relationship</li> </ul>	<p><b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p>
<p><b>PO 4.</b> Formulate a future investigation based on the data collected.</p>	
<p><b>PO 5.</b> Explain how evidence supports the validity and reliability of a conclusion.</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p>
<p><b>PO 6.</b> Identify the potential investigational error that may occur (e.g., flawed investigational design, inaccurate measurement, computational errors, unethical reporting).</p>	
<p><b>PO 7.</b> Critique scientific reports from periodicals, television, or other media.</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Identify key issues or assumptions in a model</p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Identify similarities and differences between models</p> <p>Determine which model(s) is(are) supported or weakened by new information</p>
<p><b>PO 8.</b> Formulate new questions based on the results of a previous investigation.</p>	
<b>Concept 4: Communication</b>	
Communicate results of investigations.	
<p><b>PO 1.</b> Communicate the results of an investigation.</p>	
<p><b>PO 2.</b> Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> <li>• line graph</li> <li>• double bar graph</li> <li>• stem and leaf plot</li> <li>• histogram</li> </ul>	
<p><b>PO 3.</b> Present analyses and conclusions in clear, concise formats.</p>	

**TABLE 3A**

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ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
Strand 1: Inquiry Process	
<b>PO 4.</b> Write clear, step-by-step instructions for conducting investigations or operating equipment (without the use of personal pronouns).	
<b>PO 5.</b> <i>Communicate the results and conclusion of the investigation.</i>	

**TABLE 3A**

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ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
<b>Strand 2: History and Nature of Science</b>	
<b>Concept 1: History of Science as a Human Endeavor</b>	
Identify individual, cultural, and technological contributions to scientific knowledge.	
<b>PO 1.</b> <i>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Watson and Crick; Rosalind Franklin; Charles Darwin; George Washington Carver; Joseph Priestley; Sir Frances Bacon; Isaac Newton).</i>	
<b>PO 2.</b> Evaluate the effects of the following major scientific milestones on society: <ul style="list-style-type: none"> <li>• Mendelian Genetics</li> <li>• Newton’s Laws</li> </ul>	
<b>PO 3.</b> Evaluate the impact of a major scientific development occurring within the past decade.	
<b>PO 4.</b> Evaluate career opportunities related to life and physical sciences.	
<b>Concept 2: Nature of Scientific Knowledge</b>	
Understand how science is a process for generating knowledge.	
<b>PO 1.</b> <i>Apply the following scientific processes to other problem solving or decision making situations:</i> <ul style="list-style-type: none"> <li>• <i>observing</i></li> <li>• <i>questioning</i></li> <li>• <i>communicating</i></li> <li>• <i>comparing</i></li> <li>• <i>measuring</i></li> <li>• <i>classifying</i></li> <li>• <i>predicting</i></li> <li>• <i>organizing data</i></li> <li>• <i>inferring</i></li> <li>• <i>generating hypotheses</i></li> <li>• <i>identifying variables</i></li> </ul>	
<b>PO 2.</b> <i>Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.</i>	
<b>PO 3.</b> Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator’s credibility with other scientists and society.	
<b>PO 4.</b> Explain why scientific claims may be questionable if based on very small samples of data, biased samples, or samples for which there was no control.	

**TABLE 3A**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
Strand 3: Science in Personal and Social Perspectives	
<b>Concept 1: Changes in Environments</b>	
<u>Describe the interactions between human populations, natural hazards, and the environment.</u>	
<p><b>PO 1.</b> <u>Analyze the risk factors associated with natural, human induced, and/or biological hazards, including:</u></p> <ul style="list-style-type: none"> <li>• <u>waste disposal of industrial chemicals</u></li> <li>• <u>greenhouse gases</u></li> </ul>	
<p><b>PO 2.</b> <u>Analyze possible solutions to address the environmental risks associated with chemicals and biological systems.</u></p>	
<b>Concept 2: Science and Technology in Society</b>	
Develop viable solutions to a need or problem.	
<p><b>PO 1.</b> <i>Propose viable methods of responding to an identified need or problem.</i></p>	
<p><b>PO 2.</b> <i>Compare solutions to best address an identified need or problem.</i></p>	
<p><b>PO 3.</b> <i>Design and construct a solution to an identified need or problem using simple classroom materials.</i></p>	
<p><b>PO 4.</b> Compare risks and benefits of the following technological advances:</p> <ul style="list-style-type: none"> <li>• radiation treatments</li> <li>• genetic engineering</li> <li>• airbags</li> </ul>	

**TABLE 3A**

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ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
Strand 4: Life Science	
<b>Concept 1: Structure and Function in Living Systems</b>	
<u>Understand the relationships between structures and functions of organisms.</u>	
No performance objectives at this grade level	
<b>Concept 2: Reproduction and Heredity</b>	
<u>Understand the basic principles of heredity.</u>	
<b>PO 1. Explain the purposes of cell division:</b> <ul style="list-style-type: none"> <li>• <u>growth and repair</u></li> <li>• <u>reproduction</u></li> </ul>	
<b>PO 2. Explain the basic principles of heredity using the human examples of:</b> <ul style="list-style-type: none"> <li>• <u>eye color</u></li> <li>• <u>widow's peak</u></li> <li>• <u>blood type</u></li> </ul>	
<b>PO 3. Distinguish between the nature of dominant and recessive traits in humans.</b>	
<b>Concept 3: Populations of Organisms in an Ecosystem</b>	
<u>Analyze the relationships among various organisms and their environment.</u>	
No performance objectives at this grade level	
<b>Concept 4: Diversity, Adaptation, and Behavior</b>	
<u>Identify structural and behavioral adaptations.</u>	
<b>PO 1. Explain how an organism's behavior allows it to survive in an environment.</b>	
<b>PO 2. Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.</b>	
<b>PO 3. Determine characteristics of organisms that could change over several generations.</b>	
<b>PO 4. Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).</b>	
<b>PO 5. Analyze the following behavioral cycles of organisms:</b> <ul style="list-style-type: none"> <li>• <u>hibernation</u></li> <li>• <u>migration</u></li> <li>• <u>dormancy (plants)</u></li> </ul>	
<b>PO 6. Describe the following factors that allow for the survival of living organisms:</b> <ul style="list-style-type: none"> <li>• <u>protective coloration</u></li> <li>• <u>beak design</u></li> <li>• <u>seed dispersal</u></li> <li>• <u>pollination</u></li> </ul>	



