STATE MATCH SUPPLEMENT

Illinois
Secondary School Learning Standards
English Language Arts, Mathematics, and Science

and

Illinois
Grade 11 Assessment Frameworks
Reading, Mathematics, and Science

and

EXPLORE, PLAN, and the ACT

May 2006
Revised June 2009

ACT®

List of Supplement Tables

Preface

This document is a supplement to the *State Match Illinois Secondary School Learning Standards English Language Arts, Mathematics, and Science and ACT's EXPLORE, PLAN, and ACT (May 2006, Revised June 2009)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Illinois Learning Standards and Illinois Grade 11 Assessment Frameworks in a side-by-side format.

The left side of each page presents Illinois Learning Standards or Assessment Frameworks (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 Illinois Learning Standard or Assessment Framework Objective.

Illinois Learning Standards and Assessment Frameworks listed here are from the following documents:

Illinois Learning Standards for English Language Arts	1997
Illinois Learning Standards for Mathematics	1997
Illinois Learning Standards for Science	1997
Illinois Mathematics Assessment Frameworks—PSAE Grade 11	Aug. 2005
Illinois Reading Assessment Frameworks—PSAE Grade 11	Aug. 2005
Illinois Science Assessment Frameworks—PSAE Grade 11	Aug. 2005

SUPPLEMENT
TABLES 1A–1C:

LANGUAGE ARTS LEARNING STANDARDS

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.3a. Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	
1.A.3b. Analyze the meaning of words and phrases in their context.	**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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
B. Apply reading strategies to improve understanding and fluency.	
1.B.3a. Preview reading materials, make predictions and relate reading to information from other sources.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.B.3b. Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	**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 Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
1.B.3c. Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).	**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

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.B.3d. Read age-appropriate material with fluency and accuracy.	**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

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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 Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
C. Comprehend a broad range of reading materials.	
1.C.3a. Use information to form, explain and support questions and predictions.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.C.3b. Interpret and analyze entire narrative text using story elements, point of view and theme.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives

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Reading	
State Goal 1: Read with understanding and fluency.	
	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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.C.3c. Compare, contrast and evaluate ideas and information from various sources and genres.	**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

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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
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	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
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.C.3d. Summarize and make generalizations from content and relate them to the purpose of the material.	**Main Ideas and Author's Approach:** 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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages

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Reading	
State Goal 1: Read with understanding and fluency.	
	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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
1.C.3e. Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	
1.C.3f. Interpret tables that display textual information and data in visual formats.	

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
A. Understand how literary elements and techniques are used to convey meaning.	
2.A.3a. Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	**Supporting Details:** Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages **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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
2.A.3b. Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	**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

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Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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
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	Locate important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
2.A.3c. Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	
2.A.3d. Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages

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Literature	
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	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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
B. Read and interpret a variety of literary works.	
2.B.3a. Respond to literary material from personal, creative and critical points of view.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging 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 Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging 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

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
2.B.3b. Compare and contrast common literary themes across various societies and eras.	
2.B.3c. Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging 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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages

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ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages

= Measured by EXPLORE English and Reading tests

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	
3.A.3. Write compositions that contain complete sentences and effective paragraphs using English conventions.	**Organization, Unity, and Coherence:** Select the most logical place to add a sentence in a paragraph Add a sentence that introduces a simple paragraph Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic **Sentence Structure and Formation:** 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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of*

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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 *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
B. Compose well-organized and coherent writing for specific purposes and audiences.	
3.B.3a. Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	**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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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., *therefore*, *however*, *in addition*) 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
3.B.3b. Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	**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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) 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., *therefore*, *however*, *in addition*) 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 **Word Choice in Terms of Style, Tone, Clarity, and Economy:**

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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
C. Communicate ideas in writing to accomplish a variety of purposes.	**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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) 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.,

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	therefore, *however*, *in addition*) 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 **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 Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
3.C.3a. Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.	
3.C.3b. Using available technology, produce compositions and multimedia works for specified audiences.	

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE College Readiness Standards
Listening and Speaking	
State Goal 4: Listen and speak effectively in a variety of situations.	
A. Listen effectively in formal and informal situations.	
4.A.3a. Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	
4.A.3b. Compare a speaker's verbal and nonverbal messages.	
4.A.3c. Restate and carry out multistep oral instructions.	
4.A.3d. Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	
B. Speak effectively using language appropriate to the situation and audience.	
4.B.3a. Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	
4.B.3b. Design and produce reports and multi-media compositions that represent group projects.	
4.B.3c. Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	
4.B.3d. Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	

TABLE 1A

ILLINOIS English Language Arts Middle/Junior High School Learning Standards	EXPLORE College Readiness Standards
Research	
State Goal 5: Use the language arts to acquire, assess and communicate information.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.3a. Identify appropriate resources to solve problems or answer questions through research.	
5.A.3b. Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	
B. Analyze and evaluate information acquired from various sources.	
5.B.3a. Choose and analyze information sources for individual, academic and functional purposes.	
5.B.3b. Identify, evaluate and cite primary sources.	
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.3a. Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	
5.C.3b. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	
5.C.3c. Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	

= Measured by EXPLORE English and Reading tests

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
A. Apply word analysis and vocabulary skills to comprehend selections.	**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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
1.A.4a. Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	
1.A.4b. Compare the meaning of words and phrases and use analogies to explain the relationships among them.	
B. Apply reading strategies to improve understanding and fluency.	
1.B.4a. Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **Supporting Details:** Locate basic facts (e.g., names, dates, events) clearly stated in a passage

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.B.4b. Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Identify clear cause-effect relationships in more challenging passages Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging 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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.B.4c. Read age-appropriate material with fluency and accuracy.	**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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	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 simple generalizations and conclusions using details that support the main points of more challenging passages
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
C. Comprehend a broad range of reading materials.	
1.C.4a. Use questions and predictions to guide reading.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.C.4b. Explain and justify an interpretation of a text.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages
	Meanings of Words:
	Understand the implication of a familiar word or phrase and of simple descriptive language

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.C.4c. Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	
1.C.4d. Summarize and make generalizations from content and relate them to the purpose of the material.	**Main Ideas and Author's Approach:** 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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.C.4e. Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	
1.C.4f. Interpret tables, graphs and maps in conjunction with related text.	

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
A. Understand how literary elements and techniques are used to convey meaning.	
2.A.4a. Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	**Supporting Details:** Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages **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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
2.A.4b. Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.	**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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	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 simple generalizations and conclusions using details that support the main points of more challenging passages
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
2.A.4c. Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
2.A.4d. Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages **Supporting Details:** Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages **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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
B. Read and interpret a variety of literary works.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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
	Infer the main idea or purpose of straightforward paragraphs in more challenging passages
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging 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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	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 simple generalizations and conclusions using details that support the main points of more challenging passages
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
2.B.4a. Critique ideas and impressions generated by oral, visual, written and electronic materials.	
2.B.4b. Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.	
2.B.4c. Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	**Sentence Structure and Formation:** 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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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) **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 *and*) 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 Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) Use an apostrophe to show possession, especially with irregular plural nouns
3.A.4. Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	**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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay **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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Ensure that a verb agrees with its subject when there is some text between the two Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* 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) **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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	joined by *and*) 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 Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) Use an apostrophe to show possession, especially with irregular plural nouns
B. Compose well-organized and coherent writing for specific purposes and audiences.	
3.B.4a. Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	**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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) 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 Add a sentence to introduce or conclude a fairly complex paragraph
3.B.4b. Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	
3.B.4c. Evaluate written work for its effectiveness and make recommendations for its improvement.	**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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) 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 Add a sentence to introduce or conclude a fairly complex paragraph **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 Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
C. Communicate ideas in writing to accomplish a variety of purposes.	**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

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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
	Organization, Unity, and Coherence:
	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*)
	Select the most logical place to add a sentence in a paragraph
	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*)
	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., *therefore*, *however*, *in addition*)
	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
	Add a sentence to introduce or conclude a fairly complex paragraph
	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
	Use the word or phrase most appropriate in terms of the

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	content of the sentence and tone of the essay **Sentence Structure and Formation:** 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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN English College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	its and *your*, and the relative pronouns *who* and *whom* 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) **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 *and*) 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 Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) Use an apostrophe to show possession, especially with irregular plural nouns
3.C.4a. Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	
3.C.4b. Using available technology, produce compositions and multimedia works for specified audiences.	

