



STATE MATCH SUPPLEMENT

Arkansas Curriculum Framework

English Language Arts,
Mathematics, and Science
Grades 7–12

and

ACT[®]

EXPLORE, PLAN,
and ACT

December 2005

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Preface

This document is a supplement to the *State Match Arkansas Curriculum Framework English Language Arts, Mathematics, and Science Grades 7–12 and ACT's EXPLORE, PLAN, and ACT (December 2005)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Arkansas Content Standard in a side-by-side format. The left side of each page presents the Arkansas Curriculum Framework (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 Arkansas Content Standard.

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

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|--|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking Vocabulary | |
| OV.1.7.1. Use vocabulary from content area texts and personal reading | |
| OV.1.7.2. Use standard English in classroom discussion and presentations | |
| Speaking Behaviors | |
| OV.1.7.3. Speak for and to various purposes and audiences | |
| OV.1.7.4. Demonstrate appropriate eye contact, posture, and volume | |
| OV.1.7.5. Use correct pronunciation and inflection/modulation to communicate ideas and information | |
| Speaking to Share Understanding and Information | |
| OV.1.7.6. Contribute appropriately to class discussion | |
| OV.1.7.7. Deliver oral presentations using standard English, appropriate vocabulary, examples and/or analogies | |
| OV.1.7.8. Use a variety of visual aids in oral presentations across the curriculum | |
| Speaking for Literary Response and Expression | |
| OV.1.7.9. Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues | |
| Speaking for Critical Analysis and Evaluation | |
| OV.1.7.10. Evaluate self and peers' performance as an interviewer based on preset criteria | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information and Understanding | |
| OV.2.7.1. Demonstrate effective listening skills by exhibiting appropriate body language | |
| OV.2.7.2. Establish purpose for listening | |
| OV.2.7.3. Listen attentively for main ideas, details, and organization | |
| OV.2.7.4. Demonstrate attentive listening skills to respond to and interpret speaker's message | |
| Listening for Critical Analysis and Evaluation | |
| OV.2.7.5. Evaluate presentations using established criteria/rubrics (e.g., purpose, content, organization, and delivery) | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |
| Utilizing Media for Information and Understanding | |
| OV.3.7.1. View a variety of visually presented materials for understanding of a specific topic | |
| Utilizing Media for Critical Analysis and Evaluation | |
| OV.3.7.2. Use appropriate criteria to evaluate media for bias and propaganda | |
| Utilizing a Variety of Resources to Produce Visuals that Communicate Through Print and Non-print Media | |
| OV.3.7.3. Design presentations that incorporate media visuals | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| <p>Strand: Writing</p> | |
| <p>Standard 4: Process</p> | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p>Topic Development in Terms of Purpose and Focus: 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>Organization, Unity, and Coherence: 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> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <p>Conventions of Punctuation:</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> |
| Prewriting | |
| <p>W.4.7.1. Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs</p> | |
| <p>W.4.7.2. Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics</p> | |
| <p>W.4.7.3. Determine a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, and descriptive writing</p> | |
| <p>W.4.7.4. Use available technology to access information by using a card catalog and multiple Internet sources</p> | |
| Drafting | |
| <p>W.4.7.5. Create a draft for expository writing with emphasis on organization by paragraphs—introduction, main points with elaboration, and conclusion—<i>[as published]</i></p> | |
| <p>W.4.7.6. Create a draft for narrative writing that includes dialogue</p> | |
| <p>W.4.7.7. Create an effective lead paragraph by using dialogue or a description of a character or setting</p> | |
| Revising | |
| <p>W.4.7.8. Revise content for</p> | |
| <ul style="list-style-type: none"> • Central Idea | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Organization | <p>Organization, Unity, and Coherence:</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> |
| <ul style="list-style-type: none"> • Unity | <p>Organization, Unity, and Coherence:</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

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| <ul style="list-style-type: none"> • Elaboration (e.g., explanation, examples, description, etc.) | <p>Topic Development in Terms of Purpose and Focus:</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> |
| <ul style="list-style-type: none"> • Clarity | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> |
| W.4.7.9. Revise style for | |
| <ul style="list-style-type: none"> • Sentence variety | |
| <ul style="list-style-type: none"> • Tone | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| <ul style="list-style-type: none"> • Voice | |
| <ul style="list-style-type: none"> • Selected vocabulary | |
| <ul style="list-style-type: none"> • Selected information | |
| W.4.7.10. Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.) | |
| Editing | |
| W.4.7.11. Edit individually or in groups for appropriate grade-level conventions, within the following features: | |
| <ul style="list-style-type: none"> • Sentence formation | <p>Sentence Structure and Formation:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Completeness | <p>Topic Development in Terms of Purpose and Focus:</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> |
| <ul style="list-style-type: none"> • Absence of fused sentences | <p>Sentence Structure and Formation:</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> |
| <ul style="list-style-type: none"> • Expansion through standard coordination and modifiers | <p>Sentence Structure and Formation:</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> |
| <ul style="list-style-type: none"> • Embedding through standard subordination and modifiers | <p>Sentence Structure and Formation:</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> |
| <ul style="list-style-type: none"> • Standard word order | <p>Sentence Structure and Formation:</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> |
| <ul style="list-style-type: none"> • Usage | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|---|
| Strand: Writing | |
| <ul style="list-style-type: none"> Standard inflections | <p>Conventions of Usage:</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>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> |
| <ul style="list-style-type: none"> Agreement | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> Word meaning | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> Conventions | <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>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</i>, <i>afterward</i>, <i>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</i>, <i>however</i>, <i>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> |
| <ul style="list-style-type: none"> Mechanics | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| • Capitalization | |
| • Punctuation | <p>Conventions of Punctuation:</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> |
| • Formatting | |
| • Spelling | |
| Publishing | |
| W.4.7.12. Use available technology to experiment with various formats for a final written product | |
| W.4.7.13. Maintain a writing portfolio that exhibits growth in meeting goals and expectations | |
| W.4.7.14. Publish/share according to purpose and audience | |
| Standard 5: Purpose, Topics, Forms and Audiences | |
| Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms. | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| Purposes and Audiences | |
| W.5.7.1. Write to develop narrative, expository, descriptive, and persuasive pieces | |
| W.5.7.2. Select the form of writing that addresses the intended audience | |
| Topics and Forms | |
| W.5.7.3. Create expository, narrative, descriptive, and persuasive writings | |
| W.5.7.4. Write poems using a variety of techniques/devices, with emphasis on lyric poetry | |
| W.5.7.5. Write research reports and document sources, summarizing, and paraphrasing | |
| W.5.7.6. Write to reflect ideas/interpretations of multicultural and universal themes and concepts | |
| W.5.7.7. Write with and without prompts for a sustained period of time | |
| W.5.7.8. Write responses to literature that demonstrate understanding or interpretation | |
| W.5.7.9. Write on demand with or without prompt within a given time frame | |
| W.5.7.10. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Sentence Formation | |
| W.6.7.1. Vary sentence structure by using simple, compound, and complex sentences and different kinds of sentences | |
| <ul style="list-style-type: none"> • Declarative | |
| <ul style="list-style-type: none"> • Interrogative | |
| <ul style="list-style-type: none"> • Imperative | |
| <ul style="list-style-type: none"> • Exclamatory | |
| W.6.7.2. Write effective sentences by embedding clauses, prepositional and appositive phrases, and all compound elements | <p>Sentence Structure and Formation:</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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| | Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| W.6.7.3. Use phrases and clauses to invert sentence order for emphasis and variety | |
| W.6.7.4. Correct fragments, run-ons, comma splices, and fused sentences | <p>Sentence Structure and Formation:</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> |
| W.6.7.5. Analyze personal and peer sentence formation for effective use of the parts of speech | |
| <ul style="list-style-type: none"> Precise nouns | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| <ul style="list-style-type: none"> Pronouns | <p>Conventions of Usage:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Identify and correct ambiguous pronoun references</p> <p>Sentence Structure and Formation:</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> |
| <ul style="list-style-type: none"> Demonstrative | |
| <ul style="list-style-type: none"> Compound personal | |
| <ul style="list-style-type: none"> Reflexive | |
| <ul style="list-style-type: none"> Intensive | |
| <ul style="list-style-type: none"> Personal | |
| <ul style="list-style-type: none"> Interrogative | |
| <ul style="list-style-type: none"> Relative | |
| <ul style="list-style-type: none"> Indefinite | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| <ul style="list-style-type: none"> • Active and linking verbs | <p>Sentence Structure and Formation: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Conventions of Usage: 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 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 Ensure that a verb agrees with its subject when there is some text between the two</p> |
| <ul style="list-style-type: none"> • Adjectives | <p>Sentence Structure and Formation: 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>Conventions of Usage: 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 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> |
| <ul style="list-style-type: none"> • Possessive | |
| <ul style="list-style-type: none"> • Article | |
| <ul style="list-style-type: none"> • Interrogative | |
| <ul style="list-style-type: none"> • Numeral | |
| <ul style="list-style-type: none"> • Demonstrative | |
| <ul style="list-style-type: none"> • Indefinite | |
| <ul style="list-style-type: none"> • Descriptive | |
| <ul style="list-style-type: none"> • Adverbs | <p>Sentence Structure and Formation: 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>Conventions of Usage: 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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| • Manner | |
| • Time | |
| • Place | |
| • Degree | |
| • Negative | |
| • Interrogative | |
| <ul style="list-style-type: none"> • Conjunctions | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: Determine the clearest and most logical conjunction to link clauses</p> <p>Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences 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> |
| • Coordinate | |
| • Correlative | |
| • Subordinate | |
| • Interjections for excitement | |
| <ul style="list-style-type: none"> • Prepositions to indicate relationships | <p>Conventions of Usage: 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 Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> |
| Usage | |
| <p>W.6.7.6. Apply conventions of grammar with emphasis on the following:</p> | |
| <ul style="list-style-type: none"> • Agreement | |
| <ul style="list-style-type: none"> • Subject-verb | <p>Conventions of Usage: 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 Ensure that a verb agrees with its subject when there is some text between the two</p> |
| <ul style="list-style-type: none"> • Pronoun and antecedent | <p>Conventions of Usage: 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> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| <ul style="list-style-type: none"> Parts of speech | <p>Sentence Structure and Formation:</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>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> Parts of a sentence and sentence patterns | |
| <ul style="list-style-type: none"> S-V | |
| <ul style="list-style-type: none"> S-V-DO | |
| <ul style="list-style-type: none"> S-V-IO-DO | |
| <ul style="list-style-type: none"> S-LV-PN | |
| <ul style="list-style-type: none"> S-LV-PA | |
| <ul style="list-style-type: none"> Conjugation in progressive verb forms | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|---|
| Strand: Writing | |
| <ul style="list-style-type: none"> Prepositional phrases as modifiers | <p>Sentence Structure and Formation: 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> |
| <ul style="list-style-type: none"> Dependent clauses | <p>Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences 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> |
| Spelling | |
| W.6.7.7. Spell words correctly in all writing | |
| Capitalization | |
| W.6.7.8. Apply conventional rules of capitalization in writing | |
| Punctuation | |
| W.6.7.9. Apply conventional rules for all end marks and commas in writing | <p>Conventions of Punctuation: Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases 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) Use punctuation to set off complex parenthetical phrases 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>) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons</p> |
| W.6.7.10. Use semi-colons and colons in compound and compound-complex sentences | <p>Sentence Structure and Formation: Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Conventions of Punctuation: Recognize inappropriate uses of colons and semicolons</p> |
| W.6.7.11. Use colons in compound and compound-complex sentences and to introduce lists | <p>Sentence Structure and Formation: Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p>Conventions of Punctuation: Use punctuation to set off complex parenthetical phrases Recognize inappropriate uses of colons and semicolons</p> |
| W.6.7.12. Use double and single quotation marks in dialogue | |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.7.1. Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers | |
| W.7.7.2. Use a variety of sentence types and lengths (see Conventions Standard 6) | |
| W.7.7.3. Use word or sentence repetition for effect | |
| W.7.7.4. Use transition words/phrases | <p>Organization, Unity, and Coherence: 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>) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> |
| W.7.7.5. Use purposeful vocabulary with emphasis on developing voice | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: 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 Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> |
| W.7.7.6. Create an effective lead and conclusion | <p>Organization, Unity, and Coherence: Add a sentence that introduces a simple paragraph Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> |
| W.7.7.7. Narrow the time focus of a piece of writing | |
| W.7.7.8. Vary the placement of topic sentences | |
| W.7.7.9. Use dialogue effectively | |
| W.7.7.10. Use humor appropriately | |
| W.7.7.11. Use writer's checklist or scoring guides/rubrics to improve written work | |
| W.7.7.12. Self-evaluate writing | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <p>relationships in uncomplicated passages</p> <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Prior Knowledge | |
| R.9.7.1. Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading | |
| Making Connections | |
| R.9.7.2. Infer the interrelations of text and world issues/events by applying connection strategies | |
| Using Questioning and Monitoring | |
| R.9.7.3. Prioritize questions formulated and purposes established for reading | |
| R.9.7.4. Generate and prioritize questions related to universal themes to interpret meaning | |
| R.9.7.5. Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns | |
| Using Inferences and Interpretations | |
| R.9.7.6. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text | |
| R.9.7.7. Infer a character's impact on plot development | <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <p>relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</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> |
| R.9.7.8. Infer mood of text | <p>Generalizations and Conclusions:</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> |
| R.9.7.9. Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.9.7.10. Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work | <p>Main Ideas and Author’s Approach:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <p>on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> |
| <p>R.9.7.11. Distinguish among stated fact, reasoned judgment, and opinion in text</p> | <p>Generalizations and Conclusions:</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> |
| Determining Importance | |
| <p>R.9.7.12. Identify main ideas and supporting evidence in short stories and novels</p> | <p>Main Ideas and Author’s Approach:</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>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</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>R.9.7.13. Use the text features to locate and recall information, with emphasis on graphics</p> | |
| <p>R.9.7.14. Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p> | <p>Main Ideas and Author’s Approach:</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>R.9.7.15. Organize information, including simple outlining</p> | |
| <p>R.9.7.16. Use skimming, scanning, notetaking, outlining,</p> | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| and questioning as study strategies | |
| Summarizing and Synthesizing | |
| R.9.7.17. Summarize the content of multiple chapters of a text | |
| Evaluating | |
| R.9.7.18. Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions | |
| R.9.7.19. Evaluate personal, social, and political issues as presented in text | |
| Standard 10: Variety of Text | |
| <p>Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <p>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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Exhibits Behaviors and Habits of an Active Reader | |
| R.10.7.1. Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels | |
| R.10.7.2. Read texts that reflect contributions of different cultural groups | |
| R.10.7.3. Vary reading strategies according to text and purpose | |
| Reading a Variety of Informational Materials for Enjoyment, Critical Analysis, and Evaluation | |
| R.10.7.4. Understand how word choice and language structure convey an author's viewpoint | <p>Main Ideas and Author's Approach:</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>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in</p> |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | passages Meanings of Words: 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 |
| R.10.7.5. Use skimming, scanning , note taking, outlining, and questioning as study strategies | |
| R.10.7.6. Organize and synthesize information for use in written and oral presentation | |
| Reading a Variety of Literature for Enjoyment, Critical Analysis and Evaluation | |
| R.10.7.7. Read a variety of literature, including short stories, science fiction, legends, and myths | |
| Reading a Variety of Poetry for Enjoyment, Critical Analysis and Evaluation | |
| R.10.7.8. Read a variety of poetry, with emphasis on lyric poetry | |
| R.10.7.9. Identify the use of poetic devices, including comparison, alliteration, repetition, onomatopoeia, and rhyme | |
| R.10.7.10. Examine the effect of imagery on the mood or meaning of the poem | |
| Reading a Variety of Practical Materials for Enjoyment, Critical Analysis and Evaluation | |
| R.10.7.11. Read and utilize functional/practical texts, including forms, reports, cover letters, letterheads, and business letters | |
| R.10.7.12. Analyze advertisements for bias and propaganda | |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Recognition | |
| R.11.7.1. Automatically decode words to ensure focus on comprehension | |
| R.11.7.2. Continue to develop and maintain an adequate body of sight words | |
| R.11.7.3. Add content words to sight vocabulary | |
| Word Study and Vocabulary | |
| R.11.7.4. Use knowledge of root words and affixes and word relationships to determine meaning | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| R.11.7.5. Use context to determine meaning of multiple meaning words | <p>Meanings of Words:</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> |
| R.11.7.6. Use resources to determine meaning of technical and specialized vocabulary | |
| R.11.7.7. Determine useful and relevant words | |
| R.11.7.8. Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases | <p>Meanings of Words:</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> |
| R.11.7.9. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary | |
| R.11.7.10. Use context to determine meaning of multiple meaning words | <p>Meanings of Words:</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> |
| Reading with Fluency | |
| R.11.7.11. Read grade level text with an approximate rate of 167 words per minute | |
| R.11.7.12. Read grade level text orally with accuracy and expression | |

TABLE 1A

| ARKANSAS Grade 7 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|--|-------------------------------------|
| Strand: Inquiring/Researching | |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.7.1. Formulate original questions to select a topic for research | |
| IR.12.7.2. Use reference features (e.g., endnotes, etc.) and text features (e.g., endnotes, footnotes, bibliography, etc.) to access information | |
| IR.12.7.3. Use print and electronic sources, such as card catalogs and computer databases, to locate information | |
| IR.12.7.4. Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.) | |
| IR.12.7.5. Evaluate sources to select those most reliable and appropriate to purpose and topic | |
| Interpreting Information | |
| IR.12.7.6. Use information presented in graphic sources to draw conclusions | |
| IR.12.7.7. Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources | |
| IR.12.7.8. Create a formal topic outline of main topic, sub-topics, and details | |
| IR.12.7.9. Use research to create one or more oral, written, or visual presentations/products | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|--|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking Vocabulary | |
| OV.1.8.1. Use vocabulary from content area texts and reading/literature | |
| OV.1.8.2. Use standard English in classroom discussion and presentations | |
| Speaking Behaviors | |
| OV.1.8.3. Speak for and to various purposes and audiences | |
| OV.1.8.4. Demonstrate appropriate eye contact, posture, volume, and physical gestures | |
| OV.1.8.5. Use correct pronunciation and inflection/modulation to communicate ideas and information | |
| Speaking to Share Understanding and Information | |
| OV.1.8.6. Contribute appropriately to class discussion | |
| OV.1.8.7. Deliver oral presentations using available technology | |
| OV.1.8.8. Report results of interviews, research, etc. | |
| Speaking for Literary Response and Expression | |
| OV.1.8.9. Participate in a variety of speaking activities taken from literature or research | |
| Speaking for Critical Analysis and Evaluation | |
| OV.1.8.10. Critique oral presentations of self and peers based on preset criteria | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information and Understanding | |
| OV.2.8.1. Demonstrate effective listening skills by exhibiting appropriate body language | |
| OV.2.8.2. Establish purpose for listening | |
| OV.2.8.3. Listen attentively to summarize | |
| OV.2.8.4. Demonstrate attentive and reflective listening skills to respond to and interpret speaker’s message | |
| Listening for Critical Analysis and Evaluation | |
| OV.2.8.5. Evaluate presentations using established criteria/rubrics (e.g., purpose, content, organization, and delivery) | |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Utilizing Media for Information and Understanding | |
| OV.3.8.1. View a variety of visually presented materials for understanding of a specific topic | |
| Utilizing Media for Critical Analysis and Evaluation | |
| OV.3.8.2. Evaluate a media source for bias, propaganda, and censorship | |
| Utilizing a Variety of Resources to Produce Visuals that Communicate Through Print and Non-print Media | |
| OV.3.8.3. Design presentations that incorporate media visuals | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| Standard 4: Process | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p>Topic Development in Terms of Purpose and Focus:</p> <ul style="list-style-type: none"> 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>Organization, Unity, and Coherence:</p> <ul style="list-style-type: none"> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>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</i>, <i>afterward</i>, <i>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</i>, <i>however</i>, <i>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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p>Conventions of Punctuation:</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> |
| Prewriting | |
| <p>W.4.8.1. Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data</p> | |
| <p>W.4.8.2. Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details</p> | |
| <p>W.4.8.3. Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing</p> | |
| <p>W.4.8.4. Use available technology to access information and to document interviews</p> | |
| Drafting | |
| <p>W.4.8.5. Create a draft with emphasis on persuasive and expository organization</p> | |
| <p>W.4.8.6. Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement</p> | |
| Revising | |
| <p>W.4.8.7. Revise content for</p> | |
| <ul style="list-style-type: none"> Central Idea | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Organization | <p>Organization, Unity, and Coherence:</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> |
| <ul style="list-style-type: none"> • Unity | <p>Organization, Unity, and Coherence:</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> |
| <ul style="list-style-type: none"> • Elaboration | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| | Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement |
| <ul style="list-style-type: none"> • Clarity | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> |
| W.4.8.8. Revise style for | |
| <ul style="list-style-type: none"> • Sentence variety | |
| <ul style="list-style-type: none"> • Tone (e.g., sense of audience, etc.) | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| <ul style="list-style-type: none"> • Voice (e.g., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) | |
| <ul style="list-style-type: none"> • Selected vocabulary | |
| <ul style="list-style-type: none"> • Selected information | |
| W.4.8.9. Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.) | |
| Editing | |
| W.4.8.10. Edit individually or in groups for appropriate grade-level conventions, within the following features: | |
| <ul style="list-style-type: none"> • Sentence formation | <p>Sentence Structure and Formation:</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 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | 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 |
| <ul style="list-style-type: none"> • Completeness | Topic Development in Terms of Purpose and Focus: 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 |
| <ul style="list-style-type: none"> • Absence of fused sentences | Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| <ul style="list-style-type: none"> • Expansion through standard coordination and modifiers | Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| <ul style="list-style-type: none"> • Embedding through standard subordination and modifiers | Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| <ul style="list-style-type: none"> • Standard word order | Sentence Structure and Formation: Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| <ul style="list-style-type: none"> • Usage | |
| <ul style="list-style-type: none"> • Standard inflections | Conventions of Usage: 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 |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Agreement | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> • Word meaning | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> • Conventions | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> • Mechanics | |
| <ul style="list-style-type: none"> • Capitalization | |
| <ul style="list-style-type: none"> • Punctuation | <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Formatting | |
| <ul style="list-style-type: none"> • Spelling | |
| Publishing | |
| W.4.8.11. Use available technology to create a product and communicate knowledge | |
| W.4.8.12. Maintain a writing portfolio that exhibits growth in meeting goals and expectations | |
| W.4.8.13. Publish/share according to purpose and audience | |
| Standard 5: Purpose, Topics, Forms and Audiences | |
| <p>Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p> | <p>Topic Development in Terms of Purpose and Focus:</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> |
| Purposes and Audiences | |
| W.5.8.1. Develop multiple works in a variety of modes of discourse | |
| W.5.8.2. Select the form of writing that addresses the intended audience | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|---|
| Strand: Writing | |
| Topics and Forms | |
| W.5.8.3. Create expository, narrative, descriptive, and persuasive writings | |
| W.5.8.4. Write poems using a variety of techniques/devices, with emphasis on free verse | |
| W.5.8.5. Write research reports that include a thesis and use a variety of sources | |
| W.5.8.6. Write to reflect ideas/interpretations of multicultural and universal themes and concepts | |
| W.5.8.7. Write with and without prompts for a sustained period of time | |
| W.5.8.8. Write responses to literature that demonstrate understanding or interpretation | |
| W.5.8.9. Write on demand with or without prompt within a given time frame | |
| W.5.8.10. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Sentence Formation | |
| W.6.8.1. Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different kinds of sentences | |
| <ul style="list-style-type: none"> • Declarative | |
| <ul style="list-style-type: none"> • Interrogative | |
| <ul style="list-style-type: none"> • Imperative | |
| <ul style="list-style-type: none"> • Exclamatory | |
| W.6.8.2. Write more effective sentences by using all compound elements and by embedding clauses and prepositional, appositive, and verbal phrases | <p>Sentence Structure and Formation:</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> |
| W.6.8.3. Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety | |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| <p>W.6.8.4. Correct fragments, run-ons, comma splices, and fused sentences</p> | <p>Sentence Structure and Formation:</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>W.6.8.5. Evaluate personal, peer, or literature-based sentence formation for effective use of the parts of speech</p> | |
| <ul style="list-style-type: none"> Precise nouns | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| <ul style="list-style-type: none"> Pronouns to avoid repetition | |
| <ul style="list-style-type: none"> Verbs | <p>Conventions of Usage:</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>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Sentence Structure and Formation:</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> |
| <ul style="list-style-type: none"> Transitive active | |
| <ul style="list-style-type: none"> Transitive passive | |
| <ul style="list-style-type: none"> Intransitive linking | |
| <ul style="list-style-type: none"> Intransitive complete | |
| <ul style="list-style-type: none"> Adjectives to modify nouns and pronouns | <p>Conventions of Usage:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <p>Sentence Structure and Formation: 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> |
| <ul style="list-style-type: none"> Adverbs to modify verbs, adjectives, and other adverbs | <p>Conventions of Usage: 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>Sentence Structure and Formation: 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> |
| <ul style="list-style-type: none"> Conjunctions | <p>Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences 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>Word Choice in Terms of Style, Tone, Clarity, and Economy: Determine the clearest and most logical conjunction to link clauses</p> |
| <ul style="list-style-type: none"> Coordinate | |
| <ul style="list-style-type: none"> Correlative | |
| <ul style="list-style-type: none"> Subordinate | |
| <ul style="list-style-type: none"> Interjections for excitement | |
| <ul style="list-style-type: none"> Prepositions to indicate relationships | <p>Conventions of Usage: 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>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> |
| Usage | |
| <p>W.6.8.6. Apply conventions of grammar with emphasis on the following:</p> | |
| <ul style="list-style-type: none"> Subject-verb agreement | <p>Conventions of Usage: 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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | Ensure that a verb agrees with its subject when there is some text between the two |
| <ul style="list-style-type: none"> • Parts of speech | <p>Sentence Structure and Formation:</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>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> • Pronoun and antecedent agreement | <p>Conventions of Usage:</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> |
| <ul style="list-style-type: none"> • Parts of a sentence and sentence patterns | |
| <ul style="list-style-type: none"> • S-V | |
| <ul style="list-style-type: none"> • S-V-DO | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| • S-V-IO-DO | |
| • S-LV-PN | |
| • S-LV-PA | |
| • Conjugation in regular, progressive, and emphatic verb forms | <p>Conventions of Usage:</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> |
| • Verbals | |
| Spelling | |
| W.6.8.7. Spell words correctly in all writing | |
| Capitalization | |
| W.6.8.8. Apply conventional rules of capitalization in writing | |
| Punctuation | |
| W.6.8.9. Apply conventional rules of punctuation in writing | <p>Conventions of Punctuation:</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> |
| W.6.8.10. Edit own and peer papers with emphasis on | |
| • All end marks | |
| • Commas | <p>Conventions of Punctuation:</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> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| <ul style="list-style-type: none"> • Dash | <p>Conventions of Punctuation:</p> <p>Use punctuation to set off complex parenthetical phrases</p> |
| <ul style="list-style-type: none"> • Hyphen | |
| <ul style="list-style-type: none"> • Quotation marks | |
| <ul style="list-style-type: none"> • Double | |
| <ul style="list-style-type: none"> • Single | |
| <ul style="list-style-type: none"> • Parentheses | |
| <ul style="list-style-type: none"> • Semicolons | <p>Sentence Structure and Formation:</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Conventions of Punctuation:</p> <p>Recognize inappropriate uses of colons and semicolons</p> |
| <ul style="list-style-type: none"> • Colons | <p>Sentence Structure and Formation:</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Conventions of Punctuation:</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize inappropriate uses of colons and semicolons</p> |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.8.1. Use figurative language purposefully, such as alliteration and assonance, to shape and control language to affect readers | |
| W.7.8.2. Use a variety of sentence types and lengths | |
| W.7.8.3. Use repetition for effect | |
| W.7.8.4. Use transition words/phrases | <p>Organization, Unity, and Coherence:</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> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>) |
| W.7.8.5. Use purposeful vocabulary with emphasis on developing tone | Word Choice in Terms of Style, Tone, Clarity, and Economy: 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 Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay |
| W.7.8.6. Create an effective lead and conclusion | Organization, Unity, and Coherence: Add a sentence that introduces a simple paragraph Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward |
| W.7.8.7. Use flashback/time transitions | Organization, Unity, and Coherence: 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>) |
| W.7.8.8. Use dialogue effectively | |
| W.7.8.9. Use anecdotes and quotes | |
| W.7.8.10. Use scoring guides or rubrics to improve all aspects of written projects | |
| W.7.8.11. Self-evaluate writing | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Prior Knowledge | |
| R.9.8.1. Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading | |
| Making Connections | |
| R.9.8.2. Evaluate the interrelations of text and world issues/events by applying connection strategies | |
| R.9.8.3. Connect, compare, and contrast ideas, themes, and issues across texts | |
| Using Questioning and Monitoring | |
| R.9.8.4. Defend questions formulated and purposes established for reading | |
| R.9.8.5. Generate and define questions related to universal themes to interpret meaning | |
| R.9.8.6. Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns | |
| Using Inferences and Interpretations | |
| R.9.8.7. Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text | |
| R.9.8.8. Infer a character's role in development of plot and theme | <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> |