**TABLE 3A**

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ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
Strand 5: Physical Science	
<b>Concept 1: Properties and Changes of Properties in Matter</b>	
<u>Understand physical and chemical properties of matter.</u>	
<p><b>PO 1.</b> <u>Identify different kinds of matter based on the following physical properties:</u></p> <ul style="list-style-type: none"> <li>• <u>states</u></li> <li>• <u>density</u></li> <li>• <u>boiling point</u></li> <li>• <u>melting point</u></li> <li>• <u>solubility</u></li> </ul>	
<p><b>PO 2.</b> <u>Identify different kinds of matter based on the following chemical properties:</u></p> <ul style="list-style-type: none"> <li>• <u>reactivity</u></li> <li>• <u>pH</u></li> <li>• <u>oxidation (corrosion)</u></li> </ul>	
<p><b>PO 3.</b> <u>Identify the following types of evidence that a chemical reaction has occurred:</u></p> <ul style="list-style-type: none"> <li>• <u>formation of a precipitate</u></li> <li>• <u>generation of gas</u></li> <li>• <u>color change</u></li> <li>• <u>absorption or release of heat</u></li> </ul>	
<p><b>PO 4.</b> <u>Classify matter in terms of elements, compounds, or mixtures.</u></p>	
<p><b>PO 5.</b> <u>Classify mixtures as being homogeneous or heterogeneous.</u></p>	
<p><b>PO 6.</b> <u>Explain the systematic organization of the periodic table.</u></p>	
<p><b>PO 7.</b> <u>Investigate how the transfer of energy can affect the physical and chemical properties of matter.</u></p>	
<b>Concept 2: Motion and Forces</b>	
<u>Understand the relationship between force and motion.</u>	
<p><b>PO 1.</b> <u>Demonstrate velocity as the rate of change of position over time.</u></p>	
<p><b>PO 2.</b> <u>Identify the conditions under which an object will continue in its state of motion (Newton’s 1st Law of Motion).</u></p>	
<p><b>PO 3.</b> <u>Describe how the acceleration of a body is dependent on its mass and the net applied force (Newton’s 2nd Law of Motion).</u></p>	
<p><b>PO 4.</b> <u>Describe forces as interactions between bodies (Newton’s 3rd Law of Motion).</u></p>	
<p><b>PO 5.</b> <u>Create a graph devised from measurements of moving objects and their interactions, including:</u></p> <ul style="list-style-type: none"> <li>• <u>position-time graphs</u></li> <li>• <u>velocity-time graphs</u></li> </ul>	
<b>Concept 3: Transfer of Energy</b>	
<u>Understand that energy can be stored and transferred.</u>	
No performance objectives at this grade level	

**TABLE 3A**

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ARIZONA Grade 8 Science Academic Standards	EXPLORE Science College Readiness Standards
<b>Strand 6: Earth and Space Science</b>	
<b>Concept 1: <u>Structure of the Earth</u></b>	
<u>Describe the composition and interactions between the structure of the Earth and its atmosphere.</u>	
No performance objectives at this grade level	
<b>Concept 2: <u>Earth's Processes and Systems</u></b>	
<u>Understand the processes acting on the Earth and their interaction with the Earth systems.</u>	
No performance objectives at this grade level	
<b>Concept 3: <u>Earth in the Solar System</u></b>	
<u>Understand the relationships of the Earth and other objects in the solar system.</u>	
No performance objectives at this grade level	

**TABLE 3B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 1: Inquiry Process	
<b>Concept 1: Observations, Questions, and Hypotheses</b>	
Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.	
PO 1. Evaluate scientific information for relevance to a given problem.	
PO 2. Develop questions from observations that transition into testable hypotheses.	
PO 3. Formulate a testable hypothesis.	
PO 4. Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
<b>Concept 2: Scientific Testing (Investigating and Modeling)</b>	
Design and conduct controlled investigations.	
PO 1. Demonstrate safe and ethical procedures (e.g., use and care of technology, materials, organisms) and behavior in all science inquiry.	
PO 2. Identify the resources needed to conduct an investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
PO 3. Design an appropriate protocol (written plan of action) for testing a hypothesis: <ul style="list-style-type: none"> <li>• Identify dependent and independent variables in a controlled investigation.</li> <li>• Determine an appropriate method for data collection (e.g., using balances, thermometers, microscopes, spectrophotometer, using qualitative changes).</li> <li>• Determine an appropriate method for recording data (e.g., notes, sketches, photographs, videos, journals (logs), charts, computers/calculators).</li> </ul>	<b>Interpretation of Data:</b> Understand basic scientific terminology  <b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Identify a control in an experiment
PO 4. Conduct a scientific investigation that is based on a research design.	
PO 5. Record observations, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.	
<b>Concept 3: Analysis, Conclusions, and Refinements</b>	
Evaluate experimental design, analyze data to explain results and propose further investigations. Design models.	
PO 1. Interpret data that show a variety of possible relationships between variables, including: <ul style="list-style-type: none"> <li>• positive relationship</li> <li>• negative relationship</li> <li>• no relationship</li> </ul>	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table)
PO 2. Evaluate whether investigational data support or do not support the proposed hypothesis.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why

**TABLE 3B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 1: Inquiry Process	
<p><b>PO 3.</b> Critique reports of scientific studies (e.g., published papers, student reports).</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Identify key issues or assumptions in a model</p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Identify similarities and differences between models</p> <p>Determine which model(s) is(are) supported or weakened by new information</p>
<p><b>PO 4.</b> Evaluate the design of an investigation to identify possible sources of procedural error, including:</p> <ul style="list-style-type: none"> <li>• sample size</li> <li>• trials</li> <li>• controls</li> <li>• analyses</li> </ul>	
<p><b>PO 5.</b> Design models (conceptual or physical) of the following to represent "real world" scenarios:</p> <ul style="list-style-type: none"> <li>• carbon cycle</li> <li>• water cycle</li> <li>• phase change</li> <li>• collisions</li> </ul>	
<p><b>PO 6.</b> Use descriptive statistics to analyze data, including:</p> <ul style="list-style-type: none"> <li>• mean</li> <li>• frequency</li> <li>• range</li> </ul>	
<p><b>PO 7.</b> Propose further investigations based on the findings of a conducted investigation.</p>	
<b>Concept 4: Communication</b>	
Communicate results of investigations.	
<p><b>PO 1.</b> For a specific investigation, choose an appropriate method for communicating the results.</p>	
<p><b>PO 2.</b> Produce graphs that communicate data.</p>	<p><b>Interpretation of Data:</b></p> <p>Translate information into a table, graph, or diagram</p>
<p><b>PO 3.</b> Communicate results clearly and logically.</p>	
<p><b>PO 4.</b> Support conclusions with logical scientific arguments.</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Identify similarities and differences between models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>

**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 2: History and Nature of Science	
<b>Concept 1: History of Science as a Human Endeavor</b>	
Identify individual, cultural, and technological contributions to scientific knowledge.	
<b>PO 1.</b> Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide.	
<b>PO 2.</b> <i>Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</i>	
<b>PO 3.</b> Analyze how specific changes in science have affected society.	
<b>PO 4.</b> Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.	
<b>Concept 2: Nature of Scientific Knowledge</b>	
Understand how science is a process for generating knowledge.	
<b>PO 1.</b> Specify the requirements of a valid, scientific explanation (theory), including that it be: <ul style="list-style-type: none"> <li>• logical</li> <li>• subject to peer review</li> <li>• public</li> <li>• respectful of rules of evidence</li> </ul>	
<b>PO 2.</b> Explain the process by which accepted ideas are challenged or extended by scientific innovation.	
<b>PO 3.</b> Distinguish between pure and applied science.	
<b>PO 4.</b> Describe how scientists continue to investigate and critically analyze aspects of theories.	