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN College Readiness Standards
Listening and Speaking	
State Goal 4: Listen and speak effectively in a variety of situations.	
A. Listen effectively in formal and informal situations.	
4.A.4a. Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	
4.A.4b. Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	
4.A.4c. Follow complex oral instructions.	
4.A.4d. Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	
B. Speak effectively using language appropriate to the situation and audience.	
4.B.4a. Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	
4.B.4b. Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	
4.B.4c. Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	
4.B.4d. Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	

TABLE 1B

ILLINOIS English Language Arts Early High School Learning Standards	PLAN College Readiness Standards
Research	
State Goal 5: Use the language arts to acquire, assess and communicate information.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.4a. Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	
5.A.4b. Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	
B. Analyze and evaluate information acquired from various sources.	
5.B.4a. Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	
5.B.4b. Use multiple sources and multiple formats; cite according to standard style manuals.	
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.4a. Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	
5.C.4b. Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	
5.C.4c. Prepare for and participate in formal debates.	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.5a. Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.	**Meanings of Words:** Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
1.A.5b. Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.	**Supporting Details:** Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument Understand the function of a part of a passage when the function is subtle or complex **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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
B. Apply reading strategies to improve understanding and fluency.	
1.B.5a. Relate reading to prior knowledge and experience and make connections to related information.	
1.B.5b. Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.	
1.B.5c. Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **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 important details in more challenging passages

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging passages
	Use details from different sections of some complex informational passages to support a specific point or argument
	Locate and interpret details in complex passages
	Understand the function of a part of a passage when the function is subtle or complex
	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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages
	Order sequences of events in complex passages
	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
	Understand implied, subtle, or complex cause-effect relationships in virtually any passage

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
1.B.5d. Read age-appropriate material with fluency and accuracy.	**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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage **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

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
C. Comprehend a broad range of reading materials.	
1.C.5a. Use questions and predictions to guide reading across complex materials.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
1.C.5b. Analyze and defend an interpretation of text.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging passages
	Use details from different sections of some complex informational passages to support a specific point or argument
	Locate and interpret details in complex passages
	Understand the function of a part of a passage when the function is subtle or complex
	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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages
	Order sequences of events in complex passages
	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
	Understand implied, subtle, or complex cause-effect relationships in virtually any passage

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
1.C.5c. Critically evaluate information from multiple sources.	
1.C.5d. Summarize and make generalizations from content and relate them to the purpose of the material.	**Main Ideas and Author's Approach:** 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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Reading	
State Goal 1: Read with understanding and fluency.	
	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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
1.C.5e. Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	
1.C.5f. Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
A. Understand how literary elements and techniques are used to convey meaning.	
2.A.5a. Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).	**Supporting Details:** Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Understand the function of a part of a passage when the function is subtle or complex **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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.A.5b. Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging passages
	Locate and interpret details in complex passages
	Understand the function of a part of a passage when the function is subtle or complex
	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
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages
	Order sequences of events in complex passages
	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
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TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.A.5c. Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.	
2.A.5d. Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
B. Read and interpret a variety of literary works.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Identify clear main ideas or purposes of complex passages or their paragraphs **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 important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Locate and interpret minor or subtly stated details in more challenging passages Locate and interpret details in complex passages

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Understand the function of a part of a passage when the function is subtle or complex **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 Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage **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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.B.5a. Analyze and express an interpretation of a literary work.	**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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Summarize basic events and ideas in more challenging passages
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	Summarize events and ideas in virtually any passage
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage
	Identify clear main ideas or purposes of complex passages or their paragraphs
	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 important details in more challenging passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Locate and interpret minor or subtly stated details in more challenging passages
	Locate and interpret details in complex passages
	Understand the function of a part of a passage when the function is subtle or complex
	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

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	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
	Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Identify clear cause-effect relationships in more challenging passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging passages
	Order sequences of events in complex passages
	Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
	Understand implied, subtle, or complex cause-effect relationships in virtually any passage
	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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
	Generalizations and Conclusions:
	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT Reading College Readiness Standards
Literature	
State Goal 2: Read and understand literature representative of various societies, eras and ideas.	
	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative
2.B.5b. Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	**English** College Readiness Standards **Sentence Structure and Formation:** 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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of*

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* 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) **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 *and*) 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 Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) Use an apostrophe to show possession, especially with irregular plural nouns **Writing** College Readiness Standards **Using Language:** Show adequate use of language to communicate by • 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 Show competent use of language to communicate ideas by • 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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	and to support meaning
3.A.5. Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.	**English** College Readiness Standards **Sentence Structure and Formation:** 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 **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 Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead* Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	perfect verbs by using *have* rather than *of* Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* 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)
B. Compose well-organized and coherent writing for specific purposes and audiences.	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt 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 **Focusing on the Topic:** Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay Present a thesis that establishes a focus on the writer's position on the issue **Organizing Ideas:** Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas Present a somewhat developed introduction and conclusion Provide unity and coherence throughout the essay, often with a logical progression of ideas Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas Present a well-developed introduction and conclusion
3.B.5. Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	**English** College Readiness Standards **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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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 **Organization, Unity, and Coherence:** Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) 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., *therefore*, *however*, *in addition*) 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 Add a sentence to introduce or conclude a fairly complex paragraph
C. Communicate ideas in writing to accomplish a variety of purposes.	**Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt
3.C.5a. Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.	**English** College Readiness Standards **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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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
	Organization, Unity, and Coherence:
	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*)
	Select the most logical place to add a sentence in a paragraph
	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*)
	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., *therefore*, *however*, *in addition*)
	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
	Add a sentence to introduce or conclude a fairly complex paragraph
	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

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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 **Writing** College Readiness Standards **Expressing Judgments:** Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt 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 **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 Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay Present a thesis that establishes a focus on the writer's position on the issue **Developing a Position:** Develop ideas by using some specific reasons, details, and examples Show some movement between general and specific ideas and examples Develop most ideas fully, using some specific and relevant reasons, details, and examples Show clear movement between general and specific ideas and examples **Organizing Ideas:** Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas Present a somewhat developed introduction and conclusion Provide unity and coherence throughout the essay, often with a logical progression of ideas Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas Present a well-developed introduction and conclusion **Using Language:** Show adequate use of language to communicate by • correctly employing many of the conventions of standard

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT English and Writing College Readiness Standards
Writing	
State Goal 3: Write to communicate for a variety of purposes.	
	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 Show competent use of language to communicate ideas by • 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 Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning
3.C.5b. Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT College Readiness Standards
Listening and Speaking	
State Goal 4: Listen and speak effectively in a variety of situations.	
A. Listen effectively in formal and informal situations.	
4.A.5a. Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.	
4.A.5b. Use techniques for analysis, synthesis, and evaluation of oral messages.	
B. Speak effectively using language appropriate to the situation and audience.	
4.B.5a. Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.	
4.B.5b. Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.	
4.B.5c. Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).	
4.B.5d. Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).	

TABLE 1C

ILLINOIS English Language Arts Late High School Learning Standards	ACT College Readiness Standards
Research	
State Goal 5: Use the language arts to acquire, assess and communicate information.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.5a. Develop a research plan using multiple forms of data.	
5.A.5b. Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.	
B. Analyze and evaluate information acquired from various sources.	
5.B.5a. Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	
5.B.5b. Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.	
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.5a. Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.	
5.C.5b. Support and defend a thesis statement using various references including media and electronic resources.	