TABLE 1B

| <p>ARKANSAS Grade 8 English Language Arts Curriculum Framework</p> | <p>EXPLORE Reading College Readiness Standards</p> |
|---|---|
| <p>Strand: Reading</p> | |
| | <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</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>R.9.8.9. Infer mood and theme of text</p> | <p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Generalizations and Conclusions:</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>R.9.8.10. Use literary elements and historical context to infer author's intent</p> | <p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator 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>Supporting Details:</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>Meanings of Words:</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>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>R.9.8.11. Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved</p> | <p>Sequential, Comparative, and Cause-Effect Relationships:</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>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</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>R.9.8.12. Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work</p> | <p>Main Ideas and Author’s Approach:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</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>R.9.8.13. Distinguish among stated fact, reasoned judgment, and opinion in text</p> | <p>Generalizations and Conclusions:</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> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| Determining Importance | |
| R.9.8.14. Classify and organize information from more than one text, based on purpose and/or level of importance | |
| R.9.8.15. Identify main ideas and supporting evidence in short stories and novels | <p>Main Ideas and Author’s Approach:</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>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</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> |
| R.9.8.16. Use the text features to locate and recall information, with emphasis on text organizers | |
| R.9.8.17. Determine text structure(s) to enhance understanding | <p>Main Ideas and Author’s Approach:</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> |
| R.9.8.18. Organize information, including simple outlining | |
| R.9.8.19. Use skimming, scanning, note-taking, outlining, and questioning as study strategies | |
| Summarizing and Synthesizing | |
| R.9.8.20. Synthesize information from multiple texts and provide evidence to support | |
| Evaluating | |
| R.9.8.21. Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme | <p>Main Ideas and Author’s Approach:</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> |

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| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | <p>Sequential, Comparative, and Cause-Effect Relationships:</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>R.9.8.22. Evaluate personal, social, and political issues as presented in text</p> | |
| <p>Standard 10: Variety of Text</p> | |
| <p>Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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> |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Exhibits Behaviors and Habits of an Active Reader | |
| R.10.8.1. Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| R.10.8.2. Read texts that reflect contributions of different cultural groups | |
| R.10.8.3. Vary reading strategies according to text and purpose | |
| Reading a Variety of Informational Materials for Enjoyment, Critical Analysis, and Evaluation | |
| R.10.8.4. Examine the author's credibility, use of text structure, word choice, and viewpoint to evaluate message | <p>Main Ideas and Author's Approach:</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>Supporting Details:</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>Meanings of Words:</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> |
| R.10.8.5. Use skimming, scanning, note taking, outlining, and questioning as study strategies | |
| Reading a Variety of Literature for Enjoyment, Critical Analysis and Evaluation | |
| R.10.8.6. Read a variety of literature, including essays and plays | |
| R.10.8.7. Evaluate the credibility of the narrator | |
| R.10.8.8. Identify the basic parts of drama | |
| R.10.8.9. Describe how stage directions help the reader understand a play | |
| Reading a Variety of Poetry for Enjoyment, Critical Analysis and Evaluation | |
| R.10.8.10. Read a variety of poetry, with emphasis on free verse | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| R.10.8.11. Interpret poetry, noting distinctive poetic devices | |
| Reading a Variety of Practical Materials for Enjoyment, Critical Analysis and Evaluation | |
| R.10.8.12. Read and utilize functional/practical texts, including manuals, memos, job applications, and career guides | |
| R.10.8.13. Analyze newspaper articles and editorials for bias and propaganda | |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Recognition | |
| R.11.8.1. Automatically decode words to ensure focus on comprehension | |
| R.11.8.2. Continue to develop and maintain an adequate body of sight words | |
| R.11.8.3. Add content words to sight vocabulary | |
| Word Study and Vocabulary | |
| R.11.8.4. Use knowledge of root words and affixes and word relationships to determine meaning | |
| R.11.8.5. Use context to determine meaning of multiple meaning words | <p>Meanings of Words:</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> |
| R.11.8.6. Use resources to determine meaning of technical and specialized vocabulary | |
| R.11.8.7. Determine useful and relevant words | |
| R.11.8.8. Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases | <p>Meanings of Words:</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> |
| R.11.8.9. Identify how words from other cultures have been incorporated into English vocabulary usage. | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| <p>R.11.8.10. Use context, structure, denotations and connotations to determine meaning of words and phrases</p> | <p>Meanings of Words:</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> |
| Reading with Fluency | |
| <p>R.11.8.11. Read grade level text with an approximate rate of 171 words per minute</p> | |
| <p>R.11.8.12. Read grade level text orally with accuracy and expression</p> | |

TABLE 1B

| ARKANSAS Grade 8 English Language Arts Curriculum Framework | EXPLORE College Readiness Standards |
|--|---|
| Strand: Inquiring/Researching | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.8.1. Formulate original questions to explain and select a topic for research | |
| IR.12.8.2. Use appropriate reference features and text features to access information effectively | |
| IR.12.8.3. Use print and electronic sources independently to locate information | |
| IR.12.8.4. Gather information from more than one type of source (e.g., interviews, Internet, lab notes, etc.) | |
| IR.12.8.5. Self-select credible sources appropriate to purpose and topic | |
| Interpreting Information | |
| IR.12.8.6. Create visual graphics to interpret information | |
| IR.12.8.7. Use notes to narrow a topic to develop a thesis statement | |
| IR.12.8.8. Create a formal topic outline of thesis, main topics, subtopics, and details | |
| IR.12.8.9. Use research to create one or more oral, written, or visual presentations/products | |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking to Share Understanding and Information | |
| OV.1.9.1. Adjust oral language to audience and appropriately apply the rules of standard English | |
| OV.1.9.2. Prepare and participate in structured discussions, such as panel discussions | |
| OV.1.9.3. Use appropriate visual aids in presentations | |
| Speaking for Literary Response, Expression, and Analysis | |
| OV.1.9.4. Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information, Interpretation, Critical Analysis, and Evaluation | |
| OV.2.9.1. Analyze how the conventions of English affect oral expressions | |
| OV.2.9.2. Establish a purpose for listening and identify relevant information | |
| OV.2.9.3. Identify barriers to listening and generate methods to overcome them | |
| OV.2.9.4. Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message | |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |
| Analyzing Media | |
| OV.3.9.1. Compare the advantages and disadvantages of various types of media | |
| OV.3.9.2. Articulate personal response to such media as editorials, news stories, and advertisements | |
| Evaluating Media Credibility | |
| OV.3.9.3. Identify and evaluate a media source for bias and point of view | |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| Standard 4: Process | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p>Topic Development in Terms of Purpose and Focus:</p> <ul style="list-style-type: none"> 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 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 Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation <p>Organization, Unity, and Coherence:</p> <ul style="list-style-type: none"> 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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements |

TABLE 1C

| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|--|--|
| <p>Strand: Writing</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> <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>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Prewriting | |
| W.4.9.1. Generate, gather, and organize ideas for writing | |
| W.4.9.2. Plan and organize writing to address a specific audience and purpose with emphasis on narration | |
| Drafting | |
| W.4.9.3. Communicate clearly the purpose of the writing | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1C

| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|--|--|
| <p>Strand: 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>W.4.9.4. Write clear and varied sentences</p> | <p>Sentence Structure and Formation:</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>W.4.9.5. Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> | <p>Topic Development in Terms of Purpose and Focus:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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>W.4.9.6. Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |

TABLE 1C

| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|---|--|
| <p>Strand: Writing</p> | |
| | <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> |
| <p>W.4.9.7. Arrange paragraphs into a logical progression with appropriate transition</p> | <p>Organization, Unity, and Coherence: 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> |
| <p>Revising</p> | |
| <p>W.4.9.8. Revise content of writing for central idea, elaboration, unity, and organization</p> | <p>Topic Development in Terms of Purpose and Focus: 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</p> |
| <p>W.4.9.9. Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice</p> | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: 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>W.4.9.10. Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> | <p>Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <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>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> |
| Editing | |
| <p>W.4.9.11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> | <p>Conventions of Usage:</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>W.4.9.12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p> | <p>Conventions of Punctuation:</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> |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| Publishing | |
| W.4.9.13. Refine selected pieces frequently to publish for intended audiences and purposes | |
| W.4.9.14. Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations | |
| W.4.9.15. Use available technology for all aspects of the writing process | |
| Standard 5: Purpose, Topics, Forms and Audiences | |
| <p>Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p> | <p>Topic Development in Terms of Purpose and Focus:</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> |
| Purposes and Audiences | |
| W.5.9.1. Adjust levels of formality, style, and tone when composing for different audiences | |
| Topics and Forms | |
| W.5.9.2. Write biographies or autobiographies that | |
| <ul style="list-style-type: none"> communicate the significance of the events and characters | |
| <ul style="list-style-type: none"> specify scenes and incidents in specific places | |

TABLE 1C

| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|---|---|
| <p>Strand: Writing</p> | |
| <ul style="list-style-type: none"> describe using sensory details | |
| <ul style="list-style-type: none"> pace time and mood | |
| <ul style="list-style-type: none"> maintain consistency in point of view | |
| <p>W.5.9.3. Write expository compositions, including analytical essays and research reports that</p> | |
| <ul style="list-style-type: none"> assemble and convey evidence in support of the thesis | |
| <p>W.5.9.4. Write using rhetorical strategies with special emphasis on definition, narration, description, exemplification, and compare/contrast</p> | <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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> |
| W.5.9.5. Write a variety of letters including letter of apology that | |
| <ul style="list-style-type: none"> • follow a conventional format | |
| <ul style="list-style-type: none"> • address the intended audience | |
| <ul style="list-style-type: none"> • provide clear, purposeful information | |
| W.5.9.6. Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry | |
| W.5.9.7. Write responses to literature that | |
| <ul style="list-style-type: none"> • articulate the significant ideas of literary works | |
| <ul style="list-style-type: none"> • support important ideas with evidence from text | |
| W.5.9.8. Write on demand to a specified prompt within a given time frame | |
| W.5.9.9. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p>Sentence Structure and Formation:</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> |

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| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|--|--|
| <p>Strand: Writing</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>Conventions of Usage:</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>Conventions of Punctuation:</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> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| Sentence Formation | |
| W.6.9.1. Use knowledge of types of clauses (main, subordinate) | <p>Sentence Structure and Formation:</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> |
| W.6.9.2. Use parallel structures | <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</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> |
| W.6.9.3. Use knowledge of types of verbals (gerunds, infinitives, participles) | |
| Usage | |
| W.6.9.4. Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case | <p>Conventions of Usage:</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> <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> |
| W.6.9.5. Distinguish between active and passive voice | <p>Sentence Structure and Formation:</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| W.6.9.6. Maintain consistent verb tense within a writing product | Sentence Structure and Formation: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence 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 |
| W.6.9.7. Select appropriate pronouns when writing | Conventions of Usage: 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 Word Choice in Terms of Style, Tone, Clarity, and Economy: Revise vague nouns and pronouns that create obvious logic problems Identify and correct ambiguous pronoun references Sentence Structure and Formation: Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| Spelling | |
| W.6.9.8. Apply conventional spelling to all pieces | |
| Capitalization | |
| W.6.9.9. Apply conventional rules of capitalization in writing | |
| Punctuation | |
| W.6.9.10. Use commas and semicolons to distinguish and divide main and subordinate clauses | Sentence Structure and Formation: Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Conventions of Punctuation: Recognize inappropriate uses of colons and semicolons Use a semicolon to indicate a relationship between closely related independent clauses |
| W.6.9.11. Use colons and dashes effectively in writing | Conventions of Punctuation: Use punctuation to set off complex parenthetical phrases Recognize inappropriate uses of colons and semicolons |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| W.6.9.12. Use punctuation correctly and recognize its effect on sentence structure | Conventions of Punctuation: Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases 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) Use punctuation to set off complex parenthetical phrases 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>) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.9.1. Use figurative language effectively with emphasis on simile and personification | |
| W.7.9.2. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest | |
| W.7.9.3. Consider purpose, speaker, audience, and form when completing assignments emphasizing narration | Topic Development in Terms of Purpose and Focus: 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 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 |

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| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN English and Writing College Readiness Standards</p> |
|--|--|
| <p>Strand: Writing</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>W.7.9.4. Demonstrate organization, unity, and coherence by using direct transitions and sequencing</p> | <p>Organization, Unity, and Coherence: 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> |
| <p>W.7.9.5. Use extension and elaboration to develop an idea emphasizing the use of appositives</p> | <p>Topic Development in Terms of Purpose and Focus: Identify the basic purpose or role of a specified phrase or sentence 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>W.7.9.6. Use concrete information for elaboration</p> | |
| <p>W.7.9.7. Use precise word choices that convey specific meaning</p> | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) 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 Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references</p> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay |
| W.7.9.8. Personalize writing to convey voice in formal and informal pieces | |
| W.7.9.9. Evaluate own writing to determine the best features of a piece of writing | |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 <p>Supporting Details:</p> <ul style="list-style-type: none"> 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>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives 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 Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Literal and Inferential Understanding | |
| R.9.9.1. Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author’s purpose | |
| R.9.9.2. Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences | <p>Main Ideas and Author’s Approach:</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>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</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>Meanings of Words:</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> |

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| <p>ARKANSAS Grade 9 English Language Arts Curriculum Framework</p> | <p>PLAN Reading College Readiness Standards</p> |
|--|--|
| <p>Strand: Reading</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>Generalizations and Conclusions:</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>R.9.9.3. Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p> | |
| <p>R.9.9.4. Recognize how works of a given period reflect author’s background, historical events, and cultural influences</p> | |
| <p>R.9.9.5. Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</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>Meanings of Words:</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> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</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>R.9.9.6. Recognize the role of bias for both author and reader in the comprehension of a text</p> | <p>Main Ideas and Author’s Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Generalizations and Conclusions:</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> |
| <p>R.9.9.7. Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text</p> | |
| <p>Summary and Generalization</p> | |
| <p>R.9.9.8. Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</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> |
| Analysis and Evaluation | |
| R.9.9.9. Discriminate between fact/opinion and fiction/nonfiction | <p>Generalizations and Conclusions:</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> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| R.9.9.10. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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> |
| R.9.9.11. Recognize and define various points of view (e.g., omniscient narrator, third-person limited) | <p>Main Ideas and Author’s Approach:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</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> |
| R.9.9.12. Define fallacies and identify fallacies in a text | <p>Generalizations and Conclusions:</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>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> |
| R.9.9.13. Identify and discuss a position using concepts gained from reading. (e.g., debate, discussion, position paper, etc.) | <p>Main Ideas and Author’s Approach:</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> |

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| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| R.9.9.14. Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun | Meanings of Words: 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 |
| Standard 10: Variety of Text | |
| Students shall read, examine, and respond to a wide range of texts. | Main Ideas and Author's Approach: Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 Supporting Details: 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 Sequential, Comparative, and Cause-Effect Relationships: 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Practical Texts | |
| R.10.9.1. Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions | |
| R.10.9.2. Evaluate clarity and accuracy of information in practical texts | |
| Poetry | |
| R.10.9.3. Read a variety of narrative poetry, including ballad and epic | |
| R.10.9.4. Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices | |
| R.10.9.5. Identify the characteristics of narrative poetry | |
| R.10.9.6. Read traditional and contemporary works of poets from many cultures | |
| R.10.9.7. Identify the concept of persona | |
| R.10.9.8. Identify techniques poets use to evoke emotion in a reader | |
| R.10.9.9. Explain how word choice in a poem creates tone | |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| and voice | |
| R.10.9.10. Paraphrase and interpret to find the meaning of selected poems, emphasizing the line | |
| Drama | |
| R.10.9.11. Read a variety of dramatic selections, including an Elizabethan tragedy | |
| R.10.9.12. Identify the two basic parts of drama: staging and scripting | |
| R.10.9.13. Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types | |
| R.10.9.14. Compare and contrast the elements of character, setting, and plot in drama | |
| R.10.9.15. Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme | |
| R.10.9.16. Define and identify the elements of Elizabethan tragedy | |
| Literary and Content Prose | |
| R.10.9.17. Read a variety of literary and content prose | <p>Main Ideas and Author's Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.10.9.18. Recognize the influence of historical context on the form, style, and point of view of a written work | |
| R.10.9.19. Identify the characteristics that distinguish literary forms from different cultures | |
| R.10.9.20. Identify and define literary terms | |
| R.10.9.21. Explain the relationship between the author's style and literary effect | <p>Main Ideas and Author's Approach:</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>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | Make simple inferences about how details are used in passages |
| R.10.9.22. Identify literary elements in a work | Supporting Details: 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 |
| R.10.9.23. Explain the use of verbal irony, dramatic irony, and situational irony | |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Study and Vocabulary | |
| R.11.9.1. Expand vocabulary through reading, listening, and discussing | |
| R.11.9.2. Use roots, prefixes, and suffixes to define words | |
| R.11.9.3. Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words | |
| R.11.9.4. Distinguish between connotation and denotation | Meanings of Words: 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 |

TABLE 1C

| ARKANSAS Grade 9 English Language Arts Curriculum Framework | PLAN College Readiness Standards |
|--|---|
| Strand: Inquiring/Researching | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.9.1. Generate open-ended questions to select a topic | |
| IR.12.9.2. Establish a focus for research and design a research plan to answer a specific question | |
| IR.12.9.3. Determine the purpose of using different research tools to access multiple sources | |
| IR.12.9.4. Use a variety of electronic sources to access information | |
| Evaluating Credibility and Identifying Relevant Information | |
| IR.12.9.5. Recognize ways to assess the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) | |
| IR.12.9.6. Recognize ways to verify the accuracy and usefulness of information | |
| IR.12.9.7. Distinguish between primary and secondary sources | |
| IR.12.9.8. Define plagiarism and cite quoted sources to avoid plagiarism | |
| IR.12.9.9. Differentiate among paraphrasing, summarizing and plagiarizing | |
| Interpreting and Presenting Information | |
| IR.12.9.10. Organize information and use a style manual such as MLA or APA to create | |
| <ul style="list-style-type: none"> • Note cards | |
| <ul style="list-style-type: none"> • Formal outline | |
| <ul style="list-style-type: none"> • Works cited page or resource sheet | |
| <ul style="list-style-type: none"> • Thesis statement | |
| IR.12.9.11. Summarize, paraphrase, and/or quote relevant information | |
| IR.12.9.12. Create research products such as | |
| <ul style="list-style-type: none"> • Oral presentation | |
| <ul style="list-style-type: none"> • Reports | |
| <ul style="list-style-type: none"> • Essays | |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking to Share Understanding and Information | |
| OV.1.10.1. Adjust oral language to audience and appropriately apply the rules of standard English | |
| OV.1.10.2. Prepare and participate in structured discussions, such as panel discussions | |
| OV.1.10.3. Use appropriate visual aids in presentations | |
| Speaking for Literary Response, Expression, and Analysis | |
| OV.1.10.4. Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, and excerpts from famous speeches | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information, Interpretation, Critical Analysis, and Evaluation | |
| OV.2.10.1. Interpret oral readings from literary and informational texts | |
| OV.2.10.2. Identify barriers to listening and generate methods to overcome them | |
| OV.2.10.3. Critique presentations | |
| OV.2.10.4. Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message | |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |
| Analyzing Media | |
| OV.3.10.1. Identify features and techniques used by specific media (print and electronic) to inform, such as infographics, sequencing, headlining, and placement | |
| OV.3.10.2. Demonstrate an understanding of features and techniques used by media for specific effect | |
| Evaluating Media Credibility | |
| OV.3.10.3. Identify and evaluate propaganda, disinformation, and censorship within a given medium | |

TABLE 1D

| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN English College Readiness Standards</p> |
|---|---|
| <p>Strand: Writing</p> | |
| <p>Standard 4: Process</p> | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p>Topic Development in Terms of Purpose and Focus: 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 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 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>Organization, Unity, and Coherence: 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> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: Revise sentences to correct awkward and confusing arrangements of sentence elements</p> |