**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 3: Science in Personal and Social Perspectives	
<b>Concept 1: Changes in Environments</b>	
<u>Describe the interactions between human populations, natural hazards, and the environment.</u>	
<b>PO 1.</b> <u>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</u>	
<b>PO 2.</b> <u>Describe the environmental effects of the following natural and/or human-caused hazards:</u> <ul style="list-style-type: none"> <li>• <u>flooding</u></li> <li>• <u>drought</u></li> <li>• <u>earthquakes</u></li> <li>• <u>fires</u></li> <li>• <u>pollution</u></li> <li>• <u>extreme weather</u></li> </ul>	
<b>PO 3.</b> <u>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</u>	
<b>PO 4.</b> <u>Evaluate the following factors that affect the quality of the environment:</u> <ul style="list-style-type: none"> <li>• <u>urban development</u></li> <li>• <u>smoke</u></li> <li>• <u>volcanic dust</u></li> </ul>	
<b>PO 5.</b> <u>Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.</u>	
<b>Concept 2: Science and Technology in Society</b>	
Develop viable solutions to a need or problem.	
<b>PO 1.</b> Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: <ul style="list-style-type: none"> <li>• various forms of alternative energy</li> <li>• storage of nuclear waste</li> <li>• abandoned mines</li> <li>• greenhouse gases</li> <li>• hazardous wastes</li> </ul>	
<b>PO 2.</b> Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.	
<b>PO 3.</b> Support a position on a science or technology issue.	
<b>PO 4.</b> <u>Analyze the use of renewable and nonrenewable resources in Arizona:</u> <ul style="list-style-type: none"> <li>• <u>water</u></li> <li>• <u>land</u></li> <li>• <u>soil</u></li> <li>• <u>minerals</u></li> <li>• <u>air</u></li> </ul>	
<b>PO 5.</b> <u>Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).</u>	

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 3: Science in Personal and Social Perspectives	
<b>Concept 3: <u>Human Population Characteristics</u></b>	
Analyze factors that affect human populations.	
<b>PO 1.</b> Analyze social factors that limit the growth of a human population, including: <ul style="list-style-type: none"> <li>• affluence</li> <li>• education</li> <li>• access to health care</li> <li>• cultural influences</li> </ul>	
<b>PO 2.</b> <u>Describe biotic (living) and abiotic (nonliving) factors that affect human populations.</u>	
<b>PO 3.</b> <u>Predict the effect of a change in a specific factor on a human population.</u>	

**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 4: Life Science	
<b>Concept 1: The Cell</b>	
<u>Understand the role of the cell and cellular processes.</u>	
<b>PO 1.</b> <u>Describe the role of energy in cellular growth, development, and repair.</u>	
<b>PO 2.</b> <u>Compare the form and function of prokaryotic and eukaryotic cells and their cellular components.</u>	
<b>PO 3.</b> <u>Explain the importance of water to cells.</u>	
<b>PO 4.</b> <u>Analyze mechanisms of transport of materials (e.g., water, ions, macromolecules) into and out of cells:</u> <ul style="list-style-type: none"> <li>• <u>passive transport</u></li> <li>• <u>active transport</u></li> </ul>	
<b>PO 5.</b> <u>Describe the purposes and processes of cellular reproduction.</u>	
<b>Concept 2: Molecular Basis of Heredity</b>	
<u>Understand the molecular basis of heredity and resulting genetic diversity.</u>	
<b>PO 1.</b> <u>Analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes.</u>	
<b>PO 2.</b> <u>Describe the molecular basis of heredity, in viruses and living things, including DNA replication and protein synthesis.</u>	
<b>PO 3.</b> <u>Explain how genotypic variation occurs and results in phenotypic diversity.</u>	
<b>PO 4.</b> <u>Describe how meiosis and fertilization maintain genetic variation.</u>	
<b>Concept 3: Interdependence of Organisms</b>	
<u>Analyze the relationships among various organisms and their environment.</u>	
<b>PO 1.</b> <u>Identify the relationships among organisms within populations, communities, ecosystems, and biomes.</u>	
<b>PO 2.</b> <u>Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.</u>	
<b>PO 3.</b> <u>Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.</u>	



**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 4: Life Science	
<b>Concept 4: <u>Biological Evolution</u></b>	
<u>Understand the scientific principles and processes involved in biological evolution.</u>	
<p><b>PO 1.</b> <u>Identify the following components of natural selection, which can lead to speciation:</u></p> <ul style="list-style-type: none"> <li>• <u>potential for a species to increase its numbers</u></li> <li>• <u>genetic variability and inheritance of offspring due to mutation and recombination of genes</u></li> <li>• <u>finite supply of resources required for life</u></li> <li>• <u>selection by the environment of those offspring better able to survive and produce offspring</u></li> </ul>	
<p><b>PO 2.</b> <u>Explain how genotypic and phenotypic variation can result in adaptations that influence an organism’s success in an environment.</u></p>	
<p><b>PO 3.</b> <u>Describe how the continuing operation of natural selection underlies a population’s ability to adapt to changes in the environment and leads to biodiversity and the origin of new species.</u></p>	
<p><b>PO 4.</b> <u>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</u></p>	
<p><b>PO 5.</b> <u>Analyze how patterns in the fossil record, nuclear chemistry, geology, molecular biology, and geographical distribution give support to the theory of organic evolution through natural selection over billions of years and the resulting present day biodiversity.</u></p>	
<p><b>PO 6.</b> <u>Analyze, using a biological classification system (i.e., cladistics, phylogeny, morphology, DNA analysis), the degree of relatedness among various species.</u></p>	
<b>Concept 5: <u>Matter, Energy, and Organization in Living Systems (Including Human Systems)</u></b>	
<u>Understand the organization of living systems, and the role of energy within those systems.</u>	
<p><b>PO 1.</b> <u>Compare the processes of photosynthesis and cellular respiration in terms of energy flow, reactants, and products.</u></p>	
<p><b>PO 2.</b> <u>Describe the role of organic and inorganic chemicals (e.g., carbohydrates, proteins, lipids, nucleic acids, water, ATP) important to living things.</u></p>	
<p><b>PO 3.</b> <u>Diagram the following biogeochemical cycles in an ecosystem:</u></p> <ul style="list-style-type: none"> <li>• <u>water</u></li> <li>• <u>carbon</u></li> <li>• <u>nitrogen</u></li> </ul>	
<p><b>PO 4.</b> <u>Diagram the energy flow in an ecosystem through a food chain.</u></p>	
<p><b>PO 5.</b> <u>Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.</u></p>	

**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 5: Physical Science	
<b>Concept 1: <u>Structure and Properties of Matter</u></b>	
<u>Understand physical, chemical, and atomic properties of matter.</u>	
<b>PO 1.</b> <u>Describe substances based on their physical properties.</u>	
<b>PO 2.</b> <u>Describe substances based on their chemical properties.</u>	
<b>PO 3.</b> <u>Predict properties of elements and compounds using trends of the periodic table (e.g., metals, non-metals, bonding—ionic/covalent).</u>	
<b>PO 4.</b> <u>Separate mixtures of substances based on their physical properties.</u>	
<b>PO 5.</b> <u>Describe the properties of electric charge and the conservation of electric charge.</u>	
<b>PO 6.</b> <u>Describe the following features and components of the atom:</u> <ul style="list-style-type: none"> <li>• <u>protons</u></li> <li>• <u>neutrons</u></li> <li>• <u>electrons</u></li> <li>• <u>mass</u></li> <li>• <u>number and type of particles</u></li> <li>• <u>structure</u></li> <li>• <u>organization</u></li> </ul>	
<b>PO 7.</b> <u>Describe the historical development of models of the atom.</u>	
<b>PO 8.</b> <u>Explain the details of atomic structure (e.g., electron configuration, energy levels, isotopes).</u>	
<b>Concept 2: <u>Motion and Forces</u></b>	
<u>Analyze relationships between forces and motion.</u>	
<b>PO 1.</b> <u>Determine the rate of change of a quantity (e.g., rate of erosion, rate of reaction, rate of growth, velocity).</u>	
<b>PO 2.</b> <u>Analyze the relationships among position, velocity, acceleration, and time:</u> <ul style="list-style-type: none"> <li>• <u>graphically</u></li> <li>• <u>mathematically</u></li> </ul>	
<b>PO 3.</b> <u>Explain how Newton’s 1st Law applies to objects at rest or moving at constant velocity.</u>	
<b>PO 4.</b> <u>Using Newton’s 2nd Law of Motion, analyze the relationships among the net force acting on a body, the mass of the body, and the resulting acceleration:</u> <ul style="list-style-type: none"> <li>• <u>graphically</u></li> <li>• <u>mathematically</u></li> </ul>	
<b>PO 5.</b> <u>Use Newton’s 3rd Law to explain forces as interactions between bodies (e.g., a table pushing up on a vase that is pushing down on it; an athlete pushing on a basketball as the ball pushes back on her).</u>	
<b>PO 6.</b> <u>Analyze the two-dimensional motion of objects by using vectors and their components.</u>	