SUPPLEMENT
TABLES 2A–2C:

MATHEMATICS LEARNING STANDARDS

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
6.A.3. Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.	**Numbers: Concepts & Properties:** Recognize equivalent fractions and fractions in lowest terms Work with scientific notation
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	**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 Solve some routine two-step arithmetic problems
6.B.3a. Solve practical computation problems involving whole numbers, integers and rational numbers.	**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 Solve some routine two-step arithmetic problems
6.B.3b. Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems.	**Numbers: Concepts & Properties:** 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
6.B.3c. Identify and apply properties of real numbers including pi, squares, and square roots.	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	**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 Solve some routine two-step arithmetic problems

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
6.C.3a. Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.	**Basic Operations & Applications:** Solve problems in one or two steps using whole numbers Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
6.C.3b. Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.	
D. Solve problems using comparison of quantities, ratios, proportions and percents.	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Numbers: Concepts & Properties:** Order fractions
6.D.3. Apply ratios and proportions to solve practical problems.	**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

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
A. Measure and compare quantities using appropriate units, instruments and methods.	**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) **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions **Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.A.3a. Measure length, capacity, weight/mass and angles using sophisticated instruments (e.g., compass, protractor, trundle wheel).	
7.A.3b. Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.	**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) **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°) Use several angle properties to find an unknown angle measure **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 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

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
B. Estimate measurements and determine acceptable levels of accuracy.	**Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.B.3. Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.	
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Measurement:** Use geometric formulas when all necessary information is given
7.C.3a. Construct a simple scale drawing for a given situation.	
7.C.3b. Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions.	**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 givenCompute 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

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
A. Describe numerical relationships using variables and patterns.	**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:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) 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)
8.A.3a. Apply the basic properties of commutative, associative, distributive, transitive, inverse, identity, zero, equality and order of operations to solve problems.	**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 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 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 Combine like terms (e.g., $2x + 5x$) Add and subtract simple algebraic expressions Solve routine first-degree equations Solve real-world problems using first-degree equations Identify solutions to simple quadratic equations

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.A.3b. Solve problems using linear expressions, equations and inequalities.	**Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Substitute whole numbers for unknown quantities to evaluate expressions Solve one-step equations having integer or decimal answers Evaluate algebraic expressions by substituting integers for unknown quantities Solve routine first-degree equations Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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)
B. Interpret and describe numerical relationships using tables, graphs and symbols.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs **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)
8.B.3. Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.	**Probability, Statistics, & Data Analysis:** Perform a single computation using information from a table or chart Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
C. Solve problems using systems of numbers and their properties.	**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 Solve some routine two-step arithmetic problems

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.C.3. Apply the properties of numbers and operations including inverses algebraic settings derived from economics, business and the sciences.	**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 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 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)
D. Use algebraic concepts and procedures to represent and solve problems.	**Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) 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 Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Identify solutions to simple quadratic equations

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.D.3a. Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.	**Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) 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 Evaluate algebraic expressions by substituting integers for unknown quantities Solve routine first-degree equations Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Identify solutions to simple quadratic equations
8.D.3b. Propose and solve problems using proportions, formulas and linear functions.	**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 Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Manipulate data from tables and graphs **Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) **Measurement:** Use geometric formulas when all necessary information is given
8.D.3c. Apply properties of powers, perfect squares and square roots.	**Numbers: Concepts & Properties:** Work with squares and square roots of numbers

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Geometry	
State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	
9.A.3a. Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones.	
9.A.3b. Draw transformation images of figures, with and without the use of technology.	
9.A.3c. Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints).	
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	**Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure
9.B.3. Identify, describe, classify and compare two- and three- dimensional geometric figures and models according to their properties.	
C. Construct convincing arguments and proofs to solve problems	
9.C.3a. Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns.	
9.C.3b. Develop and solve problems using geometric relationships and models, with and without the use of technology.	**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 **Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure **Measurement:** Compute the perimeter of polygons when all side lengths are given

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Geometry	
State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
	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
D. Use trigonometric ratios and circular functions to solve problems.	
9.D.3. Compute distances, lengths and measures of angles using proportions, the Pythagorean theorem and its converse.	**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°) Use several angle properties to find an unknown angle measure **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

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
A. Organize, describe and make predictions from existing data.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
10.A.3a. Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data.	**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 Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
10.A.3b. Compare the mean, median, mode and range, with and without the use of technology.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values
10.A.3c. Test the reasonableness of an argument based on data and communicate their findings.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Perform a single computation using information from a table or chart Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs

TABLE 2A

ILLINOIS Mathematics Middle/Junior High School Learning Standards	EXPLORE Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
10.B.3. Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.	**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 Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
C. Determine, describe and apply the probabilities of events.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
10.C.3a. Determine the probability and odds of events using fundamental counting principles.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
10.C.3b. Analyze problem situations (e.g., board games, grading scales) and make predictions about results.	**Probability, Statistics, & Data Analysis:** Determine the probability of a simple event Compute straightforward probabilities for common situations

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
6.A.4. Identify and apply the associative, commutative, distributive and identity properties of real numbers, including special numbers such as pi and square roots.	**Numbers: Concepts & Properties:** Find and use the least common multiple Work with squares and square roots of numbers
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve some routine two-step arithmetic problems
6.B.4. Select and use appropriate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook.	**Basic Operations & Applications:** Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	**Basic Operations & Applications:** Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Solve some routine two-step arithmetic problems
6.C.4. Determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip).	

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
D. Solve problems using comparison of quantities, ratios, proportions and percents.	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Numbers: Concepts & Properties:** Order fractions
6.D.4. Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents.	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
A. Measure and compare quantities using appropriate units, instruments and methods.	**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) **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions **Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.A.4a. Apply units and scales to describe and compare numerical data and physical objects.	**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) **Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
7.A.4b. Apply formulas in a wide variety of theoretical and practical real-world measurement applications involving perimeter, area, volume, angle, time, temperature, mass, speed, distance, density and monetary values.	**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) Solve word problems containing several rates, proportions, or percentages **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°) Use several angle properties to find an unknown angle measure Recognize Pythagorean triples Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
	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 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
B. Estimate measurements and determine acceptable levels of accuracy.	**Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.B.4. Estimate and measure the magnitude and directions of physical quantities (e.g., velocity, force, slope) using rulers, protractors and other scientific instruments including timers, calculators and computers.	
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Measurement** Use geometric formulas when all necessary information is given
7.C.4a. Make indirect measurements, including heights and distances, using proportions (e.g., finding the height of a tower by its shadow).	**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 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 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
7.C.4b. Interpret scale drawings and models using maps and blueprints.	**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 Solve word problems containing several rates, proportions, or percentages
7.C.4c. Convert within and between measurement systems and monetary systems using technology where appropriate.	**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) Solve word problems containing several rates, proportions, or percentages

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
A. Describe numerical relationships using variables and patterns.	**Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as *b* + *g*) Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings **Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
8.A.4a. Use algebraic methods to convert repeating decimals to fractions.	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations
8.A.4b. Represent mathematical patterns and describe their properties using variables and mathematical symbols.	**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) Write expressions, equations, and inequalities for common algebra settings
B. Interpret and describe numerical relationships using tables, graphs and symbols.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **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) Write expressions, equations, and inequalities for common algebra settings **Graphical Representations:** Interpret and use information from graphs in the coordinate plane

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.B.4a. Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings **Graphical Representations:** Exhibit knowledge of slope Identify the graph of a linear inequality on the number line Determine the slope of a line from points or equations Match linear graphs with their equations Match number line graphs with solution sets of linear inequalities Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
8.B.4b. Use the basic functions of absolute value, square root, linear, quadratic and step to describe numerical relationships.	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs **Graphical Representations:** Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane
C. Solve problems using systems of numbers and their properties.	**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 Solve some routine two-step arithmetic problems