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| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN English College Readiness Standards</p> |
|---|--|
| <p>Strand: Writing</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> <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>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Prewriting | |
| W.4.10.1. Apply appropriate prewriting strategies to address purpose and audience with emphasis on description | |
| Drafting | |
| W.4.10.2. Communicate clearly the purpose of the writing | <p>Topic Development in Terms of Purpose and Focus:</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> |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <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> |
| W.4.10.3. Write clear and varied sentences | <p>Sentence Structure and Formation:</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> |
| W.4.10.4. Elaborate ideas clearly and accurately through word choice, vivid description, and selected information | <p>Topic Development in Terms of Purpose and Focus:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| W.4.10.5. Adapt content vocabulary, voice and tone to audience, purpose, and situation | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| W.4.10.6. Arrange paragraphs into a logical progression with appropriate transition | <p>Organization, Unity, and Coherence:</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> |
| Revising | |
| W.4.10.7. Revise content of writing for central idea, elaboration, unity, and organization | <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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> |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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> |
| W.4.10.8. Revise style of writing for selected vocabulary, selected information, sentence variety, tone , and voice | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |
| W.4.10.9. Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences | <p>Sentence Structure and Formation:</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> |
| Editing | |
| W.4.10.10. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions | <p>Conventions of Usage:</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> |

TABLE 1D

| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN English College Readiness Standards</p> |
|---|--|
| <p>Strand: Writing</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>W.4.10.11. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p> | <p>Conventions of Punctuation:</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>Publishing</p> | |
| <p>W.4.10.12. Refine selected pieces frequently to publish for intended audiences and purposes</p> | |
| <p>W.4.10.13. Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p> | |
| <p>W.4.10.14. Use available technology for all aspects of the writing process</p> | |
| <p>Standard 5: Purpose, Topics, Forms and Audiences</p> | |
| <p>Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p> | <p>Topic Development in Terms of Purpose and Focus:</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> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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> |
| Purposes and Audiences | |
| W.5.10.1. Adjust levels of formality, style, and tone when composing for different audiences | |
| Topics and Forms | |
| W.5.10.2. Write short stories that | |
| <ul style="list-style-type: none"> • communicate the significance of the events and characters | |
| <ul style="list-style-type: none"> • specify scenes and incidents in specific places | |
| <ul style="list-style-type: none"> • describe using sensory details | |
| <ul style="list-style-type: none"> • pace time and mood | |
| <ul style="list-style-type: none"> • maintain consistency in point of view | |
| W.5.10.3. Write expository compositions, including analytical essays, and research reports that | |
| <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis | |
| <ul style="list-style-type: none"> • make distinctions between the relative value and significance of data, facts, and ideas | |
| W.5.10.4. Write using rhetorical strategies with special emphasis on exemplification, process/analysis, compare/contrast, and argumentation/persuasion | <p>Topic Development in Terms of Purpose and Focus:</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> |

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| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN English College Readiness Standards</p> |
|--|---|
| <p>Strand: Writing</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>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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>W.5.10.5. Write a variety of letters, including letters of complaint, that</p> | |

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|--|---|
| Strand: Writing | |
| <ul style="list-style-type: none"> • follow a conventional format | |
| <ul style="list-style-type: none"> • address the intended audience | |
| <ul style="list-style-type: none"> • provide clear, purposeful information | |
| <ul style="list-style-type: none"> • use appropriate vocabulary, tone, and style | |
| W.5.10.6. Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry | |
| W.5.10.7. Write responses to literature that | |
| <ul style="list-style-type: none"> • articulate the significant ideas of literary works | |
| <ul style="list-style-type: none"> • support important ideas and viewpoints with evidence from the text | |
| <ul style="list-style-type: none"> • demonstrate awareness of the author’s use of stylistic devices | |
| W.5.10.8. Write on demand to a specified prompt within a given time frame | |
| W.5.10.9. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p>Sentence Structure and Formation:</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>Conventions of Usage:</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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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Sentence Formation | |
| W.6.10.1. Use verbals and verbal phrases to achieve sentence conciseness and variety | |
| Usage | |
| W.6.10.2. Apply usage rules appropriately in all formal writing | |
| <ul style="list-style-type: none"> Subject verb agreement | <p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an</p> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|---|---|
| Strand: Writing | |
| | joined by <i>and</i>) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.10.1. Use figurative language effectively with emphasis on metaphor and symbolism | |
| W.7.10.2. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest | |
| W.7.10.3. Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments | Topic Development in Terms of Purpose and Focus: 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 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 Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation |
| W.7.10.4. Demonstrate organization, unity, and coherence by using embedded transitions and sequencing | Organization, Unity, and Coherence: 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 |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN English College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <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> |
| W.7.10.5. Use extension and elaboration to develop an idea emphasizing the use of participial phrases | <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</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> |
| W.7.10.6. Distinguish between and use concrete and commentary information for elaboration | |
| W.7.10.7. Use precise word choices that convey specific meaning | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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> |
| W.7.10.8. Personalize writing to convey voice in formal and informal pieces | |
| W.7.10.9. Evaluate own writing and others’ writing to determine how writing achieves its purpose, ask for feedback, purpose, ask for feedback, and respond to classmates’ writing | |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 <p>Supporting Details:</p> <ul style="list-style-type: none"> 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>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives 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 Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Literal and Inferential Understanding | |
| R.9.10.1. Connect own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin, to examine author’s purpose | |
| R.9.10.2. Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience | <p>Main Ideas and Author’s Approach:</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>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</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>Meanings of Words:</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> |

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| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN Reading College Readiness Standards</p> |
|---|--|
| <p>Strand: Reading</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>Generalizations and Conclusions:</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>R.9.10.3. Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p> | <p>Main Ideas and Author's Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.9.10.4. Research how works of a given period reflect author’s background, historical events, and cultural influences | |
| R.9.10.5. Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.9.10.6. Identify bias in a variety of texts | <p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Generalizations and Conclusions:</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> |
| Summary and Generalization | |
| R.9.10.7. Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details | <p>Main Ideas and Author's Approach:</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>Supporting Details:</p> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Sequential, Comparative, and Cause-Effect Relationships:</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> |
| Analysis and Evaluation | |
| R.9.10.8. Evaluate deceptive and/or faulty arguments in persuasive texts | <p>Generalizations and Conclusions:</p> <p>Draw 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 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> |
| R.9.10.9. Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context | <p>Main Ideas and Author’s Approach:</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> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Supporting Details:</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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.9.10.10. Examine author's purpose in choosing a point of view (e.g., humor, suspense, satire, etc.) | <p>Main Ideas and Author's Approach:</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> |
| R.9.10.11. Examine fallacies to determine purpose | <p>Generalizations and Conclusions:</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>Draw generalizations and conclusions about people, ideas,</p> |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | 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 |
| R.9.10.12. Investigate and interpret a position using concepts gained from reading | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

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| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN Reading College Readiness Standards</p> |
|---|--|
| <p>Strand: Reading</p> | |
| | <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</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>Generalizations and Conclusions:</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>R.9.10.13. Identify and categorize figures of speech and sound devices, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun</p> | <p>Meanings of Words:</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>Generalizations and Conclusions:</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>Standard 10: Variety of Text</p> | |
| <p>Students shall read, examine, and respond to a wide range of texts.</p> | <p>Main Ideas and Author’s Approach:</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> |

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| <p>ARKANSAS Grade 10 English Language Arts Curriculum Framework</p> | <p>PLAN Reading College Readiness Standards</p> |
|---|--|
| <p>Strand: Reading</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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>Meanings of Words:</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</p> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | 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 Generalizations and Conclusions: 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 |
| Practical Texts | |
| R.10.10.1. Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, and applications | |
| R.10.10.2. Evaluate clarity and accuracy of information in practical texts | |
| Poetry | |
| R.10.10.3. Read a variety of lyric poetry, including odes and sonnets | |
| R.10.10.4. Recognize and discuss an author’s use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices | |
| R.10.10.5. Identify the characteristics of lyric poetry | |
| R.10.10.6. Compare and contrast traditional and contemporary works of poets from many cultures | |
| R.10.10.7. Examine the author’s possible use of persona | |
| R.10.10.8. Compare and contrast techniques poets use to evoke emotion in a reader | |
| R.10.10.9. Identify examples of words that contribute to tone and voice | |
| R.10.10.10. Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza | |
| Drama | |
| R.10.10.11. Read a variety of dramatic selections, including a classical tragedy | |
| R.10.10.12. Compare and contrast character development in a play to characterizations in other literary forms | |
| R.10.10.13. Read and discuss an author’s use of dramatic conventions | |
| R.10.10.14. Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature | |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| R.10.10.15. Explain the use of asides, soliloquies, and monologues in the development of a single character | |
| R.10.10.16. Read and examine the elements of classical tragedy | |
| R.10.10.17. Define and identify the characteristics of a tragic hero | |
| R.10.10.18. Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature | |
| Literary and Content Prose | |
| R.10.10.19. Read a variety of literary and content prose | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.10.10.20. Explain the influence of historical context on the form, style, and point of view of a written work | |
| R.10.10.21. Explain similarities and differences of techniques and literary forms represented in the literature of different cultures | |
| R.10.10.22. Use literary terms to discuss a work | |
| R.10.10.23. Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Meanings of Words:</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> |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Generalizations and Conclusions:</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> |
| R.10.10.24. Identify and explain literary elements in a work | <p>Supporting Details:</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> |
| R.10.10.25. Analyze the use of irony in a text | <p>Supporting Details:</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>Meanings of Words:</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> |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Study and Vocabulary | |
| R.11.10.1. Expand vocabulary through reading, listening, and discussing | |
| R.11.10.2. Use Greek and Latin roots, prefixes, and suffixes to determine meanings | |
| R.11.10.3. Use reference materials including glossary, | |

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| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| dictionary, thesaurus, and available technology to apply precise meaning and usage of words | |
| R.11.10.4. Recognize the connotative power of words | Meanings of Words: 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 |

TABLE 1D

| ARKANSAS Grade 10 English Language Arts Curriculum Framework | PLAN College Readiness Standards |
|--|---|
| Strand: Inquiring/Researching | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.10.1. Generate open-ended questions to explore and select a topic | |
| IR.12.10.2. Establish a focus for research and design a research plan to answer a set of questions | |
| IR.12.10.3. Utilize a variety of research tools to access multiple sources | |
| IR.12.10.4. Use key words to search a database to find specific information | |
| Evaluating Credibility and Identifying Relevant Information | |
| IR.12.10.5. Determine the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) | |
| IR.12.10.6. Use criteria to compare ways to verify the accuracy and usefulness of information | |
| IR.12.10.7. Skim sources to evaluate their usefulness and accuracy | |
| IR.12.10.8. Apply research skills to collect a variety of primary and/or secondary sources | |
| IR.12.10.9. Paraphrase and/or summarize information to avoid plagiarism | |
| Interpreting and Presenting Information | |
| IR.12.10.10. Organize information and use a style manual such as MLA or APA to create | |
| <ul style="list-style-type: none"> • Note cards | |
| <ul style="list-style-type: none"> • Formal outline | |
| <ul style="list-style-type: none"> • Works cited page or resource sheet | |
| <ul style="list-style-type: none"> • Thesis statement | |
| <ul style="list-style-type: none"> • Parenthetical citations within text | |
| IR.12.10.11. Summarize, paraphrase, and/or quote relevant information | |
| IR.12.10.12. Create research products such as | |
| <ul style="list-style-type: none"> • Oral presentation | |
| <ul style="list-style-type: none"> • Reports | |
| <ul style="list-style-type: none"> • Essays | |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking to Share Understanding and Information | |
| OV.1.11.1. Prepare and participate in structured discussions, such as Socratic discussions | |
| OV.1.11.2. Present a formal multi-media presentation | |
| Speaking for Literary Response, Expression, and Analysis | |
| OV.1.11.3. Participate in a variety of such speaking activities as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information, Interpretation, Critical Analysis, and Evaluation | |
| OV.2.11.1. Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages | |
| OV.2.11.2. Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations | |
| OV.2.11.3. Identify barriers to listening and generate methods to overcome them | |
| OV.2.11.4. Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a presentation | |
| OV.2.11.5. Demonstrate attentive, reflective, and critical listening skills to respond to, interpret, and evaluate speaker's message | |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |
| Analyzing Media | |
| OV.3.11.1. Describe the possible cause-effect relationships between mass media coverage and public opinion trends | |
| Evaluating Media Credibility | |
| OV.3.11.2. Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and disinformation | |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| Standard 4: Process | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> <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>Sentence Structure and Formation:</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>Conventions of Usage:</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> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <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>Conventions of Punctuation:</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> |
| Prewriting | |
| W.4.11.1. Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition | |
| Drafting | |
| W.4.11.2. Communicate clearly the purpose of the writing | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> <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> |
| W.4.11.3. Write clear and varied sentences | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Sentence Structure and Formation:</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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |

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|--|--|
| Strand: Writing | |
| W.4.11.4. Elaborate ideas clearly and accurately through word choice, vivid description, and selected information | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus: 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</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: 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</p> <p style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Developing a Position: Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Using Language: Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| W.4.11.5. Adapt content vocabulary, voice, and tone to audience, purpose, and situation | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy: 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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| W.4.11.6. Arrange paragraphs into a logical progression with appropriate transition | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Organization, Unity, and Coherence: Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Organizing Ideas:</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> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| Revising | |
| <p>W.4.11.7. Revise content of writing for central idea, elaboration, unity, and organization</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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>W.4.11.8. Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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>W.4.11.9. Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Sentence Structure and Formation:</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</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <p>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>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> |
| W.4.11.10. Evaluate how well questions of purpose, audience, and genre have been addressed | <p>English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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> |
| Editing | |
| W.4.11.11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions | <p>English ACT College Readiness Standards</p> <p>Conventions of Usage:</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> |
| W.4.11.12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling | <p>English ACT College Readiness Standards</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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> |
| Publishing | |
| W.4.11.13. Refine selected pieces frequently to publish for intended audiences and purposes | |
| W.4.11.14. Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations | |
| W.4.11.15. Use available technology for all aspects of the writing process | |
| Standard 5: Purpose, Topics, Forms and Audiences | |
| <p>Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p> | <p>English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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</p> |

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|---|---|
| Strand: Writing | |
| | such as to emphasize, to add supporting detail, or to express meaning through connotation |
| Purposes and Audiences | |
| <p>W.5.11.1. Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and</p> |

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| Strand: Writing | |
| | <p>Economy:</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> <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |
| Topics and Forms | |
| W.5.11.2. Write expository compositions, including analytical essays and research reports, that | |
| <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis | |
| <ul style="list-style-type: none"> • make distinctions between the relative value and significance of data, facts, and ideas | |
| <ul style="list-style-type: none"> • employ visual aids when appropriate | |
| <p>W.5.11.3. Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</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> |

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| Strand: Writing | |
| | <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>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> |

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|--|---|
| Strand: Writing | |
| | <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"> acknowledging counterarguments to the writer's position providing some response to counter-arguments to the writer's position |
| W.5.11.4. Write persuasive compositions that | |
| <ul style="list-style-type: none"> structure ideas and arguments | <p>Writing ACT College Readiness Standards</p> <p>Developing a Position:</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>Organizing Ideas:</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> |
| <ul style="list-style-type: none"> clarify and defend positions with precise and relevant evidence | <p>Writing ACT College Readiness Standards</p> <p>Developing a Position:</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> |
| <ul style="list-style-type: none"> use specific rhetorical devices to support assertions | <p>Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding using some precise and varied vocabulary using several kinds of sentence structures to vary pace and to support meaning |
| <ul style="list-style-type: none"> address readers' concerns, counterclaims, biases, and expectations | <p>Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> |

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|---|---|
| Strand: Writing | |
| | <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • acknowledging counterarguments to the writer’s position • providing some response to counter-arguments to the writer’s position <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counter-arguments to the writer’s position |
| W.5.11.5. Write a variety of letters, including letters for employment and letters of request, that | |
| <ul style="list-style-type: none"> • follow a conventional format | |
| <ul style="list-style-type: none"> • address the intended audience | |
| <ul style="list-style-type: none"> • provide clear, purposeful information | |
| <ul style="list-style-type: none"> • use appropriate vocabulary, tone, and style | |
| W.5.11.6. Write poems using a range of poetic techniques, forms and figurative language, emphasizing free verse poetry | |
| W.5.11.7. Write responses to literature that | |
| <ul style="list-style-type: none"> • articulate the significant ideas of literary works | |
| <ul style="list-style-type: none"> • support important ideas and viewpoints | |
| <ul style="list-style-type: none"> • analyze the author’s use of stylistic devices | |
| <ul style="list-style-type: none"> • determine the impact of ambiguities, nuances, and complexities using evidence from the text | |
| W.5.11.8. Write on demand to a specified prompt within a given time frame | <p style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</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"> • acknowledging counterarguments to the writer’s position • providing some response to counter-arguments to the writer’s position <p>Focusing on the Topic:</p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p> <p>Developing a Position:</p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <p>and examples</p> <p>Organizing Ideas:</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>Present a discernible introduction and conclusion with a little development</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| W.5.11.9. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Sentence Structure and Formation:</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>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <p>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>Conventions of Punctuation:</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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | vary pace |
| <ul style="list-style-type: none"> • Pronoun agreement | <p>English ACT College Readiness Standards</p> <p>Conventions of Usage: 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>Writing ACT College Readiness Standards</p> <p>Using Language: Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| <ul style="list-style-type: none"> • Misplaced modifiers | <p>English ACT College Readiness Standards</p> <p>Sentence Structure and Formation: 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>Writing ACT College Readiness Standards</p> <p>Using Language: Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| <ul style="list-style-type: none"> • Active and passive voice | <p>English ACT College Readiness Standards</p> <p>Sentence Structure and Formation: Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Writing ACT College Readiness Standards</p> <p>Using Language: Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <ul style="list-style-type: none"> using some varied kinds of sentence structures to vary pace |
| <ul style="list-style-type: none"> Indicative and subjunctive mood | <p>Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary using some varied kinds of sentence structures to vary pace |
| Spelling | |
| W.6.11.3. Apply conventional spelling to all pieces | <p>Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary using some varied kinds of sentence structures to vary pace |
| Capitalization | |
| W.6.11.4. Apply conventional rules of capitalization in writing | <p>Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary using some varied kinds of sentence structures to vary pace |
| Punctuation | |
| W.6.11.5. Apply the punctuation rules appropriately in writing | <p>English ACT College Readiness Standards</p> <p>Conventions of Punctuation:</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> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.11.1. Use figurative language effectively with emphasis on extended metaphor and symbolism | |
| W.7.11.2. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest | <p style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| W.7.11.3. Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> |

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|---|--|
| Strand: Writing | |
| expository, persuasive, or descriptive writing assignments | <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |
| W.7.11.4. Demonstrate organization, unity, and coherence by using implied transitions and sequencing | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Organization, Unity, and Coherence:</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</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <p>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;">Writing ACT College Readiness Standards</p> <p>Organizing Ideas:</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>W.7.11.5. Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p> | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</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;">Writing ACT College Readiness Standards</p> <p>Developing a Position:</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>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| <p>W.7.11.6. Combine concrete and commentary information for elaboration</p> | <p style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Developing a Position:</p> <p>Develop ideas by using some specific reasons, details, and</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | examples |
| W.7.11.7. Use precise word choices that convey specific meaning | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Using Language:</p> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| W.7.11.8. Personalize writing to convey voice in formal and informal pieces | |
| W.7.11.9. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes | <p style="text-align: center;">English ACT College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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 style="text-align: center;">Writing ACT College Readiness Standards</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |
| W.7.11.10. Evaluate own writing and others’ writing to highlight the individual voice, improve sentence variety and | |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| style, and enhance subtlety of meaning of tone in ways that are consistent with the purpose, audience, and form of writing | |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 <p>Supporting Details:</p> <ul style="list-style-type: none"> 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>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives 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 Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Literal and Inferential Understanding | |
| R.9.11.1. Connect own background knowledge to recognize and analyze personal biases brought to a text | |
| R.9.11.2. Analyze style and diction to determine author's purpose | <p>Main Ideas and Author's Approach:</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>Meanings of Words:</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> |
| R.9.11.3. Develop and use appropriate strategies to support active reading and engagement | <p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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>Meanings of Words:</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> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Generalizations and Conclusions:</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> |
| R.9.11.4. Analyze how works of a given period reflect author’s background, historical events, and cultural influences | |
| R.9.11.5. Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence | <p>Main Ideas and Author’s Approach:</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>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</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>Generalizations and Conclusions:</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>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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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage |
| Summary and Generalization | |
| R.9.11.6. Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details | <p>Main Ideas and Author’s Approach:</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>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>Supporting Details:</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> |

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| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Sequential, Comparative, and Cause-Effect Relationships:</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> |
| Analysis and Evaluation | |
| <p>R.9.11.7. Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts</p> | <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | Understand relationships between people, ideas, and so on in uncomplicated passages |
| R.9.11.8. Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose) | Main Ideas and Author’s Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages |
| R.9.11.9. Challenge or defend author’s use of fallacies | |
| R.9.11.10. Analyze and defend a position using concepts gained from reading | Main Ideas and Author’s Approach: Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 Supporting Details: 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 Sequential, Comparative, and Cause-Effect Relationships: 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives 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 |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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>R.9.11.11. Analyze and compare the author's use of figures of speech and sound devices</p> | <p>Sequential, Comparative, and Cause-Effect Relationships:</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>Meanings of Words:</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>R.9.11.12. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text</p> | |
| <p>R.9.11.13. Analyze authors' use of archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings</p> | |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| Standard 10: Variety of Text | |
| <p>Students shall read, examine, and respond to a wide range of texts.</p> | <p>Main Ideas and Author’s Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives 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 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 <p>Supporting Details:</p> <ul style="list-style-type: none"> 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>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> 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 relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives 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 Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Practical Texts | |
| R.10.11.1. Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents | |
| R.10.11.2. Evaluate clarity and accuracy of information in practical texts | |
| Poetry | |
| R.10.11.3. Read a variety of poetry, including free verse | |
| R.10.11.4. Analyze an author’s use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and sound devices | |
| R.10.11.5. Analyze and compare characteristics of free verse | |
| R.10.11.6. Analyze traditional and contemporary works of poets from many cultures | |
| R.10.11.7. Analyze the author’s possible use of persona | |
| R.10.11.8. Analyze techniques poets use to evoke emotion in a reader | |
| R.10.11.9. Analyze word choice, tone, and voice | |
| R.10.11.10. Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection | |
| Drama | |
| R.10.11.11. Read a variety of dramatic selections, including modern drama | |
| R.10.11.12. Compare drama to stage, film, or television adaptations | |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| R.10.11.13. Describe the dramatic conventions or devices used by playwrights to present ideas | |
| R.10.11.14. Analyze an author's use of dramatic conventions | |
| R.10.11.15. Compare and contrast the effects of dramatic elements of plays from various cultures | |
| R.10.11.16. Recognize and examine the elements of modern drama | |
| R.10.11.17. Compare and contrast the hero of a modern drama to the tragic hero | |
| Literary and Content Prose | |
| R.10.11.18. Reads a variety of literary and content prose | <p>Main Ideas and Author's Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.10.11.19. Analyze the influence of historical context on the form, style, and point of view of a written work | |
| R.10.11.20. Describe literary contributions of various cultures | |
| R.10.11.21. Use literary terms to critique a work | |
| R.10.11.22. Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| | <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>Generalizations and Conclusions:</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> |
| R.10.11.23. Analyze the prominence of a literary elements in a work | |
| R.10.11.24. Analyze the impact of irony on a text | <p>Supporting Details:</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>Meanings of Words:</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> |
| R.10.11.25. Analyze several of an author’s works that deal with a single issue | |
| R.10.11.26. Evaluate the credibility of an author’s argument or defense | |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Study and Vocabulary | |
| R.11.11.1. Recognize and apply specialized vocabulary | <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> |