**TABLE 3B**

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ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 5: Physical Science	
<b>PO 7.</b> Give an example that shows the independence of the horizontal and vertical components of projectile motion.	
<b>PO 8.</b> Analyze the general relationships among force, acceleration, and motion for an object undergoing uniform circular motion.	
<b>PO 9.</b> Represent the force conditions required to maintain static equilibrium.	
<b>PO 10.</b> Describe the nature and magnitude of frictional forces.	
<b>PO 11.</b> Using the Law of Universal Gravitation, predict how the gravitational force will change when the distance between two masses changes or the mass of one of them changes.	
<b>PO 12.</b> Using Coulomb's Law, predict how the electrical force will change when the distance between two point charges changes or the charge of one of them changes.	
<b>PO 13.</b> Analyze the impulse required to produce a change in momentum.	
<b>PO 14.</b> Quantify interactions between objects to show that the total momentum is conserved in both collision and recoil situations.	
<b>Concept 3:</b> Conservation of Energy and Increase in Disorder	
Understand ways that energy is conserved, stored, and transferred.	
<b>PO 1.</b> Describe the following ways in which energy is stored in a system: <ul style="list-style-type: none"> <li>• mechanical</li> <li>• electrical</li> <li>• chemical</li> <li>• nuclear</li> </ul>	
<b>PO 2.</b> Describe various ways in which energy is transferred from one system to another (e.g., mechanical contact, thermal conduction, electromagnetic radiation.)	
<b>PO 3.</b> Recognize that energy is conserved in a closed system.	
<b>PO 4.</b> Calculate quantitative relationships associated with the conservation of energy.	
<b>PO 5.</b> Analyze the relationship between energy transfer and disorder in the universe (2nd Law of Thermodynamics).	
<b>PO 6.</b> Distinguish between heat and temperature.	
<b>PO 7.</b> Explain how molecular motion is related to temperature and phase changes.	
<b>Concept 4:</b> Chemical Reactions	
Investigate relationships between reactants and products in chemical reactions.	
<b>PO 1.</b> Apply the law of conservation of matter to changes in a system.	

**TABLE 3B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
<b>Strand 5: Physical Science</b>	
<b>PO 2.</b> <u>Identify the indicators of chemical change, including formation of a precipitate, evolution of a gas, color change, absorption or release of heat energy.</u>	
<b>PO 3.</b> <u>Represent a chemical reaction by using a balanced equation.</u>	
<b>PO 4.</b> <u>Distinguish among the types of bonds (i.e., ionic, covalent, metallic, hydrogen bonding).</u>	
<b>PO 5.</b> <u>Describe the mole concept and its relationship to Avogadro’s number.</u>	
<b>PO 6.</b> <u>Solve problems involving such quantities as moles, mass, molecules, volume of a gas, and molarity using the mole concept and Avogadro’s number.</u>	
<b>PO 7.</b> <u>Predict the properties (e.g., melting point, boiling point, conductivity) of substances based upon bond type.</u>	
<b>PO 8.</b> <u>Quantify the relationships between reactants and products in chemical reactions (e.g., stoichiometry, equilibrium, energy transfers).</u>	
<b>PO 9.</b> <u>Predict the products of a chemical reaction using types of reactions (e.g., synthesis, decomposition, replacement, combustion).</u>	
<b>PO 10.</b> <u>Explain the energy transfers within chemical reactions using the law of conservation of energy.</u>	
<b>PO 11.</b> <u>Predict the effect of various factors (e.g., temperature, concentration, pressure, catalyst) on the equilibrium state and on the rates of chemical reaction.</u>	
<b>PO 12.</b> <u>Compare the nature, behavior, concentration, and strengths of acids and bases.</u>	
<b>PO 13.</b> <u>Determine the transfer of electrons in oxidation/reduction reactions.</u>	
<b>Concept 5: Interactions of Energy and Matter</b>	
<u>Understand the interactions of energy and matter.</u>	
<b>PO 1.</b> <u>Describe various ways in which matter and energy interact (e.g., photosynthesis, phase change).</u>	
<b>PO 2.</b> <u>Describe the following characteristics of waves:</u> <ul style="list-style-type: none"> <li>• <u>wavelength</u></li> <li>• <u>frequency</u></li> <li>• <u>period</u></li> <li>• <u>amplitude</u></li> </ul>	
<b>PO 3.</b> <u>Quantify the relationships among the frequency, wavelength, and the speed of light.</u>	
<b>PO 4.</b> <u>Describe the basic assumptions of kinetic molecular theory.</u>	
<b>PO 5.</b> <u>Apply kinetic molecular theory to the behavior of matter (e.g., gas laws).</u>	
<b>PO 6.</b> <u>Analyze calorimetric measurements in simple systems and the energy involved in changes of state.</u>	

**TABLE 3B***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 5: Physical Science	
<b>PO 7.</b> <u>Explain the relationship between the wavelength of light absorbed or released by an atom or molecule and the transfer of a discrete amount of energy.</u>	
<b>PO 8.</b> <u>Describe the relationship among electric potential, current, and resistance in an ohmic system.</u>	
<b>PO 9.</b> <u>Quantify the relationships among electric potential, current, and resistance in an ohmic system.</u>	

**TABLE 3B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 6: Earth and Space Science	
<b>Concept 1: <u>Geochemical Cycles</u></b>	
<u>Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.</u>	
<b>PO 1.</b> <u>Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle).</u>	
<b>PO 2.</b> <u>Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.</u>	
<b>PO 3.</b> <u>Explain how the rock cycle is related to plate tectonics.</u>	
<b>PO 4.</b> <u>Demonstrate how the hydrosphere links the biosphere, lithosphere, cryosphere, and atmosphere.</u>	
<b>PO 5.</b> <u>Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.</u>	
<b>PO 6.</b> <u>Analyze methods of reclamation and conservation of water.</u>	
<b>PO 7.</b> <u>Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.</u>	
<b>Concept 2: <u>Energy in the Earth System (Both Internal and External)</u></b>	
<u>Understand the relationships between the Earth's land masses, oceans, and atmosphere.</u>	
<b>PO 1.</b> <u>Describe the flow of energy to and from the Earth.</u>	
<b>PO 2.</b> <u>Explain the mechanisms of heat transfer (convection, conduction, radiation) among the atmosphere, land masses, and oceans.</u>	
<b>PO 3.</b> <u>Distinguish between weather and climate.</u>	
<b>Internal Energy:</b>	
<b>PO 4.</b> <u>Demonstrate the relationship between the Earth's internal convective heat flow and plate tectonics.</u>	
<b>PO 5.</b> <u>Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.</u>	
<b>PO 6.</b> <u>Distinguish among seismic S, P, and surface waves.</u>	
<b>PO 7.</b> <u>Analyze the seismic evidence (S and P waves) used to determine the structure of the Earth.</u>	
<b>PO 8.</b> <u>Describe how radioactive decay maintains the Earth's internal temperature.</u>	
<b>External Energy:</b>	
<b>PO 9.</b> <u>Explain the effect of heat transfer on climate and weather.</u>	
<b>PO 10.</b> <u>Demonstrate the effect of the Earth's rotation (i.e., Coriolis effect) on the movement of water and air.</u>	