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.C.4a. Analyze and report the effects of changing coefficients, exponents and other parameters on functions and their graphs.	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations **Graphical Representations:** Interpret and use information from graphs in the coordinate plane
8.C.4b. Apply algebraic properties and procedures with matrices, vectors, functions and sequences using data found in business, industry and consumer situations.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Interpret and use information from figures, tables, and graphs **Expressions, Equations, & Inequalities:** Write expressions, equations, and inequalities for common algebra settings

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
D. Use algebraic concepts and procedures to represent and solve problems.	**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 Combine like terms (e.g., $2x + 5x$) Solve routine first-degree equations Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials Solve first-degree inequalities that do not require reversing the inequality sign Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations Find solutions to systems of linear equations **Graphical Representations:** Determine the slope of a line from points or equations Match linear graphs with their equations Match number line graphs with solution sets of linear inequalities Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.D.4. Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers.	**Probability, Statistics, & Data Analysis:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **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 Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Identify solutions to simple quadratic equations Solve first-degree inequalities that do not require reversing the inequality sign Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Geometry	
State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	
9.A.4a. Construct a model of a three-dimensional figure from a two-dimensional pattern.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
9.A.4b. Make perspective drawings, tessellations and scale drawings, with and without the use of 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) Solve word problems containing several rates, proportions, or percentages **Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	**Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure **Measurement:** Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
9.B.4. Recognize and apply relationships within and among geometric figures.	**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°) Use several angle properties to find an unknown angle measure Recognize Pythagorean triples Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem **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

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Geometry	
State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
	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
C. Construct convincing arguments and proofs to solve problems	
9.C.4a. Construct and test logical arguments for geometric situations using technology where appropriate.	
9.C.4b. Construct and communicate convincing arguments for geometric situations.	
9.C.4c. Develop and communicate mathematical proofs (e.g., two-column, paragraph, indirect) and counter examples for geometric statements.	
D. Use trigonometric ratios and circular functions to solve problems.	
9.D.4. Analyze and solve problems involving triangles (e.g., distances which cannot be measured directly) using trigonometric ratios.	

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
A. Organize, describe and make predictions from existing data.	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs
10.A.4a. Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plots.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
10.A.4b. Analyze data using mean, median, mode, range, variance and standard deviation of a data set, with and without the use of technology.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Translate from one representation of data to another (e.g., a bar graph to a circle graph) Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Calculate or use a weighted average Interpret and use information from figures, tables, and graphs
10.A.4c. Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology.	**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

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Perform a single computation using information from a table or chart Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Calculate or use a weighted average Interpret and use information from figures, tables, and graphs
10.B.4. Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology.	
C. Determine, describe and apply the probabilities of events.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious
10.C.4a. Solve problems of chance using the principles of probability including conditional settings.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations Use Venn diagrams in counting Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious
10.C.4b. Design and conduct simulations (e.g., waiting times at restaurant, probabilities of births, likelihood of game prizes), with and without the use of technology.	

TABLE 2B

ILLINOIS Mathematics Early High School Learning Standards	PLAN Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
10.C.4c. Propose and interpret discrete probability distributions, with and without the use of technology.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Interpret and use information from figures, tables, and graphs

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
6.A.5. Perform addition, subtraction and multiplication of complex numbers and graph the results in the complex plane.	**Numbers: Concepts & Properties:** Exhibit some knowledge of the complex numbers Multiply two complex numbers Apply properties of complex numbers
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	**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 Solve some routine two-step arithmetic problems
6.B.5. Identify, represent and apply numbers expressed in exponential, logarithmic and scientific notation using contemporary technology.	**Numbers: Concepts & Properties:** Work with scientific notation Work problems involving positive integer exponents Apply rules of exponents Exhibit knowledge of logarithms and geometric sequences
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	**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 Solve some routine two-step arithmetic problems
6.C.5. Determine the level of accuracy needed for computations involving measurement and irrational numbers.	**Properties of Plane Figures:** Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Number Sense	
State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
D. Solve problems using comparison of quantities, ratios, proportions and percents.	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Numbers: Concepts & Properties:** Order fractions
6.D.5. Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	**Basic Operations & Applications:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers Exhibit knowledge of logarithms and geometric sequences

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
A. Measure and compare quantities using appropriate units, instruments and methods.	**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) **Numbers: Concepts & Properties:** 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 **Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.A.5. Apply nonlinear scales (e.g., Richter, decibel, pH) to solve practical problems.	
B. Estimate measurements and determine acceptable levels of accuracy.	**Measurement:** Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
7.B.5. Estimate perimeter, area, volume, and capacity of irregular shapes, regions and solids and explain the reasoning supporting the estimate.	**Measurement:** 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 Compute the area of composite geometric figures when planning or visualization is required
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages **Measurement** Use geometric formulas when all necessary information is given

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Estimation and Measurement	
State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
7.C.5a. Use dimensional analysis to determine units and check answers in applied measurement problems.	**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) 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:** Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
7.C.5b. Determine how changes in one measure may affect other measures (e.g., what happens to the volume and surface area of a cube when the side of the cube is halved).	**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 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
A. Describe numerical relationships using variables and patterns.	**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:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) 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) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
8.A.5. Solve mathematical problems involving recursive patterns and use models that employ such relationships.	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers Exhibit knowledge of logarithms and geometric sequences
B. Interpret and describe numerical relationships using tables, graphs and symbols.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs **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) Write expressions, equations, and inequalities for common algebra settings **Graphical Representations:** Interpret and use information from graphs in the coordinate plane

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.B.5. Use functions including exponential, polynomial, rational, parametric, logarithmic, and trigonometric to describe numerical relationships.	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs **Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts
C. Solve problems using systems of numbers and their properties.	**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 Solve some routine two-step arithmetic problems
8.C.5. Use polynomial, exponential, logarith-mic and trigonometric functions to model 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
D. Use algebraic concepts and procedures to represent and solve problems.	**Expressions, Equations, & Inequalities:** Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) 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 Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Solve first-degree inequalities that do not require reversing the inequality sign Write expressions, equations, and inequalities for common

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Algebra and Analytical Methods	
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
	algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations Find solutions to systems of linear equations **Graphical Representations:** Determine the slope of a line from points or equations Match linear graphs with their equations Match number line graphs with solution sets of linear inequalities Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
8.D.5. Formulate and solve nonlinear equations and systems including problems involving inverse variation and exponential and logarithmic growth and decay.	**Expressions, Equations, & Inequalities:** Write equations and inequalities that require planning, manipulating, and/or solving **Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Geometry	
State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	
9.A.5. Use geometric figures and their properties to solve problems in the arts, the physical and life sciences and the building trades, with and without the use of technology.	**Properties of Plane Figures:** Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	**Properties of Plane Figures:** Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) Use several angle properties to find an unknown angle measure Draw conclusions based on a set of conditions **Measurement:** Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
9.B.5. Construct and use two - and three - dimensional models of objects that have practical applications (e.g., blueprints, topographical maps, scale models).	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs
C. Construct convincing arguments and proofs to solve problems	
9.C.5a. Perform and describe an original investigation of a geometric problem and verify the analysis and conclusions to an audience.	
9.C.5b. Apply physical models, graphs, coordinate systems, networks and vectors to develop solutions in applied contexts (e.g., bus routing, areas of irregular shapes, describing forces and other physical quantities).	**Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
D. Use trigonometric ratios and circular functions to solve problems.	**Functions:** Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry
9.D.5. Analyze and solve problems involving periodic patterns (e.g., sound waves, tide variations) using circular functions and communicate results orally and in writing.	**Functions:** Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry Match graphs of basic trigonometric functions with their equations