TABLE 1E

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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> |
| R.11.11.2. Analyze roots and word parts to draw inferences about meaning | |
| R.11.11.3. Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words | |
| R.11.11.4. Analyze the connotative power of words | <p>Meanings of Words:</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 1F

| ARKANSAS Grade 11 English Language Arts Curriculum Framework | ACT College Readiness Standards |
|--|---|
| Strand: Inquiring/Researching | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.11.1. Formulate original, open-ended questions to explore, narrow, and select a topic | |
| IR.12.11.2. Establish a focus for research and design a research plan to answer a specific question or defend a position | |
| IR.12.11.3. Access multiple sources, using a variety of research tools, with increasing proficiency | |
| Evaluating Credibility and Identifying Relevant Information | |
| IR.12.11.4. Compare the credibility of authors and reliability of sources | |
| IR.12.11.5. Analyze ways to verify the accuracy and usefulness of information | |
| IR.12.11.6. Skim sources to evaluate their usefulness and accuracy | |
| IR.12.11.7. Compile and organize information from a variety of relevant primary and secondary sources | |
| IR.12.11.8. Interpret the meaning and consequences of plagiarism | |
| Interpreting and Presenting Information | |
| IR.12.11.9. Organize information and use a style manual such as MLA or APA to create | |
| <ul style="list-style-type: none"> • Note cards or other note taking forms | |
| <ul style="list-style-type: none"> • Formal outline | |
| <ul style="list-style-type: none"> • Works cited page or resource sheet | |
| <ul style="list-style-type: none"> • Thesis statement | |
| <ul style="list-style-type: none"> • Parenthetical citations within text | |
| <ul style="list-style-type: none"> • Title page or style heading | |
| IR.12.11.10. Summarize, paraphrase, and/or quote relevant information | |
| IR.12.11.11. Create a formal research paper | |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT College Readiness Standards |
|---|---|
| Strand: Oral and Visual Communication | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 1: Speaking | |
| Students shall demonstrate effective oral communication skills to express ideas and to present information. | |
| Speaking to Share Understanding and Information | |
| OV.1.12.1. Prepare and participate in such structured discussions as mock trials and other discussions or presentations outside the classroom | |
| OV.1.12.2. Present a formal multi-media presentation | |
| Speaking for Literary Response, Expression, and Analysis | |
| OV.1.12.3. Participate in a variety of such speaking activities as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras | |
| Standard 2: Listening | |
| Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication. | |
| Listening for Information, Interpretation, Critical Analysis, and Evaluation | |
| OV.2.12.1. Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages | |
| OV.2.11.2. Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations | |
| OV.2.11.3. Identify barriers to listening and generate methods to overcome them | |
| OV.2.11.4. Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a presentation | |
| OV.2.11.5. Critique relationships among purpose, audience, and content of presentations | |
| OV.2.11.6. Demonstrate attentive, reflective, critical, and empathetic listening skills to respond to and interpret speaker's message | |
| Standard 3: Media Literacy | |
| Students shall demonstrate knowledge and understanding of media as a mode of communication. | |
| Analyzing Media | |
| OV.3.12.1. Analyze techniques used in political and product ads | |
| Evaluating Media Credibility | |
| OV.3.12.2. Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs | |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| Standard 4: Process | |
| <p>Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.</p> | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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>Organization, Unity, and Coherence:</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 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) 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 Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence 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>Sentence Structure and Formation:</p> <ul style="list-style-type: none"> 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 sentence fragments, especially in sentences containing compound subjects or verbs 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 |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <p>Conventions of Usage:</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>Conventions of Punctuation:</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> |
| Prewriting | |
| W.4.12.1. Apply appropriate prewriting strategies to address purpose and audience with emphasis on | |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| persuasion | |
| Drafting | |
| <p>W.4.12.2. Communicate clearly the purpose of the writing</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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>Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments:</p> <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>W.4.12.3. Write clear and varied sentences</p> | <p>English EXPLORE Standards for Transition</p> <p>Sentence Structure and Formation:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary |
| <p>W.4.12.4. Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Developing a Position:</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Using Language:</p> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| <p>W.4.12.5. Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| <p>Strand: Writing</p> | |
| | <p>Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary |
| <p>W.4.12.6. Arrange paragraphs into a logical progression with appropriate transition</p> | <p>English EXPLORE Standards for Transition</p> <p>Organization, Unity, and Coherence:</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>Writing EXPLORE Standards for Transition</p> <p>Organizing Ideas:</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>Revising</p> | |
| <p>W.4.12.7. Revise content of writing for central idea, elaboration, unity, and organization</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <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>Organization, Unity, and Coherence:</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>W.4.12.8. Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> | <p>English EXPLORE Standards for Transition</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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>W.4.12.9. Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p> | <p>English EXPLORE Standards for Transition</p> <p>Sentence Structure and Formation:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs |
| W.4.12.10. Evaluate how well questions of purpose, audience, and genre have been addressed | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus: 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> |
| Editing | |
| W.4.12.11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Conventions of Usage:</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> |
| W.4.12.12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Conventions of Punctuation:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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> |
| Publishing | |
| W.4.12.13. Refine selected pieces frequently to publish for intended audiences and purposes | |
| W.4.12.14. Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations | |
| W.4.12.15. Use available technology for all aspects of the writing process | |
| Standard 5: Purpose, Topics, Forms and Audiences | |
| <p>Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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> |
| Purposes and Audiences | |
| <p>W.5.12.1. Use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive writing assignments</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> |

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|---|--|
| Strand: Writing | |
| | <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>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <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> <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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |
| Topics and Forms | |
| W.5.12.2. Write expository compositions, including analytical essays and research reports, that | |
| <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis | |
| <ul style="list-style-type: none"> • make distinctions between the relative value and significance of data, facts and ideas | |
| <ul style="list-style-type: none"> • employ visual aids when appropriate | |
| <p>W.5.12.3. Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p> | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|---|
| Strand: Writing | |
| | <p>Organization, Unity, and Coherence:</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>Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • acknowledging counterarguments to the writer’s position |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| | <ul style="list-style-type: none"> providing some response to counter-arguments to the writer’s position |
| W.5.12.4. Write persuasive compositions that | |
| <ul style="list-style-type: none"> structure ideas and arguments | <p>Writing EXPLORE Standards for Transition</p> <p>Developing a Position: Develop ideas by using some specific reasons, details, and examples Show some movement between general and specific ideas and examples</p> <p>Organizing Ideas: 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> |
| <ul style="list-style-type: none"> clarify and defend positions with precise and relevant evidence | <p>Writing EXPLORE Standards for Transition</p> <p>Developing a Position: Develop most ideas fully, using some specific and relevant reasons, details, and examples Develop several ideas fully, using specific and relevant reasons, details, and examples</p> |
| <ul style="list-style-type: none"> use specific rhetorical devices to support assertions | <p>Writing EXPLORE Standards for Transition</p> <p>Using Language: Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding using appropriate vocabulary using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding using some precise and varied vocabulary using several kinds of sentence structures to vary pace and to support meaning |
| <ul style="list-style-type: none"> address readers’ concerns, counterclaims, biases, and expectations | <p>Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments: Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> acknowledging counterarguments to the writer’s position providing some response to counter-arguments to the writer’s position |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| | Show recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counter-arguments to the writer’s position |
| W.5.12.5. Write a variety of letters, including cover letters and letters of recommendation, that | |
| <ul style="list-style-type: none"> • follow a conventional format | |
| <ul style="list-style-type: none"> • address the intended audience | |
| <ul style="list-style-type: none"> • provide clear, purposeful information | |
| <ul style="list-style-type: none"> • use appropriate vocabulary, tone, and style | |
| W.5.12.6. Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets | |
| W.5.12.7. Write responses to literature that | |
| <ul style="list-style-type: none"> • articulate the significant ideas of literary works | |
| <ul style="list-style-type: none"> • support important ideas and viewpoints | |
| <ul style="list-style-type: none"> • analyze and evaluate the author’s use of stylistic devices | |
| <ul style="list-style-type: none"> • evaluate the impact of ambiguities, nuances, and complexities using evidence from the text | |
| W.5.12.8. Write on demand to a specified prompt within a given time frame | <p style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments: Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • acknowledging counterarguments to the writer’s position • providing some response to counter-arguments to the writer’s position <p>Focusing on the Topic: Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt Present a thesis that establishes focus on the topic</p> <p>Developing a Position: Develop ideas by using some specific reasons, details, and examples Show some movement between general and specific ideas and examples</p> <p>Organizing Ideas: 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</p> |

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|--|--|
| Strand: Writing | |
| | <p>words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| W.5.12.9. Write across the curriculum | |
| Standard 6: Conventions | |
| <p>Students shall apply knowledge of Standard English conventions in written work.</p> | <p>English EXPLORE Standards for Transition</p> <p>Sentence Structure and Formation:</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>Conventions of Usage:</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</p> |

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|--|---|
| Strand: Writing | |
| | <p>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>Conventions of Punctuation:</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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | vary pace |
| Sentence Formation | |
| W.6.12.1. Use a variety of sentence structures, types, and lengths for effect in writing | <p style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| Usage | |
| W.6.12.2. Apply usage rules appropriately in all formal writing | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Conventions of Usage:</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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <ul style="list-style-type: none"> • using some varied kinds of sentence structures to vary pace |
| Spelling | |
| W.6.12.3. Apply conventional spelling to all pieces | <p>Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| Capitalization | |
| W.6.12.4. Apply conventional rules of capitalization in writing | <p>Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| Punctuation | |
| W.6.12.5. Apply the punctuation rules appropriately in writing | <p>English EXPLORE Standards for Transition</p> <p>Conventions of Punctuation:</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>Writing EXPLORE Standards for Transition</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| Standard 7: Craftsmanship | |
| Students shall develop personal style and voice as they approach the craftsmanship of writing. | |
| Purposefully Shaping and Controlling Language | |
| W.7.12.1. Use figurative language effectively with emphasis on extended metaphor | |
| W.7.12.2. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest | <p style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| W.7.12.3. Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| | <p>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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |
| <p>W.7.12.4. Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p> | <p style="text-align: center;">English EXPLORE Standards for Transition</p> <p>Organization, Unity, and Coherence:</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 style="text-align: center;">Writing EXPLORE Standards for Transition</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| | <p>Organizing Ideas:</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>W.7.12.5. Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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> <p>Writing EXPLORE Standards for Transition</p> <p>Developing a Position:</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>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace |
| <p>W.7.12.6. Balance concrete and commentary information within a piece</p> | <p>Writing EXPLORE Standards for Transition</p> <p>Developing a Position:</p> <p>Develop ideas by using some specific reasons, details, and examples</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|---|--|
| Strand: Writing | |
| W.7.12.7. Use precise word choices that convey specific meaning | <p style="text-align: center;">English EXPLORE Standards for Transition Word Choice in Terms of Style, Tone, Clarity, and Economy:</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> <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 style="text-align: center;">Writing EXPLORE Standards for Transition Using Language:</p> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning |
| W.7.12.8. Personalize writing to convey voice in formal and informal pieces | |
| W.7.12.9. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes | <p style="text-align: center;">English EXPLORE Standards for Transition Word Choice in Terms of Style, Tone, Clarity, and Economy:</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 style="text-align: center;">Writing EXPLORE Standards for Transition Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|--|
| Strand: Writing | |
| <p>W.7.12.10. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples</p> | <p>English EXPLORE Standards for Transition</p> <p>Topic Development in Terms of Purpose and Focus:</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>Writing EXPLORE Standards for Transition</p> <p>Expressing Judgments:</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counter-arguments to the writer's position <p>Show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counter-arguments to the writer's position <p>Developing a Position:</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p> <p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT English and Writing College Readiness Standards |
|--|---|
| Strand: Writing | |
| W.7.12.11. Critique professional and peer writing for consistency of style | |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| Standard 8: Foundations of Reading | [Applies only to lower grade levels] |
| Standard 9: Comprehension | |
| <p>Students shall apply a variety of strategies to read and comprehend printed material.</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <p>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Literal and Inferential Understanding | |
| R.9.12.1. Connect own background knowledge to recognize and analyze personal biases brought to a text with an emphasis on gender and national origin | |
| R.9.12.2. Challenge or defend use of writer’s diction and style | |
| R.9.12.3. Evaluate and select individualized strategies to support active reading and engagement | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.9.12.4. Analyze and evaluate how works of a given period reflect author’s background, historical events, and cultural influences | |
| R.9.12.5. Draw inferences from multiple selections and authors (including conclusions, generalizations, and | |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| predictions) and support them with text evidence | |
| R.9.12.6. Suspend personal biases in approaching texts | |
| Summary and Generalization | |
| <p>R.9.12.7. Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details</p> | <p>Main Ideas and Author’s Approach:</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>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>Supporting Details:</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> |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Sequential, Comparative, and Cause-Effect Relationships:</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> |
| Analysis and Evaluation | |
| R.9.12.8. Investigate both the features and the rhetorical devices of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices | |

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| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|---|
| Strand: Reading | |
| R.9.12.9. Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.) | <p>Main Ideas and Author’s Approach:</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> |
| R.9.12.10. Challenge or defend author’s use of fallacies | |
| R.9.12.11. Defend and justify a position using concepts gained from reading | |
| R.9.12.12. Analyze and evaluate the effects of rhetorical devices | <p>Supporting Details:</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>Meanings of Words:</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> |
| R.9.12.13. Analyze and evaluate the author’s use of tone, diction, and syntax such as anaphora and inversion | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Meanings of Words:</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>Generalizations and Conclusions:</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> |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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> |
| R.9.12.14. Evaluate the credibility of information sources, including how the writer's motivation affects that credibility | |
| Standard 10: Variety of Text | |
| <p>Students shall read, examine, and respond to a wide range of texts.</p> | <p>Main Ideas and Author's Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| Practical Texts | |
| R.10.12.1. Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts | |
| R.10.12.2. Evaluate clarity and accuracy of information in practical texts | |
| Poetry | |
| R.10.12.3. Read a variety of poetry, including free and formal verse and narrative and lyric poetry | |
| R.10.12.4. Evaluate the effectiveness of an author’s use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices | |
| R.10.12.5. Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles | |
| R.10.12.6. Evaluate traditional and contemporary works of poets from many cultures | |
| R.10.12.7. Evaluate the effectiveness of the author’s use of persona | |
| R.10.12.8. Evaluate techniques poets use to evoke emotion in a reader | |
| R.10.12.9. Evaluate the effectiveness of word choice, tone, and voice | |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|--|--|
| Strand: Reading | |
| R.10.12.10. Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors | |
| Drama | |
| R.10.12.11. Read and critique dramatic selections from a variety of authors | |
| R.10.12.12. Evaluate stage, film, or television adaptations and interpretations of a drama | |
| R.10.12.13. Evaluate the effectiveness of an author’s use of dramatic conventions | |
| R.10.12.14. Analyze and evaluate the most effective elements of selected plays | |
| R.10.12.15. Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect | |
| R.10.12.16. Compare and contrast tragic heroes from various literary eras | |
| Literary and Content Prose | |
| R.10.12.17. Read a variety of literary and content prose | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Sequential, Comparative, and Cause-Effect Relationships:</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> |

TABLE 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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>Meanings of Words:</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>Generalizations and Conclusions:</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> |
| R.10.12.18. Evaluate the influence of historical context on the form, style, and point of view of a written work | |
| R.10.12.19. Compare and contrast the literary contributions of various cultures | |
| R.10.12.20. Evaluate an author's use of literary devices | <p>Supporting Details:</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>Meanings of Words:</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 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|--|
| Strand: Reading | |
| | <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>R.10.12.21. Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology</p> | <p>Main Ideas and Author’s Approach:</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>Supporting Details:</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>Meanings of Words:</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>Generalizations and Conclusions:</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>R.10.12.22. Evaluate the significance of literary elements in a work</p> | |
| <p>R.10.12.23. Evaluate the impact of irony on text</p> | <p>Supporting Details:</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>Meanings of Words:</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 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT Reading College Readiness Standards |
|---|---|
| Strand: Reading | |
| | <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> |
| R.10.12.24. Analyze several of an author’s works that deal with a single issue | |
| R.10.12.25. Evaluate the credibility of an author’s argument or defense | |
| Standard 11: Vocabulary, Word Study, and Fluency | |
| Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. | |
| Word Study and Vocabulary | |
| R.11.12.1. Recognize and apply specialized vocabulary | <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive 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> |
| R.11.12.2. Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences | |
| R.11.12.3. Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning | |
| R.11.12.4. Interpret the connotative power of words | <p>Meanings of Words:</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 1G

| ARKANSAS Grade 12 English Language Arts Curriculum Framework | ACT College Readiness Standards |
|--|---|
| Strand: Inquiring/Researching | This content is not measured by the EXPLORE English or Reading Tests. |
| Standard 12: Research/Inquiry Process | |
| Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience. | |
| Accessing Information | |
| IR.12.12.1. Formulate original, open-ended questions to explore, narrow, and select a topic | |
| IR.12.12.2. Establish a focus for research and design a research plan to defend a position or prove/disprove a hypothesis | |
| IR.12.12.3. Access multiple sources using a variety of research tools with increasing proficiency | |
| Evaluating Credibility and Identifying Relevant Information | |
| IR.12.12.4. Evaluate the credibility of authors and reliability of sources | |
| IR.12.12.5. Evaluate ways to verify the accuracy and usefulness of information | |
| IR.12.12.6. Synthesize information from multiple primary and secondary sources | |
| IR.12.12.7. Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism | |
| Interpreting and Presenting Information | |
| IR.12.12.8. Organize information and use a style manual such as MLA or APA to create | |
| • Note cards or other note taking forms | |
| • Formal outline | |
| • Works cited page or resource sheet | |
| • Thesis statement | |
| • Parenthetical citations within text | |
| • Title page or style heading | |
| IR.12.12.9. Summarize, paraphrase, and/or quote relevant information | |
| IR.12.12.10. Create a formal research paper | |

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

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Number and Operations | |
| Standard 1: Number Sense | |
| Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems. | |
| Rational Numbers | |
| NO.1.7.1. Relate, with and without models and pictures, concepts of ratio, proportion, and percent, including percents less than 1 and greater than 100 | |
| NO.1.7.2. Demonstrate, with and without appropriate technology, an understanding of place value using powers of 10 and write numbers greater than one in scientific notation | Numbers: Concepts & Properties: Identify a digit’s place value Work with scientific notation |
| NO.1.7.3. Convert between scientific notation and standard notation using numbers greater than one. | Numbers: Concepts & Properties: Work with scientific notation |
| NO.1.7.4. Find decimal and percent equivalents for mixed numbers and explain why they represent the same value | Basic Operations & Applications: 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 Numbers: Concepts & Properties: Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with numerical factors |
| NO.1.7.5. Compare and represent integers, fractions, decimals and mixed numbers and find their approximate location on a number line | Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Recognize one-digit factors of a number Identify a digit’s place value Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions Work with numerical factors Graphical Representations: Locate points on the number line and in the first quadrant |
| NO.1.7.6. Recognize subsets of the real number system (natural, whole, integers, rational, and irrational numbers) | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Number and Operations | |
| Standard 2: Properties of Number Operations | |
| Students shall understand meanings of operations and how they relate to one another. | |
| Number Theory | |
| NO.2.7.1. Apply the distributive property of multiplication over addition or subtraction to simplify computations with integers, fractions and decimals | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| NO.2.7.2. Apply the addition, subtraction, multiplication and division properties of equality to onestep equations with integers, fractions, and decimals | Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations |
| NO.2.7.3. Apply rules (conventions) for order of operations to integers and positive rational numbers including parentheses, brackets or exponents | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor |
| Understand Operations | |
| NO.2.7.4. Model and develop addition, subtraction, multiplication and division of integers | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| Standard 3: Numerical Operations and Estimation | |
| Students shall compute fluently and make reasonable estimates. | |
| Computational Fluency | |
| NO.3.7.1. Compute, with and without appropriate technology, with integers and positive rational numbers using real world situations to solve problems | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| NO.3.7.2. Solve with and without appropriate technology, multistep problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil) | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| Estimation | |
| NO.3.7.3. Determine when an estimate is sufficient and use estimation to decide whether answers are reasonable in problems including fractions and decimals | |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|---|
| Strand: Number and Operations | |
| Application of Computation | |
| NO.3.7.4. Apply factorization, LCM, and GCF to solve problems using more than two numbers and explain the solution | Numbers: Concepts & Properties: Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Work with numerical factors |
| NO.3.7.5. Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Numbers: Concepts & Properties: Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Work with numerical factors Work with scientific notation Work with squares and square roots of numbers |
| NO.3.7.6. Solve, with and without technology, real world percent problems (Example: $I = PRT$) | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|---|
| Strand: Algebra | |
| Standard 4: Patterns, Relations and Functions | |
| Students shall recognize, describe and develop patterns, relations and functions. | |
| Patterns, Relations and Functions | |
| A.4.7.1. Create and complete a function table (input/output) using a given rule with two operations | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities |
| A.4.7.2. Identify and extend patterns in real world situations | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor |
| A.4.7.3. Interpret and write a rule for a two operation function table (Example: multiply by 2, add 1) | Expressions, Equations, & Inequalities: 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) |
| Standard 5: Algebraic Representations | |
| Students shall represent and analyze mathematical situations and structures using algebraic symbols. | |
| Expressions, Equations and Inequalities | |
| A.5.7.1. Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world applications with and without technology | Expressions, Equations, & Inequalities: Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Solve one-step equations having integer or decimal answers |
| A.5.7.2. Solve simple linear equations using integers and graph on a coordinate plane (Example: use a T chart) | Expressions, Equations, & Inequalities: Solve equations in the form $x + a = b$, where a and b 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 Graphical Representations: Locate points in the coordinate plane |
| A.5.7.3. Translate phrases and sentences into algebraic expressions and equations including parentheses and positive and rational numbers and simplify algebraic expressions by combining like terms | Expressions, Equations, & Inequalities: Add and subtract simple algebraic expressions 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

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|--|
| Strand: Algebra | |
| A.5.7.4. Write and evaluate algebraic expressions using positive rational numbers | Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities 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) |
| Standard 6: Algebraic Models | |
| Students shall develop and apply mathematical models to represent and understand quantitative relationships. | |
| Algebraic Models and Relationships | |
| A.6.7.1. Use tables and graphs to represent linear equations by plotting, with and without appropriate technology, points in a coordinate plane | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Graphical Representations: Locate points in the coordinate plane |
| A.6.7.2. Represent, with and without appropriate technology, linear equations by plotting and graphing points in the coordinate plane using all four quadrants given data in a table from a real world situation | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Graphical Representations: Locate points in the coordinate plane |
| A.6.7.3. Create and complete a function table (input/output) using a given rule with two operations in real world situations | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities |
| Standard 7: Analysis of Change | |
| Students shall analyze change in various contexts. | |
| Analyze Change | |
| A.7.7.1. Use, with and without appropriate technology, tables and graphs to compare and identify situations with constant or varying rates of change | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Geometry | |
| Standard 8: Geometric Properties | |
| Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | |
| Characteristics of Geometric Shapes | |
| G.8.7.1. Identify, draw, classify and compare geometric figures using models and real world examples | |
| G.8.7.2. Investigate geometric properties and their relationships in one-, two-, and three-dimensional models, including convex and concave polygons | |
| G.8.7.3. Recognize the pairs of angles formed and the relationship between the angles including two intersecting lines and parallel lines cut by a transversal (vertical, supplementary, complementary, corresponding, alternate interior, alternate exterior angles and linear pair) | <p>Properties of Plane Figures:</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> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> |
| G.8.7.4. Use paper or physical models to determine the sum of the measures of interior angles of triangles and quadrilaterals | |
| G.8.7.5. Model and develop the concept that pi (π) is the ratio of the circumference to the diameter of any circle | |
| G.8.7.6. Develop the properties of similar figures (ratio of sides and congruent angles) | |
| Standard 9: Transformation of Shapes | |
| Students shall apply transformations and the use of symmetry to analyze mathematical situations. | |
| Symmetry and Transformations | |
| G.9.7.1. Examine the congruence, similarity, and line or rotational symmetry of objects using transformations | |
| G.9.7.2. Perform translations and reflections of two-dimensional figures using a variety of methods (paper folding, tracing, graph paper) | |
| Standard 10: Coordinate Geometry | |
| Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems. | |
| Coordinate Geometry | |
| G.10.7.1. Plot points in the coordinate plane | <p>Graphical Representations:</p> <p>Locate points in the coordinate plane</p> |
| G.10.7.2. Plot points that form the vertices of a geometric figure and draw, identify and classify the figure. | <p>Graphical Representations:</p> <p>Locate points in the coordinate plane</p> |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|--|
| Strand: Geometry | |
| Standard 11: Visualization and Geometric Models | |
| Students shall use visualization, spatial reasoning and geometric modeling. | |
| Spatial Visualization and Models | |
| G.11.7.1. Build three-dimensional solids from two-dimensional patterns (nets) | |
| G.11.7.2. Construct a building out of cubes from a set of views (front, top, side) | |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|--|
| Strand: Measurement | |
| Standard 12: Physical Attributes | |
| Students shall use attributes of measurement to describe and compare mathematical and real-world objects. | |
| Attributes and Tools | |
| M.12.7.1. Understand, select and use the appropriate units and tools (metric and customary) to measure length, weight, mass and volume to the required degree of accuracy for real world problems | Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information |
| M.12.7.2. Understand relationships among units within the same system | Basic Operations & Applications: Perform common conversions (e.g., inches to feet or hours to minutes) Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| M.12.7.3. Find different areas for a given perimeter and find a different perimeter for a given area | Measurement: Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required |
| Standard 13: Systems of Measurement | |
| Students shall identify and use units, systems and processes of measurement. | |
| Attributes and Tools | |
| M.13.7.1. Solve real world problems involving two or more elapsed times, counting forward and backward (calendar and clock) | Basic Operations & Applications: Solve problems in one or two steps using whole numbers Solve some routine two-step arithmetic problems Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|--|
| Strand: Measurement | |
| M.13.7.2. Draw and measure distance to the nearest mm and 1/16 inch accurately | |
| M.13.7.3. Develop and use strategies to solve problems involving area of a trapezoid and circumference and area of a circle | <p>Measurement:</p> <p>Use geometric formulas when all necessary information is given</p> <p>Compute the area and circumference of circles after identifying necessary information</p> |
| Applications | |
| M.13.7.4. Derive and use formulas for surface area and volume of prisms and cylinders and justify them using geometric models and common materials | <p>Measurement:</p> <p>Use geometric formulas when all necessary information is given</p> |
| M.13.7.5. Apply properties (scale factors, ratio, and proportion) of congruent or similar triangles to solve problems involving missing lengths and angle measures | <p>Basic Operations & Applications:</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>Expressions, Equations, & Inequalities:</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>Properties of Plane Figures:</p> <p>Use several angle properties to find an unknown angle measure</p> |
| M.13.7.6. Find the distance between two points on a number line and locate the midpoint | |
| M.13.7.7. Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes | <p>Measurement:</p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> |