**TABLE 3B**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
<b>Strand 6: Earth and Space Science</b>	
<b>PO 11.</b> <u>Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients).</u>	
<b>PO 12.</b> <u>Describe the conditions that cause severe weather (e.g., hurricanes, tornadoes, thunderstorms).</u>	
<b>PO 13.</b> <u>Propose appropriate safety measures that can be taken in preparation for severe weather.</u>	
<b>PO 14.</b> <u>Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).</u>	
<b>PO 15.</b> <u>List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).</u>	
<b>PO 16.</b> <u>Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).</u>	
<b>PO 17.</b> <u>Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.</u>	
<b>Concept 3: Origin and Evolution of the Earth System</b>	
<u>Analyze the factors used to explain the history and evolution of the Earth.</u>	
<b>Earth Origin/System:</b>	
<b>PO 1.</b> <u>Describe the scientific theory of the origin of the solar system (solar nebular hypothesis).</u>	
<b>PO 2.</b> <u>Describe the characteristics, location, and motions of the various kinds of objects in our solar system, including the Sun, planets, satellites, comets, meteors, and asteroids.</u>	
<b>PO 3.</b> <u>Explain the phases of the Moon, eclipses (lunar and solar), and the interaction of the Sun, Moon, and Earth (tidal effect).</u>	
<b>Earth History/Evolution:</b>	
<b>PO 4.</b> <u>Interpret a geologic time scale.</u>	
<b>PO 5.</b> <u>Distinguish between relative and absolute geologic dating techniques.</u>	
<b>PO 6.</b> <u>Investigate scientific theories of how life originated on Earth (high temperature, low oxygen, clay catalyst model).</u>	
<b>PO 7.</b> <u>Describe how life on Earth has influenced the evolution of the Earth's systems.</u>	
<b>PO 8.</b> <u>Sequence major events in the Earth's evolution (e.g., mass extinctions, glacial episodes) using relative and absolute dating data.</u>	
<b>PO 9.</b> <u>Analyze patterns in the fossil record related to the theory of organic evolution.</u>	

**TABLE 3B***Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	PLAN Science College Readiness Standards
Strand 6: Earth and Space Science	
<b>Concept 4: <u>Origin and Evolution of the Universe</u></b>	
<u>Analyze the factors used to explain the origin and evolution of the universe.</u>	
<b>PO 1.</b> <u>Describe the Big Bang Theory as an explanation for the origin of the universe.</u>	
<b>PO 2.</b> <u>Describe the fusion process that takes place in stars.</u>	
<b>PO 3.</b> <u>Analyze the evolution of various types of stars using the Hertzsprung-Russell (HR) diagram.</u>	
<b>PO 4.</b> <u>Compare the evolution (life cycles) of stars of different masses (low and high mass).</u>	
<b>PO 5.</b> <u>Explain the formation of the light elements in stars and the heavier elements (what astronomers call “metals”) in supernova explosions.</u>	
<b>PO 6.</b> <u>Explain the evolution and life cycles of galaxies.</u>	



**TABLE 3C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards and WorkKeys Locating Information Skills
Strand 1: Inquiry Process	
<b>Concept 1:</b> Observations, Questions, and Hypotheses	
Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.	
<b>PO 1.</b> Evaluate scientific information for relevance to a given problem.	
<b>PO 2.</b> Develop questions from observations that transition into testable hypotheses.	
<b>PO 3.</b> Formulate a testable hypothesis.	
<b>PO 4.</b> Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).	<p align="center"><b>ACT Science</b> College Readiness Standards <b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<b>Concept 2:</b> Scientific Testing (Investigating and Modeling)	
Design and conduct controlled investigations.	
<b>PO 1.</b> Demonstrate safe and ethical procedures (e.g., use and care of technology, materials, organisms) and behavior in all science inquiry.	
<b>PO 2.</b> Identify the resources needed to conduct an investigation.	<p align="center"><b>ACT Science</b> College Readiness Standards <b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
<p><b>PO 3.</b> Design an appropriate protocol (written plan of action) for testing a hypothesis:</p> <ul style="list-style-type: none"> <li>• Identify dependent and independent variables in a controlled investigation.</li> <li>• Determine an appropriate method for data collection (e.g., using balances, thermometers, microscopes, spectrophotometer, using qualitative changes).</li> <li>• Determine an appropriate method for recording data (e.g., notes, sketches, photographs, videos, journals (logs), charts, computers/calculators).</li> </ul>	<p align="center"><b>ACT Science</b> College Readiness Standards <b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p> <p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p> <p>Identify a control in an experiment</p>
<b>PO 4.</b> Conduct a scientific investigation that is based on a research design.	
<b>PO 5.</b> Record observations, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.	<p align="center"><b>WorkKeys Locating Information Skills</b></p> <p>Fill in one or two pieces of information that are missing from a graphic</p>

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards and WorkKeys Locating Information Skills
Strand 1: Inquiry Process	
<b>Concept 3:</b> Analysis, Conclusions, and Refinements	
Evaluate experimental design, analyze data to explain results and propose further investigations. Design models.	
<p><b>PO 1.</b> Interpret data that show a variety of possible relationships between variables, including:</p> <ul style="list-style-type: none"> <li>• positive relationship</li> <li>• negative relationship</li> <li>• no relationship</li> </ul>	<p><b>ACT Science</b> College Readiness Standards  <b>Interpretation of Data:</b>            Determine how the value of one variable changes as the value of another variable changes in a simple data presentation            Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p><b>WorkKeys Locating Information Skills</b>            Summarize information from one or two straightforward graphics            Identify trends shown in one or two straightforward graphics            Compare information and trends shown in one or two straightforward graphics</p>
<p><b>PO 2.</b> Evaluate whether investigational data support or do not support the proposed hypothesis.</p>	<p><b>ACT Science</b> College Readiness Standards  <b>Evaluation of Models, Inferences, and Experimental Results:</b>            Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p><b>WorkKeys Locating Information Skills</b>            Compare information and trends shown in one or two straightforward graphics</p>
<p><b>PO 3.</b> Critique reports of scientific studies (e.g., published papers, student reports).</p>	<p><b>ACT Science</b> College Readiness Standards  <b>Evaluation of Models, Inferences, and Experimental Results:</b>            Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model            Identify key issues or assumptions in a model            Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why            Identify strengths and weaknesses in one or more models            Identify similarities and differences between models            Determine which model(s) is(are) supported or weakened by new information</p>
<p><b>PO 4.</b> Evaluate the design of an investigation to identify possible sources of procedural error, including:</p> <ul style="list-style-type: none"> <li>• sample size</li> <li>• trials</li> <li>• controls</li> <li>• analyses</li> </ul>	