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
A. Organize, describe and make predictions from existing data.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
10.A.5. Construct a statistics-based presentation, individually and as members of a team, to communicate and justify the results of a project.	
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Perform a single computation using information from a table or chart Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
10.B.5. Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team.	
C. Determine, describe and apply the probabilities of events.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious Exhibit knowledge of conditional and joint probability

TABLE 2C

ILLINOIS Mathematics Late High School Learning Standards	ACT Mathematics College Readiness Standards
Data Analysis and Probability	
State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
10.C.5a. Compute conditional probabilities and the probabilities of independent events.	**Probability, Statistics, & Data Analysis:** Exhibit knowledge of conditional and joint probability
10.C.5b. Compute probabilities in counting situations involving permutations and combinations.	**Probability, Statistics, & Data Analysis:** Apply counting techniques
10.C.5c. Make predictions using probabilities associated with normally distributed events.	**Probability, Statistics, & Data Analysis:** Analyze and draw conclusions based on information from figures, tables, and graphs

SUPPLEMENT
TABLES 3A–3C

SCIENCE
LEARNING STANDARDS

TABLE 3A

ILLINOIS Science Middle/Junior High School Learning Standards	EXPLORE Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
A. Know and apply the concepts, principles and processes of scientific inquiry.	
11.A.3a. Formulate hypotheses that can be tested by collecting data.	**Scientific Investigation:** Understand a simple experimental design
11.A.3b. Conduct scientific experiments that control all but one variable.	**Scientific Investigation:** Understand a simple experimental design Identify a control in an experiment
11.A.3c. Collect and record data accurately using consistent measuring and recording techniques and media.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment
11.A.3d. Explain the existence of unexpected results in a data set.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
11.A.3e. Use data manipulation tools and quantitative (e.g., mean, mode, simple equations) and representational methods (e.g., simulations, image processing) to analyze measurements.	**Interpretation of Data:** Interpolate between data points in a table or graph Identify and/or use a simple (e.g., linear) mathematical relationship between data
11.A.3f. Interpret and represent results of analysis to produce findings.	**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) **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
11.A.3g. Report and display the process and results of a scientific investigation.	**Interpretation of Data:** Translate information into a table, graph, or diagram

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TABLE 3A

ILLINOIS Science Middle/Junior High School Learning Standards	EXPLORE Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
B. Know and apply the concepts, principles and processes of technological design.	
11.B.3a. Identify an actual design problem and establish criteria for determining the success of a solution.	
11.B.3b. Sketch, propose and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.	
11.B.3c. Select the most appropriate design and build a prototype or simulation.	
11.B.3d. Test the prototype using available materials, instruments and technology and record the data.	
11.B.3e. Evaluate the test results based on established criteria, note sources of error and recommend improvements.	
11.B.3f. Using available technology, report the relative success of the design based on the test results and criteria.	

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TABLE 3A

ILLINOIS Science Middle/Junior High School Learning Standards	EXPLORE Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
A. Know and apply concepts that explain how living things function, adapt and change.	
12.A.3a. Explain how cells function as "building blocks" of organisms and describe the requirements for cells to live.	
12.A.3b. Compare characteristics of organisms produced from a single parent with those of organisms produced by two parents.	
12.A.3c. Compare and contrast how different forms and structures reflect different functions (e.g., similarities and differences among animals that fly, walk or swim; structures of plant cells and animal cells).	
B. Know and apply concepts, that describe how living things interact with each other and with their environment.	
12.B.3a. Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid.	
12.B.3b. Compare and assess features of organisms for their adaptive, competitive and survival potential (e.g., appendages, reproductive rates, camouflage, defensive structures).	
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.	
12.C.3a. Explain interactions of energy with matter including changes of state and conservation of mass and energy.	
12.C.3b. Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, mixtures).	
D. Know and apply concepts that describe force and motion and the principles that explain them.	
12.D.3a. Explain and demonstrate how forces affect motion (e.g., action/reaction, equilibrium conditions, free-falling objects).	
12.D.3b. Explain the factors that affect the gravitational forces on objects (e.g., changes in mass, distance).	
E. Know and apply concepts that describe the features and processes of the Earth and its resources.	
12.E.3a. Analyze and explain large-scale dynamic forces, events and processes that affect the Earth's land, water and atmospheric systems (e.g., jetstream, hurricanes, plate tectonics).	
12.E.3b. Describe interactions between solid earth, oceans, atmosphere and organisms that have resulted in ongoing changes of Earth (e.g., erosion, El Nino).	

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TABLE 3A

ILLINOIS Science Middle/Junior High School Learning Standards	EXPLORE Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.E.3c. Evaluate the biodegradability of renewable and nonrenewable natural resources.	
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	
12.F.3a. Simulate, analyze and explain the effects of gravitational force in the solar system (e.g., orbital shape and speed, tides, spherical shape of the planets and moons).	
12.F.3b. Describe the organization and physical characteristics of the solar system (e.g., sun, planets, satellites, asteroids, comets).	
12.F.3c. Compare and contrast the sun as a star with other objects in the Milky Way Galaxy (e.g., nebulae, dust clouds, stars, black holes).	

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TABLE 3A

ILLINOIS Science Middle/Junior High School Learning Standards	EXPLORE Science College Readiness Standards
Science, Technology and Society	
State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	
A. Know and apply the accepted practices of science.	
13.A.3a. Identify and reduce potential hazards in science activities (e.g., ventilation, handling chemicals).	
13.A.3b. Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.	
13.A.3c. Explain what is similar and different about observational and experimental investigations.	
B. Know and apply concepts that describe the interaction between science, technology and society.	
13.B.3a. Identify and explain ways that scientific knowledge and economics drive technological development.	
13.B.3b. Identify important contributions to science and technology that have been made by individuals and groups from various cultures.	
13.B.3c. Describe how occupations use scientific and technological knowledge and skills.	
13.B.3d. Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).	
13.B.3e. Identify advantages and disadvantages of natural resource conservation and management programs.	
13.B.3f. Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).	

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TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
A. Know and apply the concepts, principles and processes of scientific inquiry.	
11.A.4a. Formulate hypotheses referencing prior research and knowledge.	**Scientific Investigation:** Understand a simple experimental design Determine the hypothesis for an experiment
11.A.4b. Conduct controlled experiments or simulations to test hypotheses.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
11.A.4c. Collect, organize and analyze data accurately and precisely.	**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) **Scientific Investigation:** Understand the methods and tools used in a simple experiment
11.A.4d. Apply statistical methods to the data to reach and support conclusions.	**Interpretation of Data:** Interpolate between data points in a table or graph Identify and/or use a simple (e.g., linear) mathematical relationship between data Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data Extrapolate from data points in a table or graph
11.A.4e. Formulate alternative hypotheses to explain unexpected results.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

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TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
11.A.4f. Using available technology, report, display and defend to an audience conclusions drawn from investigations.	**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) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
B. Know and apply the concepts, principles and processes of technological design.	
11.B.4a. Identify a technological design problem inherent in a commonly used product.	
11.B.4b. Propose and compare different solution designs to the design problem based upon given constraints including available tools, materials and time.	
11.B.4c. Develop working visualizations of the proposed solution designs (e.g., blueprints, schematics, flowcharts, cad-cam, animations).	
11.B.4d. Determine the criteria upon which the designs will be judged, identify advantages and disadvantages of the designs and select the most promising design.	
11.B.4e. Develop and test a prototype or simulation of the solution design using available materials, instruments and technology.	

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TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
11.B.4f. Evaluate the test results based on established criteria, note sources of error and recommend improvements.	
11.B.4g. Using available technology, report to an audience the relative success of the design based on the test results and criteria.	