TABLE 2A

| ARKANSAS Grade 7 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|---|
| Strand: Data Analysis and Probability | |
| Standard 14: Data Representation | |
| Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them. | |
| Collect, Organize and Display Data | |
| DAP.14.7.1. Identify different ways of selecting samples and compose appropriate questions (Example: survey response, random sample, representative sample and convenience sample) | |
| DAP.14.7.2. Explain which types of display are appropriate for various data sets (line graph for change over time, circle graph for part-to-whole comparison, scatter plot for trends) | |
| DAP.14.7.3. Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs with and without appropriate technology | Probability, Statistics, & Data Analysis: 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 |
| Standard 15: Data Analysis | |
| Students shall select and use appropriate statistical methods to analyze data. | |
| Data Analysis | |
| DAP.15.7.1. Analyze data displays , including ways that they can be misleading | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs |
| DAP.15.7.2. Analyze , with and without appropriate technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range) | Probability, Statistics, & Data Analysis: Calculate the average of a list of numbers |
| Standard 16: Inferences and Predictions | |
| Students shall develop and evaluate inferences and predictions that are based on data. | |
| Inferences and Predictions | |
| DAP.16.7.1. Make, with and without appropriate technology, conjectures of possible relationships in a scatter plot and approximate the line of best fit (trend line) | |
| Standard 17: Probability | |
| Students shall understand and apply basic concepts of probability. | |
| Probability | |
| DAP.17.7.1. Understand that probability can take any value between 0 and 1 (events that are not going to occur have probability 0, events certain to occur have probability 1) | Probability, Statistics, & Data Analysis: Calculate the average of a list of numbers |
| DAP.17.7.2. Design, with and without appropriate technology, an experiment to test a theoretical probability and explain how the results may vary (Example: suggested materials for simulations are: two-color counters, a number cube, and spinners) | |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|---|
| Strand: Number and Operations | |
| Standard 1: Number Sense | |
| Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems. | |
| Rational Numbers | |
| <p>NO.1.8.1. Read, write, compare and solve problems, with and without appropriate technology, including numbers less than 1 in scientific notation</p> | <p>Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Recognize one-digit factors of a number Identify a digit's place value Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Order fractions Work with numerical factors Work with scientific notation</p> |
| <p>NO.1.8.2. Convert between scientific notation and standard notation, including numbers from zero to one</p> | <p>Numbers: Concepts & Properties: Identify a digit's place value Work with scientific notation</p> |
| <p>NO.1.8.3. Compare and order real numbers including irrational numbers and find their approximate location on a number line (Use technology when appropriate)</p> | <p>Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Recognize one-digit factors of a number Identify a digit's place value Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions Work with numerical factors Work with scientific notation</p> |
| <p>NO.1.8.4. Understand and justify classifications of numbers in the real number system</p> | <p>Graphical Representations: Locate points on the number line and in the first quadrant</p> |
| Standard 2: Properties of Number Operations | |
| Students shall understand meanings of operations and how they relate to one another. | |
| Number Theory | |
| <p>NO.2.8.1. Apply the addition, subtraction, multiplication and division properties of equality to two-step equations</p> | <p>Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations</p> |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|---|
| Strand: Number and Operations | |
| NO.2.8.2. Understand and apply the inverse and identity properties | Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations |
| NO.2.8.3. Use inverse relationships (addition and subtraction, multiplication and division, squaring and square roots) in problem solving situations | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations |
| NO.2.8.4. Apply rules (conventions) for order of operations to rational numbers | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor |
| Understand Operations | |
| NO.2.8.5. Model and develop addition, subtraction, multiplication and division of rational numbers (Example: $-8\frac{1}{2} + 2\frac{3}{4}$) | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| Standard 3: Numerical Operations and Estimation | |
| Students shall compute fluently and make reasonable estimates. | |
| Computational Fluency | |
| NO.3.8.1. Compute, with and without appropriate technology, with rational numbers in multi-step problems | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| NO.3.8.2. Solve, with and without appropriate technology, multistep problems using a variety of methods and tools (i.e. objects, mental computation, paper and pencil) | Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) |
| Estimation | |
| NO.3.8.3. Use estimation to solve problems involving rational numbers; including ratio, proportion, percent (increase or decrease) then judge the reasonableness of solutions | |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|--|
| Strand: Number and Operations | |
| Application of Computation | |
| <p>NO.3.8.4. Apply factorization to find LCM and GCF of algebraic expressions (Examples: $4x^2y^3$; $6xy^2$; $GCF = 2xy^2$; $LCM = 12x^2y^3$)</p> | <p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Find and use the least common multiple</p> <p>Expressions, Equations, & Inequalities: Add and subtract simple algebraic expressions</p> |
| <p>NO.3.8.5. Calculate and find approximations of square roots with appropriate technology</p> | |
| <p>NO.3.8.6. Solve, with and without technology, real world percent problems including percent of increase or decrease</p> | <p>Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|--|
| Strand: Algebra | |
| Standard 4: Patterns, Relations and Functions | |
| Students shall recognize, describe and develop patterns, relations and functions. | |
| Patterns, Relations and Functions | |
| A.4.8.1. Find the n th term in a pattern or a function table | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor |
| A.4.8.2. Using real world situations, describe patterns in words, tables, pictures, and symbolic representations | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: 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) |
| A.4.8.3. Interpret and represent a two operation function as an algebraic equation (Example: $y = 2x + 1$) | Expressions, Equations, & Inequalities: 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) |
| A.4.8.4. Use tables, graphs, and equations to identify independent/dependent variables (input/output) | |
| Standard 5: Algebraic Representations | |
| Students shall represent and analyze mathematical situations and structures using algebraic symbols. | |
| Expressions, Equations and Inequalities | |
| A.5.8.1. Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology | Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations Graphical Representations: Locate points in the coordinate plane |
| A.5.8.2. Solve and graph linear equations (in the form $y = mx + b$) | |
| A.5.8.3. Translate sentences into algebraic equations and inequalities and combine like terms within polynomials | Expressions, Equations, & Inequalities: Add and subtract simple algebraic expressions 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 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|--|--|
| Strand: Algebra | |
| A.5.8.4. Write and evaluate algebraic expressions using rational numbers | Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities 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) |
| Standard 6: Algebraic Models | |
| Students shall develop and apply mathematical models to represent and understand quantitative relationships. | |
| Algebraic Models and Relationships | |
| A.6.8.1. Describe, with and without appropriate technology, the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change (rise/run) and y-intercept in real world problems | |
| A.6.8.2. Represent, with and without appropriate technology, linear relationships concretely, using tables, graphs and equations | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Graphical Representations: Locate points in the coordinate plane |
| A.6.8.3. Differentiate between independent/dependent variables given a linear relationship in context | |
| A.6.8.4. Represent, with and without appropriate technology, simple exponential and/or quadratic functions using verbal descriptions, tables, graphs and formulas and translate among these representations | |
| Standard 7: Analysis of Change | |
| Students shall analyze change in various contexts. | |
| Analyze Change | |
| A.7.8.1. Use, with and without technology, graphs of real life situations to describe the relationships and analyze change including graphs of change (cost per minute) and graphs of accumulation (total cost) | Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs Graphical Representations: Locate points in the coordinate plane |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Geometry | |
| Standard 8: Geometric Properties | |
| Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | |
| Characteristics of Geometric Shapes | |
| G.8.8.1. Form generalizations and validate conclusions about properties of geometric shapes | |
| G.8.8.2. Make, with and without appropriate technology, and test conjectures about characteristics and properties between two-dimensional figures and three-dimensional objects (Example: circle vs. cylinder, square vs. cube) | |
| G.8.8.3. Determine appropriate application of geometric ideas and relationships, such as congruence, similarity, and the Pythagorean theorem, with and without appropriate technology | |
| Standard 9: Transformation of Shapes | |
| Students shall apply transformations and the use of symmetry to analyze mathematical situations. | |
| Symmetry and Transformations | |
| G.9.8.1. Determine a transformation's line of symmetry and compare the properties of the figure and its transformation | |
| G.9.8.2. Draw the results of translations and reflections about the x- and y-axis and rotations of objects about the origin | |
| Standard 10: Coordinate Geometry | |
| Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems. | |
| Coordinate Geometry | |
| G.10.8.1. Use coordinate geometry to explore the links between geometric and algebraic representations of problems (lengths of segments/distance between points, slope/perpendicular-parallel lines) | |
| Standard 11: Visualization and Geometric Models | |
| Students shall use visualization, spatial reasoning and geometric modeling. | |
| Spatial Visualization and Models | |
| G.11.8.1. Using isometric dot paper interpret and draw different views of buildings | |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Measurement | |
| Standard 12: Physical Attributes | |
| Students shall use attributes of measurement to describe and compare mathematical and real-world objects. | |
| Attributes and Tools | |
| <p>M.12.8.1. Understand, select and use, with and without appropriate technology, the appropriate units and tools to measure angles, perimeter, area, surface area and volume to solve real world problems</p> | <p>Measurement:</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p> <p>Compute the perimeter of polygons when all side lengths are given</p> <p>Compute the area of rectangles when whole number dimensions are given</p> <p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Use geometric formulas when all necessary information is given</p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p> |
| <p>M.12.8.2. Describe and apply equivalent measures using a variety of units within the same system of measurement</p> | <p>Basic Operations & Applications:</p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> |
| Standard 13: Systems of Measurement | |
| Students shall identify and use units, systems and processes of measurement. | |
| Attributes and Tools | |
| <p>M.13.8.1. Draw and apply measurement skills with fluency to appropriate levels of precision</p> | <p>Measurement:</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p> |
| Applications | |
| <p>M.13.8.2. Solve problems involving volume and surface area of pyramids, cones and composite figures, with and without appropriate technology</p> | <p>Measurement:</p> <p>Use geometric formulas when all necessary information is given</p> |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Measurement | |
| <p>M.13.8.3. Apply proportional reasoning to solve problems involving indirect measurements, scale drawings or rates</p> | <p>Basic Operations & Applications: 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>Expressions, Equations, & Inequalities: 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>Properties of Plane Figures: Use several angle properties to find an unknown angle measure</p> |
| <p>M.13.8.4. Find the distance between two points on a coordinate plane using with the Pythagorean theorem</p> | |
| <p>M.13.8.5. Estimate and compute the area of irregular two-dimensional shapes</p> | <p>Measurement: Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information</p> |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|--|
| Strand: Data Analysis and Probability | |
| Standard 14: Data Representation | |
| Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them. | |
| Collect, Organize and Display Data | |
| DAP.14.8.1. Design and conduct investigations which include | |
| • adequate number of trials | |
| • unbiased sampling | |
| • accurate measurement | |
| • record-keeping | |
| DAP.14.8.2. Explain which types of display are appropriate for various data sets (scatter plot for relationship between two variants and line of best fit) | |
| DAP.14.8.3. Interpret or solve real world problems using data from charts, line plots, stem-and-leaf plots, double-bar graphs, line graphs, box-and-whisker plots, scatter plots, frequency tables or double line graphs | <p>Probability, Statistics, & Data Analysis:</p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Manipulate data from tables and graphs</p> |
| Standard 15: Data Analysis | |
| Students shall select and use appropriate statistical methods to analyze data. | |
| Data Analysis | |
| DAP.15.8.1. Compare and contrast the reliability of data sets with different size populations (Example: 40/80 vs. 40/800) | |
| DAP.15.8.2. Analyze, with and without appropriate technology, graphs by comparing measures of central tendencies and measures of spread | <p>Probability, Statistics, & Data Analysis:</p> <p>Calculate the average, given the frequency counts of all the data values</p> |
| DAP.15.8.3. Given at least one of the measures of central tendency create a data set | <p>Probability, Statistics, & Data Analysis:</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> |
| DAP.15.8.4. Describe how the inclusion of outliers affects those measures | |
| Standard 16: Inferences and Predictions | |
| Students shall develop and evaluate inferences and predictions that are based on data. | |
| Inferences and Predictions | |
| DAP.16.8.1. Use observations about differences between sets of data to make conjectures about the populations from which the data was taken | |

TABLE 2B

| ARKANSAS Grade 8 Mathematics Curriculum Framework | EXPLORE Mathematics College Readiness Standards |
|---|---|
| Strand: Data Analysis and Probability | |
| Standard 17: Probability | |
| Students shall understand and apply basic concepts of probability. | |
| Probability | |
| DAP.17.8.1. Compute, with and without appropriate technology, probabilities of compound events, using organized lists, tree diagrams and logic grid | Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations |
| DAP.17.8.2. Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predict results, and explain differences (Example: suggested materials for simulations are: polyhedra die, random number table, and technology) | |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|--|
| Strand: Language of Algebra | |
| Standard 1: | |
| Students will develop the language of algebra including specialized vocabulary, symbols, and operations. | |
| LA.1.AI.1. Evaluate algebraic expressions, including radicals, by applying the order of operations | Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities |
| LA.1.AI.2. Translate word phrases and sentences into expressions, equations, and inequalities, and vice versa | Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings |
| LA.1.AI.3. Apply the laws of (integral) exponents | Numbers: Concepts & Properties: Apply rules of exponents |
| LA.1.AI.4. Solve problems involving scientific notation | Numbers: Concepts & Properties: Work with scientific notation |
| LA.1.AI.5. Perform polynomial operations (addition, subtraction, multiplication) with and without manipulatives | Expressions, Equations, & Inequalities: Manipulate expressions and equations |
| LA.1.AI.6. Simplify algebraic fractions by factoring | Expressions, Equations, & Inequalities: Manipulate expressions and equations |
| LA.1.AI.7. Recognize when an expression is undefined | Numbers: Concepts & Properties: Determine when an expression is undefined |
| LA.1.AI.8. Simplify radical expressions such as $\frac{3}{\sqrt{7}}$ | Numbers: Concepts & Properties: Work with squares and square roots of numbers |
| LA.1.AI.9. Add, subtract, and multiply simple radical expressions like $3\sqrt{20} + 7\sqrt{5}$ and $4\sqrt{5} * 2\sqrt{3}$ | Numbers: Concepts & Properties: Work with squares and square roots of numbers |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|---|
| Strand: Solving Equations and Inequalities | |
| Standard 2: | |
| Students will write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency. | |
| SEI.2.AI.1. Solve multi-step equations and inequalities with rational coefficients | |
| <ul style="list-style-type: none"> numerically (from a table or guess and check) | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> |
| <ul style="list-style-type: none"> algebraically (including the use of manipulatives) | <p>Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations Solve linear inequalities that require reversing the inequality sign</p> |
| <ul style="list-style-type: none"> graphically | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Graphical Representations: Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane Match number line graphs with solution sets of linear inequalities</p> |
| <ul style="list-style-type: none"> technologically | |
| SEI.2.AI.2. Solve systems of two linear equations | |
| <ul style="list-style-type: none"> numerically (from a table or guess and check) | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> |
| <ul style="list-style-type: none"> algebraically (including the use of manipulatives) | <p>Expressions, Equations, & Inequalities: Find solutions to systems of linear equations</p> |
| <ul style="list-style-type: none"> graphically | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Graphical Representations: Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> technologically | |
| SEI.2.AI.3. Solve linear formulas and literal equations for a specified variable (Example: Solve for p in $I = prt$.) | <p>Expressions, Equations, & Inequalities: Manipulate expressions and equations</p> |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|---|
| Strand: Solving Equations and Inequalities | |
| SEI.2.AI.4. Solve and graph simple absolute value equations and inequalities (Example: $ x = 5$, $ x \leq 5$, $ x > 5$) | <p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Expressions, Equations, & Inequalities: Solve absolute value equations</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> |
| SEI.2.AI.5. Solve real world problems that involve a combination of rates, proportions and percents | <p>Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages</p> |
| SEI.2.AI.6. Solve problems involving direct variation and indirect (inverse) variation to model rates of change | <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> |
| SEI.2.AI.7. Use coordinate geometry to represent and/or solve problems (midpoint, length of a line segment, and Pythagorean Theorem) | <p>Graphical Representations: Find the midpoint of a line segment Use the distance formula</p> <p>Properties of Plane Figures: Use the Pythagorean theorem</p> |
| SEI.2.AI.8. Communicate real world problems graphically, algebraically, numerically and verbally | <p>Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages</p> <p>Expressions, Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|--|
| Strand: Linear Functions | |
| Standard 3: | |
| Students will analyze functions by investigating rates of change, intercepts, and zeros. | |
| LF.3.AI.1. Distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs |
| LF.3.AI.2. Determine domain and range of a relation from an algebraic expression, graphs, set of ordered pairs, or table of data | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Expressions, Equations, & Inequalities: Manipulate expressions and equations Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| LF.3.AI.3. Know and/or use function notation, including evaluating functions for given values in their domain | Functions: Evaluate polynomial functions, expressed in function notation, at integer values |
| LF.3.AI.4. Identify independent variables and dependent variables in various representational modes: words, symbols, and/or graphs | |
| LF.3.AI.5. Interpret the rate of change/slope and intercepts within the context of everyday life (Example: telephone charges based on base rate (y-intercept) plus rate per minute (slope)) | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Expressions, Equations, & Inequalities: Manipulate expressions and equations Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| LF.3.AI.6. Calculate the slope given | |
| • two points | Graphical Representations: Determine the slope of a line from points or equations |
| • the graph of a line | Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| • the equation of a line | Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| LF.3.AI.7. Determine by using slope whether a pair of lines are parallel, perpendicular, or neither | Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| LF.3.AI.8. Write an equation in slope-intercept form given | |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|---|
| Strand: Linear Functions | |
| <ul style="list-style-type: none"> • two points | <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a point and y-intercept | <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • x-intercept and y-intercept | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a point and slope | <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a table of data | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> |
| <ul style="list-style-type: none"> • the graph of a line | <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <p>LF.3.AI.9. Describe the effects of parameter changes, slope and/or y-intercept, on graphs of linear functions and vice versa</p> | <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> <p>Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|--|
| Strand: Non-linear Functions | |
| Standard 4: | |
| Students will compare the properties in the family of functions. | |
| NLF.4.AI.1. Factoring polynomials | |
| <ul style="list-style-type: none"> greatest common factor | Numbers: Concepts & Properties: Apply number properties involving even/odd numbers and factors/multiples Expressions, Equations, & Inequalities: Manipulate expressions and equations Solve quadratic equations |
| <ul style="list-style-type: none"> binomials (difference of squares) | Numbers: Concepts & Properties: Work with squares and square roots of numbers Expressions, Equations, & Inequalities: Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) |
| <ul style="list-style-type: none"> trinomials | Expressions, Equations, & Inequalities: Manipulate expressions and equations |
| NLF.4.AI.2. Determine minimum, maximum, vertex, and zeros, given the graph | Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| NLF.4.AI.3. Solve quadratic equations using the appropriate methods with and without technology | |
| <ul style="list-style-type: none"> factoring | Expressions, Equations, & Inequalities: Solve quadratic equations |
| <ul style="list-style-type: none"> quadratic formula with real number solutions | Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Solve quadratic equations |
| NLF.4.AI.4. Recognize function families and their connections including vertical shift and reflection over the x-axis | |
| <ul style="list-style-type: none"> quadratics | Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| <ul style="list-style-type: none"> absolute value | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Solve absolute value equations Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| <ul style="list-style-type: none"> exponential functions | |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|---|
| Strand: Non-linear Functions | |
| NLF.4.AI.5. Communicate real world problems graphically, algebraically, numerically and verbally | <p>Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages</p> <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|--|
| Strand: Data Interpretation and Probability | |
| Standard 5: | |
| Students will compare various methods of reporting data to make inferences or predictions. | |
| DIP.5.AI.1. Construct and use scatter plots and line of best fit to make inferences in real life situations | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs |
| DIP.5.AI.2. Use simple matrices in addition, subtraction, and scalar multiplication | |
| DIP.5.AI.3. Construct simple matrices for real life situations | |
| DIP.5.AI.4. Determine the effects of changes in the data set on the measures of central tendency | Probability, Statistics, & Data Analysis: Calculate or use a weighted average |
| DIP.5.AI.5. Use two or more box-and-whisker plots to compare data sets | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs |
| DIP.5.AI.6. Construct and interpret a cumulative frequency histogram in real life situations | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs |
| DIP.5.AI.7. Recognize linear functions and non-linear functions by using a table or a graph | Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| DIP.5.AI.8. Compute simple probability with and without replacement | Probability, Statistics, & Data Analysis: Compute a probability when the event and/or sample space are not given or obvious |
| DIP.5.AI.9. Recognize patterns using explicitly defined and recursively defined linear functions | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Manipulate expressions and equations |