**TABLE 3C**

*Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading/writing.*

ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards and WorkKeys Locating Information Skills
Strand 1: Inquiry Process	
<p><b>PO 5.</b> Design models (conceptual or physical) of the following to represent "real world" scenarios:</p> <ul style="list-style-type: none"> <li>• carbon cycle</li> <li>• water cycle</li> <li>• phase change</li> <li>• collisions</li> </ul>	
<p><b>PO 6.</b> Use descriptive statistics to analyze data, including:</p> <ul style="list-style-type: none"> <li>• mean</li> <li>• frequency</li> <li>• range</li> </ul>	<p><b>ACT Science</b> College Readiness Standards  <b>Scientific Investigation:</b>            Understand precision and accuracy issues</p>
<p><b>PO 7.</b> Propose further investigations based on the findings of a conducted investigation.</p>	<p><b>ACT Science</b> College Readiness Standards  <b>Scientific Investigation:</b>            Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results</p>
<b>Concept 4:</b> Communication	
Communicate results of investigations.	
<p><b>PO 1.</b> For a specific investigation, choose an appropriate method for communicating the results.</p>	
<p><b>PO 2.</b> Produce graphs that communicate data.</p>	<p><b>ACT Science</b> College Readiness Standards  <b>Interpretation of Data:</b>            Translate information into a table, graph, or diagram</p>
<p><b>PO 3.</b> Communicate results clearly and logically.</p>	
<p><b>PO 4.</b> Support conclusions with logical scientific arguments.</p>	<p><b>ACT Science</b> College Readiness Standards  <b>Evaluation of Models, Inferences, and Experimental Results:</b>            Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why            Identify strengths and weaknesses in one or more models            Identify similarities and differences between models            Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
<b>Strand 2: History and Nature of Science</b>	
<b>Concept 1: History of Science as a Human Endeavor</b>	
Identify individual, cultural, and technological contributions to scientific knowledge.	
<b>PO 1.</b> Describe how human curiosity and needs have influenced science, impacting the quality of life worldwide.	
<b>PO 2.</b> <i>Describe how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</i>	
<b>PO 3.</b> Analyze how specific changes in science have affected society.	
<b>PO 4.</b> Analyze how specific cultural and/or societal issues promote or hinder scientific advancements.	
<b>Concept 2: Nature of Scientific Knowledge</b>	
Understand how science is a process for generating knowledge.	
<b>PO 1.</b> Specify the requirements of a valid, scientific explanation (theory), including that it be: <ul style="list-style-type: none"> <li>• logical</li> <li>• subject to peer review</li> <li>• public</li> <li>• respectful of rules of evidence</li> </ul>	
<b>PO 2.</b> Explain the process by which accepted ideas are challenged or extended by scientific innovation.	
<b>PO 3.</b> Distinguish between pure and applied science.	
<b>PO 4.</b> Describe how scientists continue to investigate and critically analyze aspects of theories.	

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 3: Science in Personal and Social Perspectives	
<b>Concept 1: Changes in Environments</b>	
<u>Describe the interactions between human populations, natural hazards, and the environment.</u>	
<b>PO 1.</b> <u>Evaluate how the processes of natural ecosystems affect, and are affected by, humans.</u>	
<b>PO 2.</b> <u>Describe the environmental effects of the following natural and/or human-caused hazards:</u> <ul style="list-style-type: none"> <li>• <u>flooding</u></li> <li>• <u>drought</u></li> <li>• <u>earthquakes</u></li> <li>• <u>fires</u></li> <li>• <u>pollution</u></li> <li>• <u>extreme weather</u></li> </ul>	
<b>PO 3.</b> <u>Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.</u>	
<b>PO 4.</b> <u>Evaluate the following factors that affect the quality of the environment:</u> <ul style="list-style-type: none"> <li>• <u>urban development</u></li> <li>• <u>smoke</u></li> <li>• <u>volcanic dust</u></li> </ul>	
<b>PO 5.</b> <u>Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity.</u>	
<b>Concept 2: Science and Technology in Society</b>	
Develop viable solutions to a need or problem.	
<b>PO 1.</b> Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: <ul style="list-style-type: none"> <li>• various forms of alternative energy</li> <li>• storage of nuclear waste</li> <li>• abandoned mines</li> <li>• greenhouse gases</li> <li>• hazardous wastes</li> </ul>	
<b>PO 2.</b> Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.	
<b>PO 3.</b> Support a position on a science or technology issue.	
<b>PO 4.</b> <u>Analyze the use of renewable and nonrenewable resources in Arizona:</u> <ul style="list-style-type: none"> <li>• <u>water</u></li> <li>• <u>land</u></li> <li>• <u>soil</u></li> <li>• <u>minerals</u></li> <li>• <u>air</u></li> </ul>	
<b>PO 5.</b> <u>Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology).</u>	

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 3: Science in Personal and Social Perspectives	
<b>Concept 3:</b> <u>Human Population Characteristics</u>	
Analyze factors that affect human populations.	
<p><b>PO 1.</b> Analyze social factors that limit the growth of a human population, including:</p> <ul style="list-style-type: none"> <li>• affluence</li> <li>• education</li> <li>• access to health care</li> <li>• cultural influences</li> </ul>	
<p><b>PO 2.</b> <u>Describe biotic (living) and abiotic (nonliving) factors that affect human populations.</u></p>	
<p><b>PO 3.</b> <u>Predict the effect of a change in a specific factor on a human population.</u></p>	

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
<b>Strand 4: Life Science</b>	
<b>Concept 1: <u>The Cell</u></b>	
<u>Understand the role of the cell and cellular processes.</u>	
<b>PO 1.</b> <u>Describe the role of energy in cellular growth, development, and repair.</u>	
<b>PO 2.</b> <u>Compare the form and function of prokaryotic and eukaryotic cells and their cellular components.</u>	
<b>PO 3.</b> <u>Explain the importance of water to cells.</u>	
<b>PO 4.</b> <u>Analyze mechanisms of transport of materials (e.g., water, ions, macromolecules) into and out of cells:</u> <ul style="list-style-type: none"> <li>• <u>passive transport</u></li> <li>• <u>active transport</u></li> </ul>	
<b>PO 5.</b> <u>Describe the purposes and processes of cellular reproduction.</u>	
<b>Concept 2: <u>Molecular Basis of Heredity</u></b>	
<u>Understand the molecular basis of heredity and resulting genetic diversity.</u>	
<b>PO 1.</b> <u>Analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes.</u>	
<b>PO 2.</b> <u>Describe the molecular basis of heredity, in viruses and living things, including DNA replication and protein synthesis.</u>	
<b>PO 3.</b> <u>Explain how genotypic variation occurs and results in phenotypic diversity.</u>	
<b>PO 4.</b> <u>Describe how meiosis and fertilization maintain genetic variation.</u>	
<b>Concept 3: <u>Interdependence of Organisms</u></b>	
<u>Analyze the relationships among various organisms and their environment.</u>	
<b>PO 1.</b> <u>Identify the relationships among organisms within populations, communities, ecosystems, and biomes.</u>	
<b>PO 2.</b> <u>Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.</u>	
<b>PO 3.</b> <u>Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.</u>	