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TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
A. Know and apply concepts that explain how living things function, adapt and change.	
12.A.4a. Explain how genetic combinations produce visible effects and variations among physical features and cellular functions of organisms.	
12.A.4b. Describe the structures and organization of cells and tissues that underlie basic life functions including nutrition, respiration, cellular transport, biosynthesis and reproduction.	
12.A.4c. Describe processes by which organisms change over time using evidence from comparative anatomy and physiology, embryology, the fossil record, genetics and biochemistry.	
B. Know and apply concepts that describe how living things interact with each other and with their environment.	
12.B.4a. Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms.	
12.B.4b. Simulate and analyze factors that influence the size and stability of populations within ecosystems (e.g., birth rate, death rate, predation, migration patterns).	
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.	
12.C.4a. Use kinetic theory, wave theory, quantum theory and the laws of thermo-dynamics to explain energy transformations.	
12.C.4b. Analyze and explain the atomic and nuclear structure of matter.	
D. Know and apply concepts that describe force and motion and the principles that explain them.	
12.D.4a. Explain and predict motions in inertial and accelerated frames of reference.	
12.D.4b. Describe the effects of electromagnetic and nuclear forces including atomic and molecular bonding, capacitance and nuclear reactions.	
E. Know and apply concepts that describe the features and processes of the Earth and its resources.	
12.E.4a. Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).	
12.E.4b. Describe how rock sequences and fossil remains are used to interpret the age and changes in the Earth.	

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_____ = Content sampled by PLAN Science Test

TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	
12.F.4a. Explain theories, past and present, for changes observed in the universe.	
12.F.4b. Describe and compare the chemical and physical characteristics of galaxies and objects within galaxies (e.g., pulsars, nebulae, black holes, dark matter, stars).	

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_____ = Content sampled by PLAN Science Test

TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Science, Technology and Society	
State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	
A. Know and apply the accepted practices of science.	
13.A.4a. Estimate and suggest ways to reduce the degree of risk involved in science activities.	
13.A.4b. Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation of data presented and potential sources of error.	**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) Translate information into a table, graph, or diagram Interpolate between data points in a table or graph Identify and/or use a simple (e.g., linear) mathematical relationship between data Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data Extrapolate from data points in a table or graph **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Identify similarities and differences between experiments **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
13.A.4c. Describe how scientific knowledge, explanations and technological designs may change with new information over time (e.g., the understanding of DNA, the design of computers).	

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_____ = Content sampled by PLAN Science Test

TABLE 3B

ILLINOIS Science Early High School Learning Standards	PLAN Science College Readiness Standards
Science, Technology and Society	
State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	
13.A.4d. Explain how peer review helps to assure the accurate use of data and improves the scientific process.	
B. Know and apply concepts that describe the interaction between science, technology and society	
13.B.4a. Compare and contrast scientific inquiry and technological design as pure and applied sciences.	
13.B.4b. Analyze a particular occupation to identify decisions that may be influenced by a knowledge of science.	
13.B.4c. Analyze ways that resource management and technology can be used to accommodate population trends.	
13.B.4d. Analyze local examples of resource use, technology use or conservation programs; document findings; and make recommendations for improvements.	
13.B.4e. Evaluate claims derived from purported scientific studies used in advertising and marketing strategies.	

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_____ = Content sampled by PLAN Science Test

TABLE 3C

ILLINOIS Science Late High School Learning Standards	ACT Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
A. Know and apply the concepts, principles and processes of scientific inquiry.	
11.A.5a. Formulate hypotheses referencing prior research and knowledge.	**Scientific Investigation:** Understand a simple experimental design Determine the hypothesis for an experiment
11.A.5b. Design procedures to test the selected hypotheses.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design
11.A.5c. Conduct systematic controlled experiments to test the selected hypotheses.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
11.A.5d. Apply statistical methods to make predictions and to test the accuracy of results.	**Interpretation of Data:** Interpolate between data points in a table or graph Identify and/or use a simple (e.g., linear) mathematical relationship between data Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data Extrapolate from data points in a table or graph **Scientific Investigation:** Understand precision and accuracy issues **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
11.A.5e. Report, display and defend the results of investigations to audiences that may include professionals and technical experts.	**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) Translate information into a table, graph, or diagram

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_____ = Content sampled by the ACT Science Test

TABLE 3C

ILLINOIS Science Late High School Learning Standards	ACT Science College Readiness Standards
Inquiry and Design	
State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
B. Know and apply the concepts, principles and processes of technological design.	
11.B.5a. Identify a design problem that has practical applications and propose possible solutions, considering such constraints as available tools, materials, time and costs.	
11.B.5b. Select criteria for a successful design solution to the identified problem.	
11.B.5c. Build and test different models or simulations of the design solution using suitable materials, tools and technology.	
11.B.5d. Choose a model and refine its design based on the test results.	
11.B.5e. Apply established criteria to evaluate the suitability, acceptability, benefits, drawbacks and consequences for the tested design solution and recommend modifications and refinements.	
11.B.5f. Using available technology, prepare and present findings of the tested design solution to an audience that may include professional and technical experts.	

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_____ = Content sampled by the ACT Science Test

TABLE 3C

ILLINOIS Science Late High School Learning Standards	ACT Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
A. Know and apply concepts that explain how living things function, adapt and change.	
12.A.5a. Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy).	
12.A.5b. Analyze the transmission of genetic traits, diseases and defects.	
B. Know and apply concepts that describe how living things interact with each other and with their environment.	
12.B.5a. Analyze and explain biodiversity issues and the causes and effects of extinction.	
12.B.5b. Compare and predict how life forms can adapt to changes in the environment by applying concepts of change and constancy (e.g., variations within a population increase the likelihood of survival under new conditions).	
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.	
12.C.5a. Analyze reactions (e.g., nuclear reactions, burning of fuel, decomposition of waste) in natural and man-made energy systems.	
12.C.5b. Analyze the properties of materials (e.g., mass, boiling point, melting point, hardness) in relation to their physical and/or chemical structures.	
D. Know and apply concepts that describe force and motion and the principles that explain them.	
12.D.5a. Analyze factors that influence the relative motion of an object (e.g., friction, wind shear, cross currents, potential differences).	
12.D.5b. Analyze the effects of gravitational, electromagnetic and nuclear forces on a physical system.	
E. Know and apply concepts that describe the features and processes of the Earth and its resources.	
12.E.5. Analyze the processes involved in naturally occurring short-term and long-term Earth events (e.g., floods, ice ages, temperature, sea-level fluctuations).	
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	
12.F.5a. Compare the processes involved in the life cycle of stars (e.g., gravitational collapse, thermonuclear fusion, nova) and evaluate the supporting evidence.	

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_____ = Content sampled by the ACT Science Test

TABLE 3C

ILLINOIS Science Late High School Learning Standards	ACT Science College Readiness Standards
Concepts and Principles	
State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.F.5b. Describe the size and age of the universe and evaluate the supporting evidence (e.g., red-shift, Hubble's constant).	

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_____ = Content sampled by the ACT Science Test

TABLE 3C

ILLINOIS Science Late High School Learning Standards	ACT Science College Readiness Standards
Science, Technology, and Society	
State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	
A. Know and apply the accepted practices of science.	
13.A.5a. Design procedures and policies to eliminate or reduce risk in potentially hazardous science activities.	
13.A.5b. Explain criteria that scientists use to evaluate the validity of scientific claims and theories.	**Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
13.A.5c. Explain the strengths, weaknesses and uses of research methodologies including observational studies, controlled laboratory experiments, computer modeling and statistical studies.	
13.A.5d. Explain, using a practical example (e.g., cold fusion), why experimental replication and peer review are essential to scientific claims.	
B. Know and apply concepts that describe the interaction between science, technology and society.	
13.B.5a. Analyze challenges created by international competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).	
13.B.5b. Analyze and describe the processes and effects of scientific and technological breakthroughs.	
13.B.5c. Design and conduct an environmental impact study, analyze findings and justify recommendations.	
13.B.5d. Analyze the costs, benefits and effects of scientific and technological policies at the local, state, national and global levels (e.g., genetic research, Internet access).	
13.B.5e. Assess how scientific and techno-logical progress has affected other fields of study, careers and job markets and aspects of everyday life.	