TABLE 2C

| ARKANSAS Algebra I Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|---|
| Strand: Data Interpretation and Probability | |
| DIP.5.AI.10. Communicate real world problems graphically, algebraically, numerically and verbally | <p>Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages</p> <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Identify solutions to simple quadratic equations Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Language of Algebra | |
| Standard 1: | |
| Students will develop the language of algebra including specialized vocabulary, symbols, and operations. | |
| LA.1.AI.1. Evaluate algebraic expressions, including radicals, by applying the order of operations | Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities |
| LA.1.AI.2. Translate word phrases and sentences into expressions, equations, and inequalities, and vice versa | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |
| LA.1.AI.3. Apply the laws of (integral) exponents | Numbers: Concepts & Properties: Apply rules of exponents |
| LA.1.AI.4. Solve problems involving scientific notation | Numbers: Concepts & Properties: Work with scientific notation |
| LA.1.AI.5. Perform polynomial operations (addition, subtraction, multiplication) with and without manipulatives | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |
| LA.1.AI.6. Simplify algebraic fractions by factoring | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |
| LA.1.AI.7. Recognize when an expression is undefined | Numbers: Concepts & Properties: Determine when an expression is undefined |
| LA.1.AI.8. Simplify radical expressions such as $\frac{3}{\sqrt{7}}$ | Numbers: Concepts & Properties: Work with squares and square roots of numbers |
| LA.1.AI.9. Add, subtract, and multiply simple radical expressions like $3\sqrt{20} + 7\sqrt{5}$ and $4\sqrt{5} * 2\sqrt{3}$ | Numbers: Concepts & Properties: Work with squares and square roots of numbers |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Solving Equations and Inequalities | |
| Standard 2: | |
| Students will write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency. | |
| SEI.2.AI.1. Solve multi-step equations and inequalities with rational coefficients | |
| <ul style="list-style-type: none"> numerically (from a table or guess and check) | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> |
| <ul style="list-style-type: none"> algebraically (including the use of manipulatives) | <p>Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations Solve linear inequalities that require reversing the inequality sign</p> |
| <ul style="list-style-type: none"> graphically | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane Match number line graphs with solution sets of linear inequalities Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> technologically | |
| SEI.2.AI.2. Solve systems of two linear equations | |
| <ul style="list-style-type: none"> numerically (from a table or guess and check) | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> |
| <ul style="list-style-type: none"> algebraically (including the use of manipulatives) | <p>Expressions, Equations, & Inequalities: Find solutions to systems of linear equations</p> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Solving Equations and Inequalities | |
| <ul style="list-style-type: none"> graphically | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> technologically | |
| <p>SEI.2.AI.3. Solve linear formulas and literal equations for a specified variable (Example: Solve for p in $I = prt$.)</p> | <p>Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation</p> |
| <p>SEI.2.AI.4. Solve and graph simple absolute value equations and inequalities (Example: $x = 5$, $x \leq 5$, $x > 5$)</p> | <p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Expressions, Equations, & Inequalities: Solve simple absolute value inequalities</p> <p>Graphical Representations: 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>SEI.2.AI.5. Solve real world problems that involve a combination of rates, proportions and percents</p> | <p>Basic Operations & Applications: 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>SEI.2.AI.6. Solve problems involving direct variation and indirect (inverse) variation to model rates of change</p> | <p>Expressions, Equations, & Inequalities: 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> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Solving Equations and Inequalities | |
| SEI.2.AI.7. Use coordinate geometry to represent and/or solve problems (midpoint, length of a line segment, and Pythagorean Theorem) | <p>Graphical Representations: Find the midpoint of a line segment Use the distance formula</p> <p>Properties of Plane Figures: Use the Pythagorean theorem</p> |
| SEI.2.AI.8. Communicate real world problems graphically, algebraically, numerically and verbally | <p>Basic Operations & Applications: 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>Expressions, Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Equations, & Inequalities: 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>Graphical Representations: 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> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Linear Functions | |
| Standard 3: | |
| Students will analyze functions by investigating rates of change, intercepts, and zeros. | |
| LF.3.AI.1. Distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs |
| LF.3.AI.2. Determine domain and range of a relation from an algebraic expression, graphs, set of ordered pairs, or table of data | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |
| LF.3.AI.3. Know and/or use function notation, including evaluating functions for given values in their domain | Functions: Evaluate polynomial functions, expressed in function notation, at integer values |
| LF.3.AI.4. Identify independent variables and dependent variables in various representational modes: words, symbols, and/or graphs | |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Linear Functions | |
| <p>LF.3.AI.5. Interpret the rate of change/slope and intercepts within the context of everyday life (Example: telephone charges based on base rate (y-intercept) plus rate per minute (slope))</p> | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <p>LF.3.AI.6. Calculate the slope given</p> | |
| <ul style="list-style-type: none"> • two points | <p>Graphical Representations: Determine the slope of a line from points or equations</p> |
| <ul style="list-style-type: none"> • the graph of a line | <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • the equation of a line | <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <p>LF.3.AI.7. Determine by using slope whether a pair of lines are parallel, perpendicular, or neither</p> | <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <p>LF.3.AI.8. Write an equation in slope-intercept form given</p> | |
| <ul style="list-style-type: none"> • two points | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a point and y-intercept | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Linear Functions | |
| <ul style="list-style-type: none"> • x-intercept and y-intercept | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a point and slope | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <ul style="list-style-type: none"> • a table of data | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> |
| <ul style="list-style-type: none"> • the graph of a line | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> |
| <p>LF.3.AI.9. Describe the effects of parameter changes, slope and/or y-intercept, on graphs of linear functions and vice versa</p> | <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> <p>Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Non-linear Functions | |
| Standard 4: | |
| Students will compare the properties in the family of functions. | |
| NLF.4.AI.1. Factoring polynomials | |
| <ul style="list-style-type: none"> greatest common factor | <p>Numbers: Concepts & Properties: Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Expressions, Equations, & Inequalities: Solve quadratic equations Write expressions that require planning and/or manipulating to accurately model a situation</p> |
| <ul style="list-style-type: none"> binomials (difference of squares) | <p>Numbers: Concepts & Properties: Work with squares and square roots of numbers</p> <p>Expressions, Equations, & Inequalities: Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> |
| <ul style="list-style-type: none"> trinomials | <p>Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation</p> |
| NLF.4.AI.2. Determine minimum, maximum, vertex, and zeros, given the graph | <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| NLF.4.AI.3. Solve quadratic equations using the appropriate methods with and without technology | |
| <ul style="list-style-type: none"> factoring | <p>Expressions, Equations, & Inequalities: Solve quadratic equations</p> |
| <ul style="list-style-type: none"> quadratic formula with real number solutions | <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Solve quadratic equations</p> |
| NLF.4.AI.4. Recognize function families and their connections including vertical shift and reflection over the x-axis | |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Non-linear Functions | |
| <ul style="list-style-type: none"> quadratics | <p>Graphical Representations:</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> absolute value | <p>Numbers: Concepts & Properties:</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>Expressions, Equations, & Inequalities:</p> <p>Solve simple absolute value inequalities</p> <p>Graphical Representations:</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> exponential functions | |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Non-linear Functions | |
| <p>NLF.4.AI.5. Communicate real world problems graphically, algebraically, numerically and verbally</p> | <p>Basic Operations & Applications: 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>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: 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> |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Data Interpretation and Probability | |
| Standard 5: | |
| Students will compare various methods of reporting data to make inferences or predictions. | |
| DIP.5.AI.1. Construct and use scatter plots and line of best fit to make inferences in real life situations | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs |
| DIP.5.AI.2. Use simple matrices in addition, subtraction, and scalar multiplication | |
| DIP.5.AI.3. Construct simple matrices for real life situations | |
| DIP.5.AI.4. Determine the effects of changes in the data set on the measures of central tendency | Probability, Statistics, & Data Analysis: Distinguish between mean, median, and mode for a list of numbers |
| DIP.5.AI.5. Use two or more box-and-whisker plots to compare data sets | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs |
| DIP.5.AI.6. Construct and interpret a cumulative frequency histogram in real life situations | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs |
| DIP.5.AI.7. Recognize linear functions and non-linear functions by using a table or a graph | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |
| DIP.5.AI.8. Compute simple probability with and without replacement | Probability, Statistics, & Data Analysis: Exhibit knowledge of conditional and joint probability |
| DIP.5.AI.9. Recognize patterns using explicitly defined and recursively defined linear functions | Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |

TABLE 2D

| ARKANSAS Algebra I Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Data Interpretation and Probability | |
| <p>DIP.5.AI.10. Communicate real world problems graphically, algebraically, numerically and verbally</p> | <p>Basic Operations & Applications: 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>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities: Identify solutions to simple quadratic equations 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>Graphical Representations: 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> |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|--|
| Strand: Language of Geometry | |
| Standard 1: | |
| Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates. | |
| LG.1.G.1. Define, compare and contrast inductive reasoning and deductive reasoning for making predictions based on real world situations | |
| <ul style="list-style-type: none"> Venn diagrams | Probability, Statistics, & Data Analysis: Use Venn diagrams in counting |
| <ul style="list-style-type: none"> matrix logic | |
| <ul style="list-style-type: none"> conditional statements (statement, inverse, converse, and contrapositive) | |
| LG.1.G.2. Represent points, lines, and planes pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and angles | |
| LG.1.G.3. Describe relationships derived from geometric figures or figural patterns | |
| LG.1.G.4. Apply, with and without appropriate technology, definitions, theorems, properties, and postulates related to such topics as complementary, supplementary, vertical angles, linear pairs, and angles formed by perpendicular lines | Properties of Plane Figures: Use several angle properties to find an unknown angle measure |
| LG.1.G.5. Explore, with and without appropriate technology, the relationship between angles formed by two lines cut by a transversal to justify when lines are parallel | Properties of Plane Figures: Use several angle properties to find an unknown angle measure |
| LG.1.G.6. Give justification for conclusions reached by deductive reasoning | |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|--|--|
| Strand: Triangles | |
| Standard 2: | |
| Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations. | |
| T.2.G.1. Apply congruence (SSS ...) and similarity (AA ...) correspondences and properties of figures to find missing parts of geometric figures and provide logical justification | Properties of Plane Figures: Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles |
| T.2.G.2. Investigate the measures of segments to determine the existence of triangles (triangle inequality theorem) | |
| T.2.G.3. Identify and use the special segments of triangles (altitude, median, angle bisector, perpendicular bisector, and midsegment) to solve problems | Measurement: Use geometric formulas when all necessary information is given Use relationships involving area, perimeter, and volume of geometric figures to compute another measure |
| T.2.G.4. Apply the Pythagorean Theorem and its converse in solving practical problems | Properties of Plane Figures: Use the Pythagorean theorem |
| T.2.G.5. Use the special right triangle relationships (30°-60°-90° and 45°-45°-90°) to solve problems | Properties of Plane Figures: Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles |
| T.2.G.6. Use trigonometric ratios (sine, cosine, tangent) to determine lengths of sides and measures of angles in right triangles including angles of elevation and angles of depression | |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|---|
| Strand: Measurement | |
| Standard 3: | |
| Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume. | |
| M.3.G.1. Calculate probabilities arising in geometric contexts (Example: Find the probability of hitting a particular ring on a dartboard.) | Probability, Statistics, & Data Analysis: Compute a probability when the event and/or sample space are not given or obvious Measurement: Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information |
| M.3.G.2. Apply, using appropriate units, appropriate formulas (area, perimeter, surface area, volume) to solve application problems involving polygons, prisms, pyramids, cones, cylinders, spheres as well as composite figures, expressing solutions in both exact and approximate forms | Measurement: Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths |
| M.3.G.3. Relate changes in the measurement of one attribute of an object to changes in other attributes (Example: How does changing the radius or height of a cylinder affect its surface area or volume?) | |
| M.3.G.4. Use (given similar geometric objects) proportional reasoning to solve practical problems (including scale drawings) | Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages Properties of Plane Figures: Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles |
| M.3.G.5. Use properties of parallel lines and proportional reasoning to find the lengths of segments | Basic Operations & Applications: Solve word problems containing several rates, proportions, or percentages Properties of Plane Figures: Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|--|
| Strand: Relationships Between Two and Three Dimensions | |
| Standard 4: | |
| Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | |
| R.4.G.1. Explore and verify the properties of quadrilaterals | Properties of Plane Figures: 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°) |
| R.4.G.2. Solve problems using properties of polygons: | |
| <ul style="list-style-type: none"> sum of the measures of the interior angles of a polygon | Properties of Plane Figures: Use several angle properties to find an unknown angle measure |
| <ul style="list-style-type: none"> interior and exterior angle measure of a regular polygon or irregular polygon | Properties of Plane Figures: Use several angle properties to find an unknown angle measure |
| <ul style="list-style-type: none"> number of sides or angles of a polygon | Properties of Plane Figures: 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 |
| R.4.G.3. Identify and explain why figures tessellate | |
| R.4.G.4. Identify the attributes of the five Platonic Solids | |
| R.4.G.5. Investigate and use the properties of angles (central and inscribed) arcs, chords, tangents, and secants to solve problems involving circles | Properties of Plane Figures: 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 |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|--|
| Strand: Relationships Between Two and Three Dimensions | |
| R.4.G.6. Solve problems using inscribed and circumscribed figures | <p>Properties of Plane Figures: 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</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> |
| R.4.G.7. Use orthographic drawings (top, front, side) and isometric drawings (corner) to represent three-dimensional objects | |
| R.4.G.8. Draw, examine, and classify cross-sections of three-dimensional objects | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> |

TABLE 2E

| ARKANSAS Geometry Curriculum Framework | PLAN Mathematics College Readiness Standards |
|---|--|
| Strand: Coordinate Geometry and Transformations | |
| Standard 5: | |
| Students will specify locations, apply transformations and describe relationships using coordinate geometry. | |
| CGT.5.G.1. Use coordinate geometry to find the distance between two points, the midpoint of a segment, and the slopes of parallel, perpendicular, horizontal, and vertical lines | Graphical Representations: 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 |
| CGT.5.G.2. Write equations of lines in slope-intercept form and use slope to determine parallel and perpendicular lines | Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| CGT.5.G.3. Determine, given a set of points, the type of figure based on its properties (parallelogram, isosceles triangle, trapezoid) | Graphical Representations: Determine the slope of a line from points or equations Interpret and use information from graphs in the coordinate plane Use the distance formula |
| CGT.5.G.4. Write, in standard form, the equation of a circle given a graph on a coordinate plane or the center and radius of a circle | Graphical Representations: Interpret and use information from graphs in the coordinate plane |
| CGT.5.G.5. Draw and interpret the results of transformations and successive transformations on figures in the coordinate plane | |
| <ul style="list-style-type: none"> • translations | |
| <ul style="list-style-type: none"> • reflections | |
| <ul style="list-style-type: none"> • rotations (90°, 180°, clockwise and counterclockwise about the origin) | |
| <ul style="list-style-type: none"> • dilations (scale factor) | |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Language of Geometry | |
| Standard 1: | |
| Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates. | |
| LG.1.G.1. Define, compare and contrast inductive reasoning and deductive reasoning for making predictions based on real world situations | |
| <ul style="list-style-type: none"> Venn diagrams | Probability, Statistics, & Data Analysis: Use Venn diagrams in counting |
| <ul style="list-style-type: none"> matrix logic | |
| <ul style="list-style-type: none"> conditional statements (statement, inverse, converse, and contrapositive) | |
| LG.1.G.2. Represent points, lines, and planes pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and angles | Properties of Plane Figures: 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 |
| LG.1.G.3. Describe relationships derived from geometric figures or figural patterns | Properties of Plane Figures: 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 |
| LG.1.G.4. Apply, with and without appropriate technology, definitions, theorems, properties, and postulates related to such topics as complementary, supplementary, vertical angles, linear pairs, and angles formed by perpendicular lines | Properties of Plane Figures: Use several angle properties to find an unknown angle measure 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 |
| LG.1.G.5. Explore, with and without appropriate technology, the relationship between angles formed by two lines cut by a transversal to justify when lines are parallel | Properties of Plane Figures: Use several angle properties to find an unknown angle measure |
| LG.1.G.6. Give justification for conclusions reached by deductive reasoning | Properties of Plane Figures: 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 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Triangles | |
| Standard 2: | |
| Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations. | |
| T.2.G.1. Apply congruence (SSS ...) and similarity (AA ...) correspondences and properties of figures to find missing parts of geometric figures and provide logical justification | <p>Properties of Plane Figures:</p> <p>Use properties of isosceles triangles</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| T.2.G.2. Investigate the measures of segments to determine the existence of triangles (triangle inequality theorem) | <p>Properties of Plane Figures:</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| T.2.G.3. Identify and use the special segments of triangles (altitude, median, angle bisector, perpendicular bisector, and midsegment) to solve problems | <p>Measurement:</p> <p>Use geometric formulas when all necessary information is given</p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p>Properties of Plane Figures:</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| T.2.G.4. Apply the Pythagorean Theorem and its converse in solving practical problems | <p>Properties of Plane Figures:</p> <p>Recognize Pythagorean triples</p> <p>Use the Pythagorean theorem</p> |
| T.2.G.5. Use the special right triangle relationships (30° - 60° - 90° and 45° - 45° - 90°) to solve problems | <p>Properties of Plane Figures:</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| T.2.G.6. Use trigonometric ratios (sine, cosine, tangent) to determine lengths of sides and measures of angles in right triangles including angles of elevation and angles of depression | <p>Functions:</p> <p>Use trigonometric concepts and basic identities to solve problems</p> |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Measurement | |
| Standard 3: | |
| Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume. | |
| M.3.G.1. Calculate probabilities arising in geometric contexts (Example: Find the probability of hitting a particular ring on a dartboard.) | Probability, Statistics, & Data Analysis: Exhibit knowledge of conditional and joint probability Measurement: Use geometric formulas when all necessary information is given Compute the area of composite geometric figures when planning or visualization is required |
| M.3.G.2. Apply, using appropriate units, appropriate formulas (area, perimeter, surface area, volume) to solve application problems involving polygons, prisms, pyramids, cones, cylinders, spheres as well as composite figures, expressing solutions in both exact and approximate forms | Measurement: Use geometric formulas when all necessary information is given Compute the perimeter of simple composite geometric figures with unknown side lengths Compute the area of composite geometric figures when planning or visualization is required |
| M.3.G.3. Relate changes in the measurement of one attribute of an object to changes in other attributes (Example: How does changing the radius or height of a cylinder affect its surface area or volume?) | Measurement: Use scale factors to determine the magnitude of a size change |
| M.3.G.4. Use (given similar geometric objects) proportional reasoning to solve practical problems (including scale drawings) | Basic Operations & Applications: 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) Properties of Plane Figures: 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 Measurement: Use scale factors to determine the magnitude of a size change |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Measurement | |
| <p>M.3.G.5. Use properties of parallel lines and proportional reasoning to find the lengths of segments</p> | <p>Basic Operations & Applications: 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>Properties of Plane Figures: 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</p> |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Relationships Between Two and Three Dimensions | |
| Standard 4: | |
| Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. | |
| R.4.G.1. Explore and verify the properties of quadrilaterals | <p>Properties of Plane Figures:</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| R.4.G.2. Solve problems using properties of polygons: | |
| <ul style="list-style-type: none"> sum of the measures of the interior angles of a polygon | <p>Properties of Plane Figures:</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| <ul style="list-style-type: none"> interior and exterior angle measure of a regular polygon or irregular polygon | <p>Properties of Plane Figures:</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| <ul style="list-style-type: none"> number of sides or angles of a polygon | <p>Properties of Plane Figures:</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| R.4.G.3. Identify and explain why figures tessellate | |
| R.4.G.4. Identify the attributes of the five Platonic Solids | |
| R.4.G.5. Investigate and use the properties of angles (central and inscribed) arcs, chords, tangents, and secants to solve problems involving circles | <p>Properties of Plane Figures:</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Use relationships among angles, arcs, and distances in a circle</p> |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Relationships Between Two and Three Dimensions | |
| R.4.G.6. Solve problems using inscribed and circumscribed figures | <p>Properties of Plane Figures:</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p>Use relationships among angles, arcs, and distances in a circle</p> <p>Measurement:</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p> <p>Compute the perimeter of polygons when all side lengths are given</p> <p>Compute the area of rectangles when whole number dimensions are given</p> <p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Use geometric formulas when all necessary information is given</p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths</p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p>Use scale factors to determine the magnitude of a size change</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p> |
| R.4.G.7. Use orthographic drawings (top, front, side) and isometric drawings (corner) to represent three-dimensional objects | |

TABLE 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Relationships Between Two and Three Dimensions | |
| R.4.G.8. Draw, examine, and classify cross-sections of three-dimensional objects | <p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: 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 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Coordinate Geometry and Transformations | |
| Standard 5: | |
| Students will specify locations, apply transformations and describe relationships using coordinate geometry. | |
| CGT.5.G.1. Use coordinate geometry to find the distance between two points, the midpoint of a segment, and the slopes of parallel, perpendicular, horizontal, and vertical lines | Graphical Representations: 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 |
| CGT.5.G.2. Write equations of lines in slope-intercept form and use slope to determine parallel and perpendicular lines | Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| CGT.5.G.3. Determine, given a set of points, the type of figure based on its properties (parallelogram, isosceles triangle, trapezoid) | Graphical Representations: Determine the slope of a line from points or equations Interpret and use information from graphs in the coordinate plane Use the distance formula Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |
| CGT.5.G.4. Write, in standard form, the equation of a circle given a graph on a coordinate plane or the center and radius of a circle | Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts |
| CGT.5.G.5. Draw and interpret the results of transformations and successive transformations on figures in the coordinate plane | |
| <ul style="list-style-type: none"> translations | Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane Properties of Plane Figures: 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 2F

| ARKANSAS Geometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Coordinate Geometry and Transformations | |
| <ul style="list-style-type: none"> • reflections | <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: 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> |
| <ul style="list-style-type: none"> • rotations (90°, 180°, clockwise and counterclockwise about the origin) | <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: 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> |
| <ul style="list-style-type: none"> • dilations (scale factor) | <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: 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 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Relations and Functions | |
| Standard 1: | |
| Students will represent and analyze mathematical situations and properties using patterns, relations, functions and algebraic symbols. | |
| RF.1.AII.1. Determine, with or without technology, the domain and range of a relation defined by a graph, a table of values, or a symbolic equation including those with restricted domains and whether a relation is a function | <p>Numbers: Concepts & Properties: Determine when an expression is undefined</p> <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| RF.1.AII.2. Evaluate, add, subtract, multiply, divide and compose functions and give appropriate domain and range restrictions | <p>Expressions, Equations, & Inequalities: Multiply two binomials Manipulate expressions and equations</p> <p>Functions: Write an expression for the composite of two simple functions</p> |
| RF.1.AII.3. Determine the inverse of a function (Graph, with and without appropriate technology, functions and their inverses) | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| RF.1.AII.4. Analyze and report, with and without appropriate technology, the effect of changing coefficients, exponents, and other parameters on functions and their graphs (linear, quadratic, and higher degree polynomial) | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Relations and Functions | |
| RF.1.AII.5. Determine, with and without appropriate technology, whether a function is even, odd or neither to analyze the behavior of a graph | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |
| RF.1.AII.6. Graph, with and without appropriate technology, functions defined as piece-wise and step | Graphical Representations: 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 |
| RF.1.AII.7. Apply the concepts of functions to real world situations | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Functions: Evaluate composite functions at integer values |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Linear and Absolute Value Equations and Inequalities | |
| Standard 2: | |
| Students will analyze and apply various methods to model, graph and solve linear and absolute value equations and inequalities. | |
| LEI.2.AII.1. Translate linear equations from one form (slope-intercept, point-slope, and standard) to another | Expressions, Equations, & Inequalities: Manipulate expressions and equations |
| LEI.2.AII.2. Develop, write, and graph, with and without appropriate technology, equations of lines in slope-intercept, point-slope, and standard forms given | |
| <ul style="list-style-type: none"> a point and the slope | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Graphical Representations: Exhibit knowledge of slope Determine the slope of a line from points or equations |
| <ul style="list-style-type: none"> two points | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Graphical Representations: Exhibit knowledge of slope Determine the slope of a line from points or equations |
| <ul style="list-style-type: none"> real world data | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Graphical Representations: Exhibit knowledge of slope Determine the slope of a line from points or equations |
| LEI.2.AII.3. Develop, write and graph (given the point and the slope, two points, or a point and a line) equations of | |
| <ul style="list-style-type: none"> a parallel line | Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| <ul style="list-style-type: none"> a perpendicular line | Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |
| <ul style="list-style-type: none"> a perpendicular bisector of a segment | Graphical Representations: Find the midpoint of a line segment Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| <p>Strand: Linear and Absolute Value Equations and Inequalities</p> | |
| <p>LEI.2.AII.4. Solve, with and without appropriate technology, absolute value equations and inequalities written in one or two variables, and graph solutions</p> | <p>Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving Solve simple absolute value inequalities</p> <p>Graphical Representations: Identify the graph of a linear inequality on the number line 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>LEI.2.AII.5. Solve, with and without appropriate technology, systems of linear equations and systems of linear inequalities with two or more variables through the use of graphs, tables, matrices, and other algebraic methods</p> | <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Solve real-world problems using first-degree equations Solve first-degree inequalities that do not require reversing the inequality sign Solve linear inequalities that require reversing the inequality sign Find solutions to systems of linear equations 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>Graphical Representations: Identify the graph of a linear inequality on the number line 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>LEI.2.AII.6. Develop and apply, with and without appropriate technology, the basic operations and properties of matrices (associative, commutative, identity, and inverse)</p> | |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Linear and Absolute Value Equations and Inequalities | |
| <p>LEI.2.AII.7. Apply, with or without technology, the concepts of linear and absolute value equations and inequalities and systems of linear equations and inequalities to model real world situations including linear programming</p> | <p>Expressions, Equations, & Inequalities:</p> <ul style="list-style-type: none"> Evaluate algebraic expressions by substituting integers for unknown quantities Solve real-world problems using first-degree equations Solve first-degree inequalities that do not require reversing the inequality sign Solve linear inequalities that require reversing the inequality sign Find solutions to systems of linear equations 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>Graphical Representations:</p> <ul style="list-style-type: none"> Identify the graph of a linear inequality on the number line 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 |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Quadratic Equations and Functions | |
| Standard 3: | |
| Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve quadratic equations. | |
| QEF.3.AII.1. Perform computations with radicals | |
| <ul style="list-style-type: none"> simplify radicals with different indices | Numbers: Concepts & Properties: Apply rules of exponents Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers |
| <ul style="list-style-type: none"> add, subtract, multiply and divide radicals | Numbers: Concepts & Properties: Work with squares and square roots of numbers Apply rules of exponents |
| <ul style="list-style-type: none"> rationalize denominators | Numbers: Concepts & Properties: Work with squares and square roots of numbers Apply rules of exponents |
| <ul style="list-style-type: none"> solve equations that contain radicals or radical expressions | Numbers: Concepts & Properties: Work with squares and square roots of numbers Apply rules of exponents Expressions, Equations, & Inequalities: Identify solutions to simple quadratic equations Solve quadratic equations |
| QEF.3.AII.2. Extend the number system to include the complex numbers | |
| <ul style="list-style-type: none"> evaluate powers of i | Numbers: Concepts & Properties: Apply properties of complex numbers |
| <ul style="list-style-type: none"> add, subtract, multiply, and divide complex numbers | Numbers: Concepts & Properties: Apply properties of complex numbers |
| <ul style="list-style-type: none"> rationalize denominators | Numbers: Concepts & Properties: Apply properties of complex numbers |
| QEF.3.AII.3. Solve quadratic equations with and without appropriate technology by | |
| <ul style="list-style-type: none"> extracting the square root | Numbers: Concepts & Properties: Work with squares and square roots of numbers |
| <ul style="list-style-type: none"> graphing | |
| <ul style="list-style-type: none"> factoring | Expressions, Equations, & Inequalities: Identify solutions to simple quadratic equations Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Solve quadratic equations Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Quadratic Equations and Functions | |
| <ul style="list-style-type: none"> • completing the square | <p>Expressions, Equations, & Inequalities: Manipulate expressions and equations 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> |
| <ul style="list-style-type: none"> • using the quadratic formula | <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Solve quadratic equations</p> |
| <p>QEF.3.AII.4. Develop and analyze, with and without appropriate technology, quadratic relations</p> | |
| <ul style="list-style-type: none"> • graph a parabolic relationship when given its equation | <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> |
| <ul style="list-style-type: none"> • write an equation when given its roots (zeros or solutions) or graph | <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> • determine the nature of the solutions graphically and by evaluating the discriminant | <p>Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> |
| <ul style="list-style-type: none"> • determine the maximum or minimum values and the axis of symmetry both graphically and algebraically | <p>Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Quadratic Equations and Functions | |
| <p>QEF.3.AII.5. Apply the concepts of quadratic equations and functions to model real world situations by using appropriate technology when needed</p> | <p>Expressions, Equations, & Inequalities: Solve quadratic equations 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Polynomial and Rational Functions | |
| Standard 4: | |
| Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve polynomial and rational equations. | |
| PRF.4.AII.1. Determine the factors of polynomials by | |
| <ul style="list-style-type: none"> using factoring techniques including grouping and the sum or difference of two cubes | Expressions, Equations, & Inequalities: Manipulate expressions and equations Solve quadratic equations |
| <ul style="list-style-type: none"> using long division | Expressions, Equations, & Inequalities: Add, subtract, and multiply polynomials Write expressions that require planning and/or manipulating to accurately model a situation |
| <ul style="list-style-type: none"> using synthetic division | Expressions, Equations, & Inequalities: Add, subtract, and multiply polynomials Write expressions that require planning and/or manipulating to accurately model a situation |
| PRF.4.AII.2. Develop and analyze, with and without appropriate technology, polynomial functions from their roots, graphs, or equations | |
| <ul style="list-style-type: none"> write an equation when given its factors or roots (zeros or solutions) | Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation |
| <ul style="list-style-type: none"> determine the x- and y-intercepts | Expressions, Equations, & Inequalities: Manipulate expressions and equations Write expressions that require planning and/or manipulating to accurately model a situation Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Polynomial and Rational Functions | |
| <ul style="list-style-type: none"> describe the end behaviors | <p>Graphical Representations:</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> sketch the graph | |
| <p>PRF.4.AII.3. Solve, with and without appropriate technology, polynomial equations, including real world situations, graphically, numerically (using tables), and algebraically</p> | <p>Probability, Statistics, & Data Analysis:</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Expressions, Equations, & Inequalities:</p> <p>Manipulate expressions and equations</p> <p>Solve quadratic equations</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Graphical Representations:</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <p>PRF.4.AII.4. Simplify, add, subtract, multiply, and divide with rational expressions</p> | <p>Numbers: Concepts & Properties:</p> <p>Work with squares and square roots of numbers</p> <p>Apply rules of exponents</p> <p>Expressions, Equations, & Inequalities:</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> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Polynomial and Rational Functions | |
| <p>PRF.4.AII.5. Graph, with and without appropriate technology, rational functions of the form $y = 1/x$ and $y = 1/x^2$ and their transformations and identify x- and y-intercepts, domain restrictions, and vertical asymptotes</p> | <p>Expressions, Equations, & Inequalities: 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <p>PRF.4.AII.6. Solve, with and without appropriate technology, problems using rational equations, including proportions, rate, and variation (direct, inverse(indirect), or joint) and real world problems</p> | <p>Expressions, Equations, & Inequalities: 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <p>PRF.4.AII.7. Establish the relationship between radical expressions and expressions containing rational exponents</p> | |
| <p>PRF.4.AII.8. Simplify variable expressions containing rational exponents using the laws of exponents</p> | <p>Numbers: Concepts & Properties: Apply rules of exponents Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Expressions, Equations, & Inequalities: 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> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Exponential and Logarithmic Functions | |
| Standard 5: | |
| Students will graph exponential functions and relate them to logarithms. They will solve real world problems using exponential functions. | |
| ELF.5.AII.1. Interpret and graph, with and without appropriate technology, exponential functions | Numbers: Concepts & Properties: Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers |
| ELF.5.AII.2. Solve, with and without appropriate technology, exponential equations, including real world problems | Numbers: Concepts & Properties: Apply rules of exponents Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving |
| ELF.5.AII.3. Establish the relationship between exponential and logarithmic functions | |
| ELF.5.AII.4. Evaluate simple logarithms using the definition (Example: $\log_3 81$) | Numbers: Concepts & Properties: Apply rules of exponents Exhibit knowledge of logarithms and geometric sequences |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Data Analysis and Probability | |
| Standard 6: | |
| Students will evaluate and interpret data, make predictions based on data, and apply basic understanding of probability to solve real world problems. | |
| DAP.6.AII.1. Interpret and evaluate, with and without appropriate technology, graphical and tabular data displays for | |
| <ul style="list-style-type: none"> consistency with the data | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> appropriateness of type of graph or data display | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> scale | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |
| <ul style="list-style-type: none"> overall message | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> |
| DAP.6.AII.2. Calculate, with and without appropriate technology, probabilities of events using the laws of probability | |
| <ul style="list-style-type: none"> apply the Fundamental Counting Principle | <p>Probability, Statistics, & Data Analysis: Apply counting techniques</p> |
| <ul style="list-style-type: none"> distinguish between and use permutations and combinations | <p>Probability, Statistics, & Data Analysis: Apply counting techniques</p> |
| <ul style="list-style-type: none"> calculate conditional probability | <p>Probability, Statistics, & Data Analysis: Exhibit knowledge of conditional and joint probability</p> |