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 4: Life Science	
<b>Concept 4: <u>Biological Evolution</u></b>	
<u>Understand the scientific principles and processes involved in biological evolution.</u>	
<p><b>PO 1.</b> <u>Identify the following components of natural selection, which can lead to speciation:</u></p> <ul style="list-style-type: none"> <li>• <u>potential for a species to increase its numbers</u></li> <li>• <u>genetic variability and inheritance of offspring due to mutation and recombination of genes</u></li> <li>• <u>finite supply of resources required for life</u></li> <li>• <u>selection by the environment of those offspring better able to survive and produce offspring</u></li> </ul>	
<p><b>PO 2.</b> <u>Explain how genotypic and phenotypic variation can result in adaptations that influence an organism’s success in an environment.</u></p>	
<p><b>PO 3.</b> <u>Describe how the continuing operation of natural selection underlies a population’s ability to adapt to changes in the environment and leads to biodiversity and the origin of new species.</u></p>	
<p><b>PO 4.</b> <u>Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.</u></p>	
<p><b>PO 5.</b> <u>Analyze how patterns in the fossil record, nuclear chemistry, geology, molecular biology, and geographical distribution give support to the theory of organic evolution through natural selection over billions of years and the resulting present day biodiversity.</u></p>	
<p><b>PO 6.</b> <u>Analyze, using a biological classification system (i.e., cladistics, phylogeny, morphology, DNA analysis), the degree of relatedness among various species.</u></p>	
<b>Concept 5: <u>Matter, Energy, and Organization in Living Systems (Including Human Systems)</u></b>	
<u>Understand the organization of living systems, and the role of energy within those systems.</u>	
<p><b>PO 1.</b> <u>Compare the processes of photosynthesis and cellular respiration in terms of energy flow, reactants, and products.</u></p>	
<p><b>PO 2.</b> <u>Describe the role of organic and inorganic chemicals (e.g., carbohydrates, proteins, lipids, nucleic acids, water, ATP) important to living things.</u></p>	
<p><b>PO 3.</b> <u>Diagram the following biogeochemical cycles in an ecosystem:</u></p> <ul style="list-style-type: none"> <li>• <u>water</u></li> <li>• <u>carbon</u></li> <li>• <u>nitrogen</u></li> </ul>	
<p><b>PO 4.</b> <u>Diagram the energy flow in an ecosystem through a food chain.</u></p>	
<p><b>PO 5.</b> <u>Describe the levels of organization of living things from cells, through tissues, organs, organ systems, organisms, populations, and communities to ecosystems.</u></p>	



**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 5: Physical Science	
<b>Concept 1: <u>Structure and Properties of Matter</u></b>	
<u>Understand physical, chemical, and atomic properties of matter.</u>	
PO 1. <u>Describe substances based on their physical properties.</u>	
PO 2. <u>Describe substances based on their chemical properties.</u>	
PO 3. <u>Predict properties of elements and compounds using trends of the periodic table</u> (e.g., metals, non-metals, bonding—ionic/covalent).	
PO 4. <u>Separate mixtures of substances based on their physical properties.</u>	
PO 5. <u>Describe the properties of electric charge and the conservation of electric charge.</u>	
<p>PO 6. <u>Describe the following features and components of the atom:</u></p> <ul style="list-style-type: none"> <li>• <u>protons</u></li> <li>• <u>neutrons</u></li> <li>• <u>electrons</u></li> <li>• <u>mass</u></li> <li>• <u>number and type of particles</u></li> <li>• <u>structure</u></li> <li>• <u>organization</u></li> </ul>	
PO 7. <u>Describe the historical development of models of the atom.</u>	
PO 8. <u>Explain the details of atomic structure</u> (e.g., electron configuration, energy levels, isotopes).	
<b>Concept 2: <u>Motion and Forces</u></b>	
<u>Analyze relationships between forces and motion.</u>	
PO 1. <u>Determine the rate of change of a quantity</u> (e.g., rate of erosion, rate of reaction, rate of growth, velocity).	
<p>PO 2. <u>Analyze the relationships among position, velocity, acceleration, and time:</u></p> <ul style="list-style-type: none"> <li>• <u>graphically</u></li> <li>• <u>mathematically</u></li> </ul>	
PO 3. <u>Explain how Newton’s 1st Law applies to objects at rest or moving at constant velocity.</u>	
<p>PO 4. <u>Using Newton’s 2nd Law of Motion, analyze the relationships among the net force acting on a body, the mass of the body, and the resulting acceleration:</u></p> <ul style="list-style-type: none"> <li>• <u>graphically</u></li> <li>• <u>mathematically</u></li> </ul>	
PO 5. <u>Use Newton’s 3rd Law to explain forces as interactions between bodies</u> (e.g., a table pushing up on a vase that is pushing down on it; an athlete pushing on a basketball as the ball pushes back on her).	
PO 6. <u>Analyze the two-dimensional motion of objects by using vectors and their components.</u>	

**TABLE 3C**

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
<b>Strand 5: Physical Science</b>	
<b>PO 7.</b> Give an example that shows the independence of the horizontal and vertical components of projectile motion.	
<b>PO 8.</b> Analyze the general relationships among force, acceleration, and motion for an object undergoing uniform circular motion.	
<b>PO 9.</b> Represent the force conditions required to maintain static equilibrium.	
<b>PO 10.</b> Describe the nature and magnitude of frictional forces.	
<b>PO 11.</b> Using the Law of Universal Gravitation, predict how the gravitational force will change when the distance between two masses changes or the mass of one of them changes.	
<b>PO 12.</b> Using Coulomb's Law, predict how the electrical force will change when the distance between two point charges changes or the charge of one of them changes.	
<b>PO 13.</b> Analyze the impulse required to produce a change in momentum.	
<b>PO 14.</b> Quantify interactions between objects to show that the total momentum is conserved in both collision and recoil situations.	
<b>Concept 3: Conservation of Energy and Increase in Disorder</b>	
Understand ways that energy is conserved, stored, and transferred.	
<b>PO 1.</b> Describe the following ways in which energy is stored in a system: <ul style="list-style-type: none"> <li>• <u>mechanical</u></li> <li>• <u>electrical</u></li> <li>• <u>chemical</u></li> <li>• <u>nuclear</u></li> </ul>	
<b>PO 2.</b> Describe various ways in which energy is transferred from one system to another (e.g., mechanical contact, thermal conduction, electromagnetic radiation.)	
<b>PO 3.</b> Recognize that energy is conserved in a closed system.	
<b>PO 4.</b> Calculate quantitative relationships associated with the conservation of energy.	
<b>PO 5.</b> Analyze the relationship between energy transfer and disorder in the universe (2nd Law of Thermodynamics).	
<b>PO 6.</b> Distinguish between heat and temperature.	
<b>PO 7.</b> Explain how molecular motion is related to temperature and phase changes.	
<b>Concept 4: Chemical Reactions</b>	
Investigate relationships between reactants and products in chemical reactions.	
<b>PO 1.</b> Apply the law of conservation of matter to changes in a system.	

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 5: Physical Science	
<b>PO 2.</b> <u>Identify the indicators of chemical change, including formation of a precipitate, evolution of a gas, color change, absorption or release of heat energy.</u>	
<b>PO 3.</b> <u>Represent a chemical reaction by using a balanced equation.</u>	
<b>PO 4.</b> <u>Distinguish among the types of bonds (i.e., ionic, covalent, metallic, hydrogen bonding).</u>	
<b>PO 5.</b> <u>Describe the mole concept and its relationship to Avogadro’s number.</u>	
<b>PO 6.</b> <u>Solve problems involving such quantities as moles, mass, molecules, volume of a gas, and molarity using the mole concept and Avogadro’s number.</u>	
<b>PO 7.</b> <u>Predict the properties (e.g., melting point, boiling point, conductivity) of substances based upon bond type.</u>	
<b>PO 8.</b> <u>Quantify the relationships between reactants and products in chemical reactions (e.g., stoichiometry, equilibrium, energy transfers).</u>	
<b>PO 9.</b> <u>Predict the products of a chemical reaction using types of reactions (e.g., synthesis, decomposition, replacement, combustion).</u>	
<b>PO 10.</b> <u>Explain the energy transfers within chemical reactions using the law of conservation of energy.</u>	
<b>PO 11.</b> <u>Predict the effect of various factors (e.g., temperature, concentration, pressure, catalyst) on the equilibrium state and on the rates of chemical reaction.</u>	
<b>PO 12.</b> <u>Compare the nature, behavior, concentration, and strengths of acids and bases.</u>	
<b>PO 13.</b> <u>Determine the transfer of electrons in oxidation/reduction reactions.</u>	
<b>Concept 5: Interactions of Energy and Matter</b>	
<u>Understand the interactions of energy and matter.</u>	
<b>PO 1.</b> <u>Describe various ways in which matter and energy interact (e.g., photosynthesis, phase change).</u>	
<b>PO 2.</b> <u>Describe the following characteristics of waves:</u> <ul style="list-style-type: none"> <li>• <u>wavelength</u></li> <li>• <u>frequency</u></li> <li>• <u>period</u></li> <li>• <u>amplitude</u></li> </ul>	
<b>PO 3.</b> <u>Quantify the relationships among the frequency, wavelength, and the speed of light.</u>	
<b>PO 4.</b> <u>Describe the basic assumptions of kinetic molecular theory.</u>	
<b>PO 5.</b> <u>Apply kinetic molecular theory to the behavior of matter (e.g., gas laws).</u>	
<b>PO 6.</b> <u>Analyze calorimetric measurements in simple systems and the energy involved in changes of state.</u>	