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Supplement
Tables 4A–4C

Grade 11 Assessment Frameworks

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
A. VOCABULARY DEVELOPMENT	
Words in Context	
1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.	**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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
1.11.02 Determine the meaning of a word in context when the word has multiple meanings.	**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 Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
1.11.03 Determine the meaning of jargon and/or technical terms used independent of context.	
1.11.04 Determine the meaning of jargon and/or technical terms in context.	**Meanings of Words:** Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
1.11.05 Determine what an acronym stands for in context.	

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
1.11.06 Determine the meaning of figurative words and phrases.	**Meanings of Words:** Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
B. READING STRATEGIES	
1.11.07 Infer target audiences for passages.	
C. READING COMPREHENSION	
Literal or Simple Inference	
1.11.08 Infer the meaning of a passage.	**Main Ideas and Author's Approach:** 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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages **Sequential, Comparative, and Cause-Effect Relationships:** Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
	Understand relationships between people, ideas, and so on in uncomplicated passages
	Understand implied or subtly stated cause-effect relationships in uncomplicated passages
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	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 simple generalizations and conclusions using details that support the main points of more challenging passages
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
1.11.09 Identify significant details.	**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 Locate important details in uncomplicated passages Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages
1.11.10 Identify implied details.	**Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages Locate and interpret minor or subtly stated details in more challenging passages
1.11.11 Identify subtly-stated details.	**Supporting Details:** Locate and interpret minor or subtly stated details in uncomplicated passages Locate and interpret minor or subtly stated details in more challenging passages
Summarizing and Main Idea	
1.11.12 Summarize a complex story or nonfiction passage.	**Main Ideas and Author's Approach:** Summarize events and ideas in virtually any passage
1.11.13 Identify the main idea when it is not explicitly stated.	**Main Ideas and Author's Approach:** Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs
Sequencing and Ordering	
1.11.14 Identify the causes of events in a passage.	**Sequential, Comparative, and Cause-Effect Relationships:** Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.11.16 Sequence steps in instructions.	
1.11.17 Identify cause and effect organization patterns in fiction and nonfiction passages.	**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 Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
Drawing Conclusions Based on Evidence	
1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.	**Main Ideas and Author's Approach:** 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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs **Supporting Details:** Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Sequential, Comparative, and Cause-Effect Relationships:
	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages
	Order simple sequences of events in uncomplicated literary narratives
	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
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	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 simple generalizations and conclusions using details that support the main points of more challenging passages
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.	**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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.11.20 Understand the rationale behind a policy or procedure.	
1.11.21 Differentiate between reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages **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 simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
1.11.22 Apply information to a described situation.	

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.	**Sequential, Comparative, and Cause-Effect Relationships:** Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand the dynamics between people, ideas, and so on in more challenging passages
Interpreting Instructions	
1.11.24 Apply instructions with conditionals.	
1.11.25 Apply information to new situations.	
1.11.26 Generalize from text to situations not described.	
1.11.27 Identify underlying principles and apply them to dissimilar situations.	
Author's Purpose and Design	
1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.	**Main Ideas and Author's Approach:** Recognize a clear intent of an author or narrator in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
1.11.29 Explain how dialogue is used in a given passage to develop characters and create mood.	**Supporting Details:** Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.	**Main Ideas and Author's Approach:** 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 Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
	Infer the main idea or purpose of more challenging passages or their paragraphs
	Supporting Details:
	Make simple inferences about how details are used in passages
	Locate and interpret minor or subtly stated details in uncomplicated passages
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	Sequential, Comparative, and Cause-Effect Relationships:
	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages
	Order simple sequences of events in uncomplicated literary narratives
	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
	Order sequences of events in more challenging passages
	Understand the dynamics between people, ideas, and so on in more challenging passages
	Understand implied or subtly stated cause-effect relationships in more challenging 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
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
	Generalizations and Conclusions:
	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

TABLE 4A

ILLINOIS Reading Grade 11 Assessment Frameworks	ACT Reading College Readiness Standards
STATE GOAL 1: Read with understanding and fluency.	
	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
A. REPRESENTATIONS AND ORDERING	
6.11.01 Recognize, represent, order, compare real numbers, and locate real numbers on a number line (e.g., π, $\sqrt{2}$, $\sqrt{5}$, 2/3, –1.6).	**Numbers: Concepts & Properties:** 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 squares and square roots of numbers Work with cubes and cube roots of numbers **Graphical Representations:** Identify the location of a point with a positive coordinate on the number line Locate points on the number line and in the first quadrant
6.11.02 Represent numbers in equivalent forms (e.g., fraction/decimal/percent, exponential/logarithmic, radical/rational exponents, absolute value, scientific notation).	**Numbers: Concepts & Properties:** Recognize equivalent fractions and fractions in lowest terms Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation Work with squares and square roots of numbers Work with cubes and cube roots of numbers Exhibit knowledge of logarithms and geometric sequences
6.11.03 Use matrices to organize data.	
B & C. COMPUTATION, OPERATIONS, ESTIMATION, AND PROPERTIES	
6.11.04 Apply the rules of order of operations to real-number expressions.	**Basic Operations & Applications:** Solve some routine two-step arithmetic problems **Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities
6.11.05 Simplify or test expressions by applying field properties (commutative, associative, distributive), order properties (transitive, reflexive, symmetric), and properties of equality for the set of real 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 **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

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
	Combine like terms (e.g., $2x + 5x$) Add and subtract simple algebraic expressions Solve routine first-degree equations Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations
6.11.06 Apply number theory concepts to the solution of problems (e.g., prime and composite numbers, prime factorization, greatest common factor, least common multiple, divisibility rules).	**Numbers: Concepts & Properties:** 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 Apply number properties involving prime factorization Apply number properties involving even/odd numbers and factors/multiples Apply number properties involving positive/negative numbers
6.11.07 Determine the effects of operations on the magnitudes of quantities (e.g., multiplication, division, powers, roots).	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers Determine when an expression is undefined Apply number properties involving even/odd numbers and factors/multiples Apply number properties involving positive/negative numbers Apply rules of exponents Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
6.11.08 Determine the appropriate solution, including rounding, from a context (e.g., rounding up, down, to the nearest integer).	**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 elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers
6.11.09 Solve problems involving estimates or data (e.g., use averages to estimate the cost of a job that includes labor and materials).	**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:** Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
6.11.10 Perform numerical computations with real numbers.	**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 Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Numbers: Concepts & Properties:** Work problems involving positive integer exponents Apply rules of exponents

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
6.11.11 Perform numerical computations with non-real complex numbers.	**Numbers: Concepts & Properties:** Exhibit some knowledge of the complex numbers Multiply two complex numbers Apply properties of complex numbers
6.11.12 Solve problems using simple matrix operations (addition, subtraction, multiplication, scalar multiplication).	
6.11.13 Set up, evaluate, or solve single- and multi-step number sentences and word problems with rational numbers using the four basic operations.	**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 Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) **Expressions, Equations, & Inequalities:** Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Substitute whole numbers for unknown quantities to evaluate expressions Solve one-step equations having integer or decimal answers Evaluate algebraic expressions by substituting integers for unknown quantities Solve routine first-degree equations Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations 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) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
	Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Solve simple absolute value inequalities
6.11.14 Determine the most cost effective option using single- and multi-step calculations and then comparing results.	**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)
6.11.15 Judge the reasonableness of solutions, and find mistakes in calculation, logic, and formula application.	**Numbers: Concepts & Properties:** Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers
6.11.16 Simplify numerical problems involving 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 Solve simple absolute value inequalities
D. RATIOS, PROPORTIONS, AND PERCENTS	
6.11.17 Set up, evaluate, or solve number sentences or word problems involving ratios and proportions with rational numbers (e.g., scale drawing, unit rate, scale factor, rate of change).	**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 Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages 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 **Measurement:** Use scale factors to determine the magnitude of a size change