TABLE 2G

| ARKANSAS Algebra II Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Data Analysis and Probability | |
| <ul style="list-style-type: none"> calculate probabilities of mutually exclusive events, independent events, and dependent events | Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious Exhibit knowledge of conditional and joint probability |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Polynomial and Rational Functions | |
| Standard 1: | |
| Students will analyze polynomial and rational functions graphically and algebraically. | |
| <p>PRF.1.PCT.1. Investigate and sketch, with and without appropriate technology, the graphs of polynomial and rational functions using the characteristics of domain and range, upper and lower bounds, maximum and minimum points, asymptotes and end behavior, zeros, multiplicity of zeros, y-intercepts, and symmetry</p> | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Numbers: Concepts & Properties: Determine when an expression is undefined Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Functions: Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values</p> |
| <p>PRF.1.PCT.2. Solve, with and without appropriate technology, polynomial equations utilizing techniques such as Descartes' Rule of Signs, upper and lower bounds, Intermediate Value Theorem and Rational Root Theorem</p> | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Numbers: Concepts & Properties: Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Graphical Representations: Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Polynomial and Rational Functions | |
| <p>PRF.1.PCT.3. Describe, with and without appropriate technology, the fundamental characteristics of rational functions: zeros, discontinuities (including vertical asymptotes), and end behavior (including horizontal asymptotes)</p> | <p>Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Numbers: Concepts & Properties: Determine when an expression is undefined Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Graphical Representations: 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>PRF.1.PCT.4. Apply the concepts of polynomial and rational functions to model real world situations using appropriate technology when needed</p> | <p>Expressions, Equations, & Inequalities: 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> |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Exponential and Logarithmic Functions | |
| Standard 2: | |
| Students will solve real world problems involving logarithmic and exponential functions. Draw and analyze graphs and find inverse functions. | |
| ELF.2.PCT.1. Establish the inverse relationship between exponential and logarithmic functions | |
| ELF.2.PCT.2. Develop and apply the laws of logarithms and the change-of-base formula to simplify and evaluate expressions | Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |
| ELF.2.PCT.3. Solve graphically, algebraically and numerically, with and without appropriate technology, equations and real world problems involving exponential and logarithmic expressions | Basic Operations & Applications: 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) Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Expressions, Equations, & Inequalities: Write equations and inequalities that require planning, manipulating, and/or solving |
| ELF.2.PCT.4. Find, with and without appropriate technology, the domain, range, intercepts, and asymptotes of logarithmic and exponential functions | Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Graphical Representations: Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane Properties of Plane Figures: Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas |
| ELF.2.PCT.5. Draw and analyze, with and without appropriate technology, graphs of logarithmic and exponential functions | Graphical Representations: Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Conics | |
| Standard 3: | |
| Students will identify, analyze and sketch the graphs of the conic sections and relate their equations and graphs. | |
| <p>C.3.PCT.1. Identify, graph, write, and analyze equations of conic sections, using properties such as symmetry, intercepts, foci, asymptotes, and eccentricity, and when appropriate, use technology</p> | <p>Numbers: Concepts & Properties: Determine when an expression is undefined</p> <p>Expressions, Equations, & Inequalities: 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |
| <p>C.3.PCT.2. Solve, with and without appropriate technology, systems of equations and inequalities involving conics and other types of equations</p> | <p>Expressions, Equations, & Inequalities: 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>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|---|
| Strand: Conics | |
| <p>C.3.PCT.3. Solve, with and without appropriate technology, real world problems involving conic sections</p> | <p>Expressions, Equations, & Inequalities: Solve quadratic equations Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p>Properties of Plane Figures: Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|--|
| Strand: Sequences and Series | |
| Standard 4: | |
| Students will use sequences and series to represent, analyze, and solve real world problems and mathematical situations. | |
| SS.4.PCT.1. Develop, with and without appropriate technology, a representation of sequences recursively | Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |
| SS.4.PCT.2. Define and discriminate between arithmetic and geometric sequences and series and use appropriate technology when needed | Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |
| SS.4.PCT.3. Solve, with and without appropriate technology, problems involving the sum (including Sigma notation) of finite and infinite sequences and series | Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |
| SS.4.PCT.4. Determine the n th term of a sequence given a rule or specific terms and use appropriate technology when needed | Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |
| SS.4.PCT.5. Use, with and without appropriate technology, sequences and series to solve real world problems | Basic Operations & Applications: 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) Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Trigonometric Functions | |
| Standard 5: | |
| Students will use different perspectives to develop and apply the definitions of the six trigonometric functions. They will sketch and analyze graphs, find inverse functions, and solve real world problems. | |
| TF.5.PCT.1. Define the six trigonometric functions as | |
| <ul style="list-style-type: none"> • circular functions | |
| <ul style="list-style-type: none"> • ratios of sides of right triangles | Functions: Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths |
| <ul style="list-style-type: none"> • functions of an angle in standard position when given a point on the terminal side of the angle | |
| TF.5.PCT.2. Use degrees and radians interchangeably to represent angle measure | Properties of Plane Figures: Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°) |
| TF.5.PCT.3. Sketch an angle in standard position and determine the reference angle and coterminal angles | Properties of Plane Figures: Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°) Recognize Pythagorean triples Functions: Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry |
| TF.5.PCT.4. Find the values of the trigonometric functions given the value of one trigonometric function and an additional piece of qualifying information or given the coordinates of a point on the terminal side of an angle | Functions: Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry |
| TF.5.PCT.5. Develop and become fluent in the recall of the exact values of the trigonometric functions for special angles | |
| TF.5.PCT.6. Solve, with and without appropriate technology, real world problems involving applications of trigonometric functions | Functions: Use trigonometric concepts and basic identities to solve problems |
| TF.5.PCT.7. Graph the six trigonometric functions, identify domain, range, intercepts, period, amplitude, and asymptotes as applicable and use symmetry to determine whether the function is even or odd through appropriate technology when needed | Functions: Match graphs of basic trigonometric functions with their equations |
| TF.5.PCT.8. Determine, with and without appropriate technology, the amplitude, period, phase shift, and vertical shift, and sketch the graph of transformations of the trigonometric functions | Functions: Use trigonometric concepts and basic identities to solve problems Match graphs of basic trigonometric functions with their equations |
| TF.5.PCT.9. Identify and graph, with and without appropriate technology, the inverse of trigonometric functions including the restrictions on the domain | |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|---|--|
| Strand: Oblique Triangles | |
| Standard 6: | |
| Students will identify, create, and solve real world problems involving oblique triangles and vectors. | |
| OT.6.PCT.1. Develop and use the Law of Sines and the Law of Cosines to solve oblique triangles and use appropriate technology when needed | Functions: Use trigonometric concepts and basic identities to solve problems |
| OT.6.PCT.2. Solve real world problems applying the Law of Sines and the Law of Cosines and appropriate technology when needed | Functions: Use trigonometric concepts and basic identities to solve problems |
| OT.6.PCT.3. Determine the area of an oblique triangle by using an appropriate formula and appropriate technology when needed | Functions: Use trigonometric concepts and basic identities to solve problems |
| OT.6.PCT.4. Use vectors to solve problems and describe addition of vectors and multiplication of a vector by a scalar, both symbolically and geometrically | |
| OT.6.PCT.5. Use vectors to model situations defined by magnitude and direction and analyze and solve real world problems by using appropriate technology when needed | |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Trigonometric Equations and Identities | |
| Standard 7: | |
| Students will verify trigonometric identities and solve trigonometric equations. | |
| TEI.7.PCT.1. Develop the Pythagorean Identities and use to verify other identities and simplify expressions | Functions: Use trigonometric concepts and basic identities to solve problems |
| TEI.7.PCT.2. Develop and use trigonometric formulas including sum and difference formulas and multiple-angle formulas | Functions: Use trigonometric concepts and basic identities to solve problems |
| TEI.7.PCT.3. Solve trigonometric equations algebraically and graphically and use appropriate technology when needed | Functions: Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry |

TABLE 2H

| ARKANSAS Pre-Calculus including Trigonometry Curriculum Framework | ACT Mathematics College Readiness Standards |
|--|---|
| Strand: Polar Coordinates | |
| Standard 8: | |
| Students will define polar coordinates and relate them to rectangular coordinates. | |
| PC.8.PCT.1. Convert polar coordinates to rectangular coordinates and rectangular coordinates to polar coordinates | |
| PC.8.PCT.2. Represent equations given in rectangular coordinates in terms of polar coordinates | |
| PC.8.PCT.3. Graph polar equations and use appropriate technology when needed | |
| PC.8.PCT.4. Apply polar coordinates to real world situations and use appropriate technology when needed | |

**SUPPLEMENT
TABLES 3A–3C
SCIENCE**

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|---|
| Strand 1 Physical Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of physical systems as a process of inquiry. | |
| PS.1.1. Understand that the laws of science are universal. | |
| PS.1.2. Understand that a scientific theory is based on current, accepted evidence and used to make predictions. | |
| PS.1.3. Generate written conclusions based on evidence acquired through experimentation. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |
| PS.1.4. Interpret scientific information from graphs and charts. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|--|
| Strand 1 Physical Systems | |
| Standard 1: | |
| <u>Students will explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems.</u> | |
| PS.2.1. <u>Demonstrate an understanding of the states of matter and describe the various combinations of matter (mixtures and compounds).</u> | |
| PS.2.2. <u>Identify and describe the properties of an atom.</u> | |
| PS.2.3. <u>Investigate the periodic chart.</u> | |
| PS.2.4. <u>Experiment and identify physical and chemical changes.</u> | |
| PS.2.5. <u>Examine the sources and analyze the preservation of energy resources.</u> | |
| PS.2.6. <u>Experiment with forces (gravity, magnetism, and electricity).</u> | |
| PS.2.7. <u>Investigate the laws of motion.</u> | |
| PS.2.8. <u>Demonstrate and communicate the relationship between magnetic fields and electric currents.</u> | |
| PS.2.9. <u>Introduce the electromagnetic spectrum (radio, infrared, visible light, and ultraviolet waves; x-rays).</u> | |
| PS.2.10. <u>Investigate and identify conductors and insulators of heat and electricity.</u> | |
| PS.2.11. <u>Distinguish energy transfer (conduction, convection, radiation).</u> | |
| PS.2.12. <u>Investigate sound waves and gamma rays.</u> | |
| Standard 2: | |
| Students will demonstrate an understanding of the connections and applications of physical science. | |
| PS.3.1. Design and conduct different kinds of scientific investigations to answer different kinds of questions. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.3.2. Demonstrate how physical science is connected to mathematics (analyze collected data). | Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data |
| PS.3.3. Apply multiple strategies to problem solving. | |
| PS.3.4. Use appropriate equipment, tools, techniques, technology, mathematics, and technical writing in scientific investigation. | Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data Scientific Investigation: Understand the methods and tools used in a simple experiment |
| PS.3.5. Investigate a variety of careers related to physical science. | |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|--|
| Strand 1 Physical Systems | |
| PS.3.6. Acknowledge the impact of scientific discoveries upon society. | |
| PS.3.7. Recognize that scientific discovery has been influenced by historical events. | |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|---|
| Strand 2 Life Science Systems | |
| Standard 3: | |
| Students will demonstrate an understanding of life science as a process of inquiry. | |
| LS.1.1. Recognize that science deals only with inquiry about the natural world. | Interpretation of Data: 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) |
| LS.1.2. Interpret scientific information from graphs and charts. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|---|
| Strand 2 Life Science Systems | |
| LS.1.3. Conduct investigative science through use of the scientific method. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |
| LS.1.4. Generate conclusions based on evidence acquired through experimentation. | |
| Standard 4: | |
| <u>Students will explore, demonstrate, communicate, apply and evaluate the knowledge of life systems.</u> | |
| LS.2.1. Identify, describe, and explain various types of cells and cell processes. | |
| LS.2.2. Describe similarities and differences between single celled and multicellular organisms. | |
| LS.2.3. Arrange organisms into groups according to similarities and differences. | |
| LS.2.4. Identify the requirements for living organisms. | |
| LS.2.5. Explain life cycles of various organisms. | |
| LS.2.6. Describe the parts of the human body systems and determine their function. | |
| LS.2.7. Describe how heredity and environment influence/determine characteristics of an organism. | |
| LS.2.8. Recognize that reproduction is a characteristic of all living organisms and is essential to the continuation of life. | |
| LS.2.9. Explain how physical and/or behavioral characteristics of organisms help them to adapt and survive in their environments. | |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|--|
| Strand 2 Life Science Systems | |
| LS.2.10. <u>Describe how environmental changes and genetic mutations cause species to evolve over time, thus producing new species.</u> | |
| LS.2.11. <u>Analyze ecosystems in terms of population relationships, food webs, energy flow, and biotic succession.</u> | |
| LS.2.12. <u>Evaluate human impact on the environment.</u> | |
| Standard 5: | |
| Students will demonstrate an understanding of the connections and applications in life sciences. | |
| LS.3.1. <u>Design and conduct life science investigations to answer different kinds of questions.</u> | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| LS.3.2. Correlate life science activities to other curricular areas (e.g., language arts, mathematics, social studies). | |
| LS.3.3. <u>Apply multiple strategies to problem solving.</u> | |
| LS.3.4. <u>Use appropriate equipment, tools, techniques, technology, mathematics, and technical writing in scientific investigation.</u> | Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data Scientific Investigation: Understand the methods and tools used in a simple experiment |
| LS.3.5. Investigate a variety of careers related to life sciences. | |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|---|
| Strand 3 Earth/Space Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of the inquiry process through the study of Earth and space systems. | |
| <u>ES.1.1. Identify the components of Earth (rocks, water, and air) and their properties.</u> | |
| <u>ES.1.2. Understand that Earth and objects in space constantly undergo changes and/or cycles which can be observed and measured.</u> | |
| <u>ES.1.3. Generate conclusions based on evidence acquired through experimentation.</u> | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |
| <u>ES.1.4. Interpret scientific information from graphs and charts.</u> | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|--|
| Strand 3 Earth/Space Systems | |
| <u>ES.1.5. Identify and classify rocks and minerals.</u> | |
| <u>ES.1.6. Understand the relationship between Earth and objects in space.</u> | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply and evaluate knowledge of the properties of Earth and space systems.</u> | |
| <u>ES.2.1. Investigate the formation and properties of rocks (igneous, sedimentary, and metamorphic), minerals, and fossils.</u> | |
| <u>ES.2.2. Understand the relationship which exists between rock formation, fossil evidence, and geological history of the Earth and age of the Earth.</u> | |
| <u>ES.2.3. Investigate how Earth’s internal processes affect external features (volcanoes, earthquakes, mountain formation).</u> | |
| <u>ES.2.4. Understand the effects of weathering and erosion on the Earth’s surface.</u> | |
| <u>ES.2.5. Describe and model the natural divisions of Arkansas.</u> | |
| <u>ES.2.6. Describe the energy transfer within the atmosphere as it relates to the development of weather and climate patterns.</u> | |
| <u>ES.2.7. Explain and illustrate the water cycle.</u> | |
| <u>ES.2.8. Model and explain how the Earth’s shape and tilt result in different seasons.</u> | |
| <u>ES.2.9. Investigate the predictable motion of objects in space in explaining phenomena such as day, night, moon phases, ocean tides, and eclipses.</u> | |
| <u>ES.2.10. Analyze how the features of the oceans affect humans.</u> | |
| <u>ES.2.11. Compare the ability to support life on Earth and other objects in space.</u> | |
| <u>ES.2.12. Explain and compare the properties (gravity, size, shape, distance, and color) of objects in the solar system.</u> | |
| <u>ES.2.13. Explore past, present, and future space technology.</u> | |
| <u>ES.2.14. Relate the physical characteristics of the sun to other stars.</u> | |
| Standard 3: | |
| <u>Students will demonstrate an understanding of the connections and applications of Earth/space systems.</u> | |
| <u>ES.3.1. Design and conduct scientific investigations to answer different kinds of questions.</u> | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |