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<b>ARIZONA High School Science Academic Standards</b>	<b>ACT Science College Readiness Standards</b>
Strand 5: Physical Science	
<b>PO 7.</b> <u>Explain the relationship between the wavelength of light absorbed or released by an atom or molecule and the transfer of a discrete amount of energy.</u>	
<b>PO 8.</b> <u>Describe the relationship among electric potential, current, and resistance in an ohmic system.</u>	
<b>PO 9.</b> <u>Quantify the relationships among electric potential, current, and resistance in an ohmic system.</u>	

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
<b>Strand 6: Earth and Space Science</b>	
<b>Concept 1: <u>Geochemical Cycles</u></b>	
<u>Analyze the interactions between the Earth's structures, atmosphere, and geochemical cycles.</u>	
<b>PO 1.</b> <u>Identify ways materials are cycled within the Earth system (i.e., carbon cycle, water cycle, rock cycle).</u>	
<b>PO 2.</b> <u>Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system.</u>	
<b>PO 3.</b> <u>Explain how the rock cycle is related to plate tectonics.</u>	
<b>PO 4.</b> <u>Demonstrate how the hydrosphere links the biosphere, lithosphere, cryosphere, and atmosphere.</u>	
<b>PO 5.</b> <u>Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.</u>	
<b>PO 6.</b> <u>Analyze methods of reclamation and conservation of water.</u>	
<b>PO 7.</b> <u>Explain how the geochemical processes are responsible for the concentration of economically valuable minerals and ores in Arizona and worldwide.</u>	
<b>Concept 2: <u>Energy in the Earth System (Both Internal and External)</u></b>	
<u>Understand the relationships between the Earth's land masses, oceans, and atmosphere.</u>	
<b>PO 1.</b> <u>Describe the flow of energy to and from the Earth.</u>	
<b>PO 2.</b> <u>Explain the mechanisms of heat transfer (convection, conduction, radiation) among the atmosphere, land masses, and oceans.</u>	
<b>PO 3.</b> <u>Distinguish between weather and climate.</u>	
<b>Internal Energy:</b>	
<b>PO 4.</b> <u>Demonstrate the relationship between the Earth's internal convective heat flow and plate tectonics.</u>	
<b>PO 5.</b> <u>Demonstrate the relationships among earthquakes, volcanoes, mountain ranges, mid-oceanic ridges, deep sea trenches, and tectonic plates.</u>	
<b>PO 6.</b> <u>Distinguish among seismic S, P, and surface waves.</u>	
<b>PO 7.</b> <u>Analyze the seismic evidence (S and P waves) used to determine the structure of the Earth.</u>	
<b>PO 8.</b> <u>Describe how radioactive decay maintains the Earth's internal temperature.</u>	
<b>External Energy:</b>	
<b>PO 9.</b> <u>Explain the effect of heat transfer on climate and weather.</u>	
<b>PO 10.</b> <u>Demonstrate the effect of the Earth's rotation (i.e., Coriolis effect) on the movement of water and air.</u>	

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
<b>Strand 6: Earth and Space Science</b>	
<b>PO 11.</b> <u>Describe the origin, life cycle, and behavior of weather systems (i.e., air mass, front, high and low systems, pressure gradients).</u>	
<b>PO 12.</b> <u>Describe the conditions that cause severe weather (e.g., hurricanes, tornadoes, thunderstorms).</u>	
<b>PO 13.</b> <u>Propose appropriate safety measures that can be taken in preparation for severe weather.</u>	
<b>PO 14.</b> <u>Analyze how weather is influenced by both natural and artificial Earth features (e.g., mountain ranges, bodies of water, cities, air pollution).</u>	
<b>PO 15.</b> <u>List the factors that determine climate (e.g., altitude, latitude, water bodies, precipitation, prevailing winds, topography).</u>	
<b>PO 16.</b> <u>Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).</u>	
<b>PO 17.</b> <u>Investigate the effects of acid rain, smoke, volcanic dust, urban development, and greenhouse gases, on climate change over various periods of time.</u>	
<b>Concept 3: Origin and Evolution of the Earth System</b>	
<u>Analyze the factors used to explain the history and evolution of the Earth.</u>	
<b>Earth Origin/System:</b>	
<b>PO 1.</b> <u>Describe the scientific theory of the origin of the solar system (solar nebular hypothesis).</u>	
<b>PO 2.</b> <u>Describe the characteristics, location, and motions of the various kinds of objects in our solar system, including the Sun, planets, satellites, comets, meteors, and asteroids.</u>	
<b>PO 3.</b> <u>Explain the phases of the Moon, eclipses (lunar and solar), and the interaction of the Sun, Moon, and Earth (tidal effect).</u>	
<b>Earth History/Evolution:</b>	
<b>PO 4.</b> <u>Interpret a geologic time scale.</u>	
<b>PO 5.</b> <u>Distinguish between relative and absolute geologic dating techniques.</u>	
<b>PO 6.</b> <u>Investigate scientific theories of how life originated on Earth (high temperature, low oxygen, clay catalyst model).</u>	
<b>PO 7.</b> <u>Describe how life on Earth has influenced the evolution of the Earth's systems.</u>	
<b>PO 8.</b> <u>Sequence major events in the Earth's evolution (e.g., mass extinctions, glacial episodes) using relative and absolute dating data.</u>	
<b>PO 9.</b> <u>Analyze patterns in the fossil record related to the theory of organic evolution.</u>	

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ARIZONA High School Science Academic Standards	ACT Science College Readiness Standards
Strand 6: Earth and Space Science	
<b>Concept 4: <u>Origin and Evolution of the Universe</u></b>	
<u>Analyze the factors used to explain the origin and evolution of the universe.</u>	
<b>PO 1.</b> <u>Describe the Big Bang Theory as an explanation for the origin of the universe.</u>	
<b>PO 2.</b> <u>Describe the fusion process that takes place in stars.</u>	
<b>PO 3.</b> <u>Analyze the evolution of various types of stars using the Hertzsprung-Russell (HR) diagram.</u>	
<b>PO 4.</b> <u>Compare the evolution (life cycles) of stars of different masses (low and high mass).</u>	
<b>PO 5.</b> <u>Explain the formation of the light elements in stars and the heavier elements (what astronomers call “metals”) in supernova explosions.</u>	
<b>PO 6.</b> <u>Explain the evolution and life cycles of galaxies.</u>	