TABLE 3A

| ARKANSAS Grade 7–8 Science Curriculum Framework | EXPLORE Science College Readiness Standards |
|--|---|
| Strand 3 Earth/Space Systems | |
| ES.3.2. Apply multiple strategies to problem solving. | |
| ES.3.3. Use appropriate equipment, tools, techniques, technology, mathematics, and technical writing in scientific investigations. | <p>Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation: Understand the methods and tools used in a simple experiment</p> |
| ES.3.4. Investigate a variety of earth science related careers. | |
| ES.3.5. Construct models of earth science systems and make real world applications. | |
| ES.3.6. Analyze the impact of human activities on the Earth's crust, hydrosphere, atmosphere, and biosphere (e.g., climate change, greenhouse effect, global warming, ozone depletion, and UV radiation) and demonstrate methods of conservation and recycling of the Earth's resources. | |
| ES.3.7. Explore the impact of space technology on society. | |
| ES.3.8. Illustrate the positive and negative effects of human use of natural resources on Earth. | |
| ES.3.9. Measure weather conditions using appropriate equipment. | |
| ES.3.10. Calculate the gravitational forces of objects in space. | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|---|
| Strand 1 Physical Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of physical systems as a process of inquiry. | |
| PS.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| PS.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | Interpretation of Data: 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) Understand basic scientific terminology Find basic information in a brief body of text Translate information into a table, graph, or diagram Identify and/or use a simple (e.g., linear) mathematical relationship between data Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (controls and variables), bias elimination, and replication. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment |
| PS.1.5. Make objective observations and perform error analysis on collected data. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.1.6. Formulate valid conclusions. | Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 1 Physical Systems | |
| PS.1.7. Communicate and defend in writing a scientific argument. | <p>Evaluation of Models, Inferences, and Experimental Results:</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> |
| PS.1.8. Critique and interpret scientific data on charts and graphs. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |
| PS.1.9. Recognize that theories are models and may be revised when new data is introduced. | |
| PS.1.10. Understand the criteria for the formation of scientific theory and a scientific law. | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems.</u> | |
| PS.2.1. Evaluate the historical and multi-cultural contributions to the scientific body of knowledge in physical systems (nature of light, falling objects, expanding universe, model of the atom, quantum physics, periodic table). Construct time lines. | |
| PS.2.2. Classify matter into elements, compounds, and mixtures. Classify mixtures as heterogeneous or homogeneous and separate mixtures into pure substances using procedures such as distillation or chromatography. | |
| PS.2.3. Explore various physical and chemical properties of matter such as density, specific heat, viscosity, buoyancy, and reactivity. | |
| PS.2.4. Distinguish between physical and chemical changes that affect everyday life, such as hot and cold packs, light sticks, rusting, fireworks display, and water displacement. | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|--|
| Strand 1 Physical Systems | |
| PS.2.5. <u>Use models to show the structure and behavior of matter (includes Rutherford’s Gold Foil Experiment, subatomic particles, electron energy levels, quantum theory, and organic molecules).</u> | |
| PS.2.6. <u>Understand the rationale of the periodic chart.</u> | |
| PS.2.7. <u>Explain the relationship among mole, chemical bonding, and molecular geometry within chemical compounds.</u> | |
| PS.2.8. <u>Demonstrate the relationships between kinetic theory and the states of matter (gas laws).</u> | |
| PS.2.9. <u>Understand the representation of and energetics of chemical reactions (equation writing, types of reactions, stoichiometry, reaction rates, equilibria and electrochemistry).</u> | |
| PS.2.10. <u>Understand the nature of solutions (solubility, concentrations, pH, acids/bases, colligative properties, and buffer solutions).</u> | |
| PS.2.11. <u>Define the four fundamental forces in nature (gravitational, electromagnetic, weak nuclear and strong nuclear).</u> | |
| PS.2.12. <u>Analyze the aspects of motion (frame of reference, speed, velocity, acceleration, relativity, time and displacement), and distinguish between average, constant and instantaneous motion. (Demonstrate and evaluate motion graphically.)</u> | |
| PS.2.13. <u>Investigate the aspects of two-dimensional motion (circular, rotational and projectile), momentum and impulse.</u> | |
| PS.2.14. <u>Apply the laws of conservation to interactions of matter (momentum, angular momentum, mass/energy, and electric charge).</u> | |
| PS.2.15. <u>Explain the relationship of matter and energy ($E = mc^2$).</u> | |
| PS.2.16. <u>Recognize the relationships of forces and motion, applying Newton’s laws, and use diagrams to analyze the forces on a system.</u> | |
| PS.2.17. <u>Examine the types of waves (transverse, longitudinal, standing, circular, electromagnetic), properties and characteristics of waves (reflection, refraction, diffraction, interference, pitch, frequency, and velocity), and how waves transfer energy.</u> | |
| PS.2.18. <u>Investigate the properties and characteristics of light and different optical systems (lenses, mirrors, polarization filters, fiber optics, and lasers).</u> | |
| PS.2.19. <u>Evaluate the concept of the duality of light exploring contributions of scientists such as DeBroglie, Schrodinger, and Heisenberg.</u> | |
| PS.2.20. <u>Investigate the electromagnetic spectrum and the derivation of emission and absorption spectra.</u> | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|--|
| Strand 1 Physical Systems | |
| PS.2.21. <u>Examine the properties of sound (pitch, frequency, and intensity) and other related aspects (earthquakes, shock waves, SONAR).</u> | |
| PS.2.22. <u>Investigate electric and magnetic interactions and fields (poles, magnetic domains, charges, field lines, potential difference, force and Coulomb’s Law).</u> | |
| PS.2.23. <u>Distinguish between direct and alternating current.</u> | |
| PS.2.24. <u>Analyze and evaluate the parameters of circuits applying Ohm’s Law and use appropriate data collections and calculations (current, resistance, and voltage).</u> | |
| PS.2.25. <u>Analyze the interdependent fields of electricity and magnetism (electromagnets, motors, generators, and transformers).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications of physical science. | |
| PS.3.1. Analyze the role science plays in everyday life and compare different careers in the physical sciences. | |
| PS.3.2. <u>Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic, and political impact.</u> | |
| PS.3.3. Assess current world issues applying scientific themes (suggested issues: global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy). | |
| PS.3.4. Understand that mathematics is the precise language of communication and problem solving in science (<u>conversions logarithms, inverse square law, etc.</u>). (<u>Measure and calculate using SI units.</u>) | Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data |
| PS.3.5. Apply technology as appropriate tools for solving problems (electronic balances, computers, pH meters, spectrophotometers, multimeters, etc.). | Scientific Investigation: Understand the methods and tools used in a simple experiment |
| PS.3.6. <u>Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the physical sciences.</u> | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.3.7. <u>Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (e.g., relative dimensions such as solar system size).</u> | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 2 Life Science Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of life science as a process of inquiry. | |
| LS.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| LS.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| LS.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| LS.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (variables, control), bias elimination, and replication. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Determine the hypothesis for an experiment</p> |
| LS.1.5. Make objective observations and perform error analysis on collected data. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| LS.1.6. Formulate valid conclusions. | <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 2 Life Science Systems | |
| LS.1.7. Communicate and defend in writing a scientific argument. | <p>Evaluation of Models, Inferences, and Experimental Results:</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> |
| LS.1.8. Critique and interpret scientific data on charts and graphs. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |
| LS.1.9. Recognize that theories are models and may be revised when new data are introduced. | |
| LS.1.10. Understand the criteria for the formation of scientific theory and a scientific law. | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply and evaluate the knowledge of life systems.</u> | |
| LS.2.1. Evaluate the historical developments of, and cultural contributions to the scientific body of knowledge (e.g., biochemistry, food science, genetics, blood typing). | |
| LS.2.2. Investigate and identify cellular processes, including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, synthesis of new molecules, and cell division. | |
| LS.2.3. Understand that DNA is the basis for genetic transfer (Mendel's laws, genetic engineering, DNA replication, genetic disorders, reproduction and development in various life forms). | |
| LS.2.4. Compare genetic variations observed in plants and animals (adaptations and mutations). | |
| LS.2.5. Identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis. | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|--|
| Strand 2 Life Science Systems | |
| <u>LS.2.6. Compare and contrast life cycles of familiar organisms (sexual, asexual, metamorphosis, and alternation of generations).</u> | |
| <u>LS.2.7. Understand that all living things contain similar genetic material that evolves because of gene mutation, natural selection, and change in environments. Species change through time, and new life forms evolve.</u> | |
| <u>LS.2.8. Analyze levels of organization in the human body systems (atoms, molecules, organelles, cells, tissues, and organs).</u> | |
| <u>LS.2.9. Analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature.</u> | |
| <u>LS.2.10. Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.</u> | |
| <u>LS.2.11. Investigate and formulate solutions to problems resulting from human impact on the environment.</u> | |
| <u>LS.2.12. Analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen and water cycles.</u> | |
| <u>LS.2.13. Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.</u> | |
| <u>LS.2.14. Interpret the functions of systems found in living organisms (e.g., circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune).</u> | |
| <u>LS.2.15. Compare cells from different parts of plants including roots, stems, and leaves, to show specialization of structure and function.</u> | |
| <u>LS.2.16. Draw and label the structures of viruses. Relate the structure of viruses to their abilities in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.</u> | |
| <u>LS.2.17. Identify the structures of bacteria and describe the multiple roles of bacteria in maintaining health such as digestion and causing diseases such as streptococcus infections and diphtheria.</u> | |
| <u>LS.2.18. Understand that responses to external stimuli can result from interactions with an organism’s own species, with other species, and with environmental changes (innate or learned).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications in life sciences. | |
| <u>LS.3.1. Analyze the role science plays in everyday life and compare different careers in the life sciences.</u> | |
| <u>LS.3.2. Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic, and political impact.</u> | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|--|
| Strand 2 Life Science Systems | |
| <p>LS.3.3. Assess current world issues applying scientific themes (suggested issues: population growth, global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy).</p> | |
| <p>LS.3.4. Understand that mathematics is the precise language of communication and problem solving in science.</p> | |
| <p>LS.3.5. Apply technology as appropriate tools for solving problems (microscopes, centrifuges, flex cameras, computers, etc.).</p> | <p>Scientific Investigation: Understand the methods and tools used in a simple experiment</p> |
| <p>LS.3.6. Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the life sciences.</p> | <p>Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment</p> |
| <p>LS.3.7. Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (relative dimensions of the inclusions in a cell).</p> | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of the inquiry process through the study of Earth and space systems. | |
| ES.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| ES.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| ES.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| ES.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (controls and variables), bias elimination, and replication. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Determine the hypothesis for an experiment</p> |
| ES.1.5. Make objective observations and perform error analysis on collected data. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| ES.1.6. Formulate valid conclusions. | <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| ES.1.7. Communicate and defend in writing a scientific argument. | <p>Evaluation of Models, Inferences, and Experimental Results:</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> |
| ES.1.8. Critique and interpret scientific data on charts and graphs. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |
| ES.1.9. Recognize that theories are models and may be revised when new data is introduced. | |
| ES.1.10. Understand the criteria for the formation of scientific theory and a scientific law. | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply and evaluate knowledge of the properties of Earth and space systems.</u> | |
| ES.2.1. Evaluate the historical and multicultural contributions to the scientific body of knowledge in the earth and space sciences. Topics may include expanding universe, plate tectonics, composition of the Earth and stars, and geologic time; and the works of Galileo, Copernicus, Kepler, and Wegener. | |
| ES.2.2. Understand that the sun is the source of energy for the solar system. | |
| ES.2.3. Explain how Earth's energy and materials are conserved, interrelated, and recycled; include ores, and the following cycles—water, oxygen, carbon, and nitrogen. | |
| ES.2.4. Explain the features of the Earth's composition and geological phenomena. Utilize the plate tectonics, the continental drift, and the sea-floor spreading theories. | |
| ES.2.5. Analyze the composition and categorize types of rocks and minerals. Use Moh's Hardness Scale and the rock cycle. | |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|--|--|
| Strand 3 Earth/Space Systems | |
| ES.2.6. <u>Perform chemical analysis and classification of soil samples (pH or NPK).</u> | |
| ES.2.7. <u>Examine origins of the natural land divisions of Arkansas in view of the earth formations (soil and rock) peculiar to that division.</u> | |
| ES.2.8. <u>Investigate the characteristics of oceans such as composition, features, waves, and energy transfer resulting from the currents.</u> | |
| ES.2.9. <u>Evaluate the physical interactions of water with the Earth (glaciers, erosion, and leaching).</u> | |
| ES.2.10. <u>Evaluate weather and climate, globally and locally, as a result of a complex exchange of heat energy (clouds, solar radiation, ocean currents, gases, Coriolis effect, human activities, jet stream, El Nino, etc.).</u> | |
| ES.2.11. <u>Given measurements of weather conditions, relate them to the temperature, pressure, density, ideal gas law, and buoyancy of air.</u> | |
| ES.2.12. <u>Interpret the features on weather maps and predict future conditions.</u> | |
| ES.2.13. <u>Compare Earth’s sun to other stars in size, mass, temperature, energy source, position on HR diagram, and stages in a star’s existence.</u> | |
| ES.2.14. <u>Locate common constellations.</u> | |
| ES.2.15. <u>Describe the organization of the known universe (solar system, galaxy, cluster, supercluster).</u> | |
| ES.2.16. <u>Analyze the impact of modern technology on the study of the Earth and universe (telescopes, space probes, robotic arms, weather satellites, Doppler radar, sonar, seismographs).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications of Earth/space systems. | |
| ES.3.1. <u>Analyze the role science plays in every day life and compare different careers in the Earth/space sciences.</u> | |
| ES.3.2. <u>Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic and political impact (human activities vs. resource quality).</u> | |
| ES.3.3. <u>Assess current world issues applying scientific themes (e.g., global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy).</u> | |
| ES.3.4. <u>Understand that mathematics is the precise language of communication and problem solving in science.</u> | |
| ES.3.5. <u>Apply technology as appropriate tools for solving problems (electronic balances, computers, digital cameras, pH meters, spectrophotometers, telescopes, barometers, etc.).</u> | Scientific Investigation: Understand the methods and tools used in a simple experiment |

TABLE 3B

| ARKANSAS Grade 9–12 Science Curriculum Framework | PLAN Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| ES.3.6. Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the Earth/space sciences. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| ES.3.7. Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (relative dimensions such as solar system size). | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 1 Physical Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of physical systems as a process of inquiry. | |
| PS.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| PS.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| PS.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| PS.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (controls and variables), bias elimination, and replication. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Determine the hypothesis for an experiment</p> <p>Understand precision and accuracy issues</p> |
| PS.1.5. Make objective observations and perform error analysis on collected data. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Understand precision and accuracy issues</p> |
| PS.1.6. Formulate valid conclusions. | <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 1 Physical Systems | |
| PS.1.7. Communicate and defend in writing a scientific argument. | <p>Evaluation of Models, Inferences, and Experimental Results:</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> |
| PS.1.8. Critique and interpret scientific data on charts and graphs. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |
| PS.1.9. Recognize that theories are models and may be revised when new data is introduced. | |
| PS.1.10. Understand the criteria for the formation of scientific theory and a scientific law. | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems.</u> | |
| PS.2.1. Evaluate the historical and multi-cultural contributions to the scientific body of knowledge in physical systems (nature of light, falling objects, expanding universe, model of the atom, quantum physics, periodic table). Construct time lines. | |
| PS.2.2. Classify matter into elements, compounds, and mixtures. Classify mixtures as heterogeneous or homogeneous and separate mixtures into pure substances using procedures such as distillation or chromatography. | |
| PS.2.3. Explore various physical and chemical properties of matter such as density, specific heat, viscosity, buoyancy, and reactivity. | |
| PS.2.4. Distinguish between physical and chemical changes that affect everyday life, such as hot and cold packs, light sticks, rusting, fireworks display, and water displacement. | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|--|---|
| Strand 1 Physical Systems | |
| PS.2.5. <u>Use models to show the structure and behavior of matter (includes Rutherford's Gold Foil Experiment, subatomic particles, electron energy levels, quantum theory, and organic molecules).</u> | |
| PS.2.6. <u>Understand the rationale of the periodic chart.</u> | |
| PS.2.7. <u>Explain the relationship among mole, chemical bonding, and molecular geometry within chemical compounds.</u> | |
| PS.2.8. <u>Demonstrate the relationships between kinetic theory and the states of matter (gas laws).</u> | |
| PS.2.9. <u>Understand the representation of and energetics of chemical reactions (equation writing, types of reactions, stoichiometry, reaction rates, equilibria and electrochemistry).</u> | |
| PS.2.10. <u>Understand the nature of solutions (solubility, concentrations, pH, acids/bases, colligative properties, and buffer solutions).</u> | |
| PS.2.11. <u>Define the four fundamental forces in nature (gravitational, electromagnetic, weak nuclear and strong nuclear).</u> | |
| PS.2.12. <u>Analyze the aspects of motion (frame of reference, speed, velocity, acceleration, relativity, time and displacement), and distinguish between average, constant and instantaneous motion. (Demonstrate and evaluate motion graphically.)</u> | |
| PS.2.13. <u>Investigate the aspects of two-dimensional motion (circular, rotational and projectile), momentum and impulse.</u> | |
| PS.2.14. <u>Apply the laws of conservation to interactions of matter (momentum, angular momentum, mass/energy, and electric charge).</u> | |
| PS.2.15. <u>Explain the relationship of matter and energy ($E = mc^2$).</u> | |
| PS.2.16. <u>Recognize the relationships of forces and motion, applying Newton's laws, and use diagrams to analyze the forces on a system.</u> | |
| PS.2.17. <u>Examine the types of waves (transverse, longitudinal, standing, circular, electromagnetic), properties and characteristics of waves (reflection, refraction, diffraction, interference, pitch, frequency, and velocity), and how waves transfer energy.</u> | |
| PS.2.18. <u>Investigate the properties and characteristics of light and different optical systems (lenses, mirrors, polarization filters, fiber optics, and lasers).</u> | |
| PS.2.19. <u>Evaluate the concept of the duality of light exploring contributions of scientists such as DeBroglie, Schrodinger, and Heisenberg.</u> | |
| PS.2.20. <u>Investigate the electromagnetic spectrum and the derivation of emission and absorption spectra.</u> | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 1 Physical Systems | |
| PS.2.21. <u>Examine the properties of sound (pitch, frequency, and intensity) and other related aspects (earthquakes, shock waves, SONAR).</u> | |
| PS.2.22. <u>Investigate electric and magnetic interactions and fields (poles, magnetic domains, charges, field lines, potential difference, force and Coulomb’s Law).</u> | |
| PS.2.23. <u>Distinguish between direct and alternating current.</u> | |
| PS.2.24. <u>Analyze and evaluate the parameters of circuits applying Ohm’s Law and use appropriate data collections and calculations (current, resistance, and voltage).</u> | |
| PS.2.25. <u>Analyze the interdependent fields of electricity and magnetism (electromagnets, motors, generators, and transformers).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications of physical science. | |
| PS.3.1. Analyze the role science plays in everyday life and compare different careers in the physical sciences. | |
| PS.3.2. <u>Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic, and political impact.</u> | |
| PS.3.3. Assess current world issues applying scientific themes (suggested issues: global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy). | |
| PS.3.4. Understand that mathematics is the precise language of communication and problem solving in science (conversions logarithms, inverse square law, etc.). (Measure and calculate using SI units.) | Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data |
| PS.3.5. Apply technology as appropriate tools for solving problems (electronic balances, computers, pH meters, spectrophotometers, multimeters, etc.). | Scientific Investigation: Understand the methods and tools used in a simple experiment |
| PS.3.6. Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the physical sciences. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| PS.3.7. Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (e.g., relative dimensions such as solar system size). | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 2 Life Science Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of life science as a process of inquiry. | |
| LS.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| LS.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| LS.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| LS.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (variables, control), bias elimination, and replication. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Determine the hypothesis for an experiment</p> <p>Understand precision and accuracy issues</p> |
| LS.1.5. Make objective observations and perform error analysis on collected data. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Understand precision and accuracy issues</p> |
| LS.1.6. Formulate valid conclusions. | <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 2 Life Science Systems | |
| LS.1.7. Communicate and defend in writing a scientific argument. | <p>Evaluation of Models, Inferences, and Experimental Results:</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> |
| LS.1.8. Critique and interpret scientific data on charts and graphs. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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> |
| LS.1.9. Recognize that theories are models and may be revised when new data are introduced. | |
| LS.1.10. Understand the criteria for the formation of scientific theory and a scientific law. | |
| Standard 2: | |
| <u>Students will explore, demonstrate, communicate, apply and evaluate the knowledge of life systems.</u> | |
| LS.2.1. Evaluate the historical developments of, and cultural contributions to the scientific body of knowledge (e.g., biochemistry, food science, genetics, blood typing). | |
| LS.2.2. Investigate and identify cellular processes, including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, synthesis of new molecules, and cell division. | |
| LS.2.3. Understand that DNA is the basis for genetic transfer (Mendel's laws, genetic engineering, DNA replication, genetic disorders, reproduction and development in various life forms). | |
| LS.2.4. Compare genetic variations observed in plants and animals (adaptations and mutations). | |
| LS.2.5. Identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis. | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|--|---|
| Strand 2 Life Science Systems | |
| <u>LS.2.6. Compare and contrast life cycles of familiar organisms (sexual, asexual, metamorphosis, and alternation of generations).</u> | |
| <u>LS.2.7. Understand that all living things contain similar genetic material that evolves because of gene mutation, natural selection, and change in environments. Species change through time, and new life forms evolve.</u> | |
| <u>LS.2.8. Analyze levels of organization in the human body systems (atoms, molecules, organelles, cells, tissues, and organs).</u> | |
| <u>LS.2.9. Analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature.</u> | |
| <u>LS.2.10. Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.</u> | |
| <u>LS.2.11. Investigate and formulate solutions to problems resulting from human impact on the environment.</u> | |
| <u>LS.2.12. Analyze the flow of energy through various cycles including the carbon, oxygen, nitrogen and water cycles.</u> | |
| <u>LS.2.13. Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.</u> | |
| <u>LS.2.14. Interpret the functions of systems found in living organisms (e.g., circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune).</u> | |
| <u>LS.2.15. Compare cells from different parts of plants including roots, stems, and leaves, to show specialization of structure and function.</u> | |
| <u>LS.2.16. Draw and label the structures of viruses. Relate the structure of viruses to their abilities in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.</u> | |
| <u>LS.2.17. Identify the structures of bacteria and describe the multiple roles of bacteria in maintaining health such as digestion and causing diseases such as streptococcus infections and diphtheria.</u> | |
| <u>LS.2.18. Understand that responses to external stimuli can result from interactions with an organism’s own species, with other species, and with environmental changes (innate or learned).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications in life sciences. | |
| <u>LS.3.1. Analyze the role science plays in everyday life and compare different careers in the life sciences.</u> | |
| <u>LS.3.2. Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic, and political impact.</u> | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 2 Life Science Systems | |
| LS.3.3. Assess current world issues applying scientific themes (suggested issues: population growth, global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy). | |
| LS.3.4. Understand that mathematics is the precise language of communication and problem solving in science. | |
| LS.3.5. Apply technology as appropriate tools for solving problems (microscopes, centrifuges, flex cameras, computers, etc.). | Scientific Investigation: Understand the methods and tools used in a simple experiment |
| LS.3.6. Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the life sciences. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| LS.3.7. Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (relative dimensions of the inclusions in a cell). | |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| Standard 1: | |
| Students will demonstrate an understanding of the inquiry process through the study of Earth and space systems. | |
| ES.1.1. Understand that science is a process based on the scientific method which leads to a deeper understanding of real world situations. | |
| ES.1.2. Follow procedures for a scientific inquiry using step-by-step instructions, mathematical formulas, flow diagrams, and/or sketches. | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| ES.1.3. Develop and implement a workable scientific inquiry independently and with a group using standard safety procedures. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> |
| ES.1.4. Evaluate the process that scientists use to construct and validate scientific theory, such as data collection, prediction, experimentation (controls and variables), bias elimination, and replication. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Determine the hypothesis for an experiment</p> <p>Understand precision and accuracy issues</p> |
| ES.1.5. Make objective observations and perform error analysis on collected data. | <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Understand precision and accuracy issues</p> |
| ES.1.6. Formulate valid conclusions. | <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|--|--|
| Strand 3 Earth/Space Systems | |
| <p>ES.1.7. Communicate and defend in writing a scientific argument.</p> | <p>Evaluation of Models, Inferences, and Experimental Results:</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>ES.1.8. Critique and interpret scientific data on charts and graphs.</p> | <p>Interpretation of Data:</p> <p>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)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>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>ES.1.9. Recognize that theories are models and may be revised when new data is introduced.</p> | |
| <p>ES.1.10. Understand the criteria for the formation of scientific theory and a scientific law.</p> | |
| <p>Standard 2:</p> | |
| <p><u>Students will explore, demonstrate, communicate, apply and evaluate knowledge of the properties of Earth and space systems.</u></p> | |
| <p>ES.2.1. Evaluate the historical and multicultural contributions to the scientific body of knowledge in the earth and space sciences. Topics may include expanding universe, plate tectonics, composition of the Earth and stars, and geologic time; and the works of Galileo, Copernicus, Kepler, and Wegener.</p> | |
| <p>ES.2.2. <u>Understand that the sun is the source of energy for the solar system.</u></p> | |
| <p>ES.2.3. <u>Explain how Earth's energy and materials are conserved, interrelated, and recycled; include ores, and the following cycles—water, oxygen, carbon, and nitrogen.</u></p> | |
| <p>ES.2.4. <u>Explain the features of the Earth's composition and geological phenomena. Utilize the plate tectonics, the continental drift, and the sea-floor spreading theories.</u></p> | |
| <p>ES.2.5. <u>Analyze the composition and categorize types of rocks and minerals. Use Moh's Hardness Scale and the rock cycle.</u></p> | |

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| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| ES.2.6. <u>Perform chemical analysis and classification of soil samples (pH or NPK).</u> | |
| ES.2.7. <u>Examine origins of the natural land divisions of Arkansas in view of the earth formations (soil and rock) peculiar to that division.</u> | |
| ES.2.8. <u>Investigate the characteristics of oceans such as composition, features, waves, and energy transfer resulting from the currents.</u> | |
| ES.2.9. <u>Evaluate the physical interactions of water with the Earth (glaciers, erosion, and leaching).</u> | |
| ES.2.10. <u>Evaluate weather and climate, globally and locally, as a result of a complex exchange of heat energy (clouds, solar radiation, ocean currents, gases, Coriolis effect, human activities, jet stream, El Nino, etc.).</u> | |
| ES.2.11. <u>Given measurements of weather conditions, relate them to the temperature, pressure, density, ideal gas law, and buoyancy of air.</u> | |
| ES.2.12. <u>Interpret the features on weather maps and predict future conditions.</u> | |
| ES.2.13. <u>Compare Earth’s sun to other stars in size, mass, temperature, energy source, position on HR diagram, and stages in a star’s existence.</u> | |
| ES.2.14. <u>Locate common constellations.</u> | |
| ES.2.15. <u>Describe the organization of the known universe (solar system, galaxy, cluster, supercluster).</u> | |
| ES.2.16. <u>Analyze the impact of modern technology on the study of the Earth and universe (telescopes, space probes, robotic arms, weather satellites, Doppler radar, sonar, seismographs).</u> | |
| Standard 3: | |
| Students will demonstrate an understanding of the connections and applications of Earth/space systems. | |
| ES.3.1. Analyze the role science plays in every day life and compare different careers in the Earth/space sciences. | |
| ES.3.2. <u>Evaluate long range plans for resource use and by-product disposal in terms of environmental, economic and political impact (human activities vs. resource quality).</u> | |
| ES.3.3. Assess current world issues applying scientific themes (e.g., global changes in climate, ozone depletion, UV radiation, natural resources, use of technology, and public policy). | |
| ES.3.4. Understand that mathematics is the precise language of communication and problem solving in science. | |
| ES.3.5. <u>Apply technology as appropriate tools for solving problems (electronic balances, computers, digital cameras, pH meters, spectrophotometers, telescopes, barometers, etc.).</u> | Scientific Investigation: Understand the methods and tools used in a simple experiment |

TABLE 3C

| ARKANSAS Grade 9–12 Science Curriculum Framework | ACT Science College Readiness Standards |
|---|--|
| Strand 3 Earth/Space Systems | |
| ES.3.6. Assess the connections between pure science and applied science to the world of work by performing labs and activities common to the Earth/space sciences. | Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment |
| ES.3.7. Understand broad themes of Project 2061. Such themes include systems, patterns of change, interactions, energy equilibrium, models, and scale (relative dimensions such as solar system size). | |