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 6: Number Sense. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
6.11.18 Set up, evaluate, or solve common problems involving percent (e.g., sales tax, tip, interest, discount, markup, commission, compound interest).	**Basic Operations & Applications:** Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve word problems containing several rates, proportions, or percentages 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)
6.11.19 Set up, evaluate, or solve problems stated in terms of direct and inverse variation of simple quantities.	**Expressions, Equations, & Inequalities:** Write expressions, equations, and inequalities for common algebra settings Find solutions to systems of linear equations

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 7: Measurement. Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
A, B, & C. UNITS, TOOLS, ESTIMATION, AND APPLICATIONS	
7.11.01 Change from one unit to another within the same system of measurement, including calculations with mixed units (e.g., 3½ hours plus 4 hours and 20 minutes; 2½ feet minus 16 inches).	**Basic Operations & Applications:** Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
7.11.02 Change from one unit in one system of measurement to a unit in another system of measurement, given a conversion factor.	**Basic Operations & Applications:** Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
7.11.03 Determine and calculate to an indicated precision the length, width, height, perimeter/circumference, area, volume, surface area, angle measures, or sums of angle measures of common geometric figures or combinations of common geometric figures.	**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°) Use several angle properties to find an unknown angle measure Recognize Pythagorean triples Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas Use relationships among angles, arcs, and distances in a circle **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

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 7: Measurement. Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
	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 Use scale factors to determine the magnitude of a size change Compute the area of composite geometric figures when planning or visualization is required
7.11.04 Describe the general trends of how the change in one measure affects other measures in the same figure (e.g., length, area, volume).	**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
7.11.05 Determine the linear measure, perimeter, area, surface area, and volume of similar figures.	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles **Measurement:** Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
7.11.06 Determine the ratio of perimeters, areas, and volumes of figures.	**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)
7.11.07 Use measures expressed as rates (e.g., speed, density), measures expressed as products (e.g., person-days), and dimensional analysis (e.g., converting ft/sec to yards/min) to solve problems.	**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 Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
A. REPRESENTATIONS, PATTERNS, AND EXPRESSIONS	
8.11.01 Simplify or identify equivalent algebraic expressions (e.g., exponential, rational, logarithmic, factored, polynomial).	**Numbers: Concepts & Properties:** Exhibit knowledge of logarithms and geometric sequences **Expressions, Equations, & Inequalities:** Combine like terms (e.g., $2x + 5x$) Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Manipulate expressions and equations
8.11.02 Represent mathematical relationships using symbolic algebra.	**Expressions, Equations, & Inequalities:** Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
8.11.03 Identify essential quantitative relationships in a situation, and determine the class or classes of functions (e.g., linear, quadratic, exponential) that model the relationships.	**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 **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

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.11.04 Determine a specific term, a finite sum, or a rule that generates terms of a pattern.	**Numbers: Concepts & Properties:** Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers **Expressions, Equations, & Inequalities:** Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
8.11.05 Model and describe slope as a constant rate of change.	**Graphical Representations:** Analyze and draw conclusions based on information from graphs in the coordinate plane
8.11.06 Evaluate variable expressions and functions.	**Expressions, Equations, & Inequalities:** Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities **Functions:** Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values Evaluate composite functions at integer values
B. CONNECTIONS USING TABLES, GRAPHS, AND SYMBOLS	
8.11.07 Identify an equation of a line or an equation of a line of best fit from given information (e.g., from a set of ordered pairs, graphs, tables).	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) **Graphical Representations:** Match linear graphs with their equations 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 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.11.08 Recognize and describe the general shape and properties of functions from graphs, tables, or equations (e.g., linear, absolute value, quadratic, exponential, logarithmic).	**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 **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 $y = ax^2 + c$ Analyze and draw conclusions based on information from graphs in the coordinate plane **Functions:** Match graphs of basic trigonometric functions with their equations
8.11.09 Identify slope from an equation, table of values, or graph.	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs **Graphical Representations:** Exhibit knowledge of slope Determine the slope of a line from points or equations Interpret and use information from graphs in the coordinate plane
8.11.10 Interpret the role of the coefficients and constants on the graphs of linear and quadratic functions, given a set of equations.	**Graphical Representations:** Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$
8.11.11 Analyze functions by investigating domain, range, rates of change, intercepts, and zeros.	**Graphical Representations:** 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
8.11.12 Create and connect representations that are tabular, graphic, numeric, and symbolic from a set of data.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.11.13 Represent quantitative relationships graphically, and interpret the meaning of the graph or a specific part of the graph as it relates to the situation represented by the graph.	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Analyze and draw conclusions based on information from graphs in the coordinate plane
C & D. WRITING, INTERPRETING, AND SOLVING EQUATIONS	
8.11.14 Model problems using mathematical functions and relations (e.g., linear, non-linear).	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph) Interpret and use information from figures, tables, and graphs 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:** Solve problems integrating multiple algebraic and/or geometric concepts
8.11.15 Interpret the graph of a system of equations and inequalities, including cases where there are no solutions.	**Expressions, Equations, & Inequalities:** Find solutions to systems of linear equations **Graphical Representations:** Interpret and use information from graphs in the coordinate plane Analyze and draw conclusions based on information from graphs in the coordinate plane

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.11.16 Solve linear equations and inequalities, including selecting and evaluating formulas.	**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 first-degree inequalities that do not require reversing the inequality sign Solve linear inequalities that require reversing the inequality sign **Graphical Representations:** Identify the graph of a linear inequality on the number line
8.11.17 Solve systems of equations and inequalities.	**Expressions, Equations, & Inequalities:** Find solutions to systems of linear equations Solve simple absolute value inequalities **Graphical Representations:** Solve problems integrating multiple algebraic and/or geometric concepts
8.11.18 Solve quadratic equations over the complex number system, including selecting and evaluating formulas.	**Expressions, Equations, & Inequalities:** Identify solutions to simple quadratic equations Solve quadratic equations
8.11.19 Solve problems that include nonlinear functions, including selecting and evaluating formulas (i.e., absolute value, trigonometric, logarithmic, exponential).	**Expressions, Equations, & Inequalities:** Solve absolute value equations Solve quadratic equations Solve simple absolute value inequalities **Graphical Representations:** Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Match number line graphs with solution sets of simple quadratic inequalities Solve problems integrating multiple algebraic and/or geometric concepts **Functions:** Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 8: Algebra. Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
8.11.20 Identify, interpret, and write equations for circles and other conic sections.	**Probability, Statistics, & Data Analysis:** Interpret and use information from figures, tables, and graphs **Graphical Representations:** 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 $y = ax^2 + c$
8.11.21 Recognize and apply mathematical and algebraic axioms, theorems of algebra, and deductive reasoning.	**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 Combine like terms (e.g., $2x + 5x$) Add and subtract simple algebraic expressions Solve routine first-degree equations Multiply two binomials Add, subtract, and multiply polynomials Solve first-degree inequalities that do not require reversing the inequality sign Manipulate expressions and equations Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations Find solutions to systems of linear equations Solve simple absolute value inequalities
8.11.22 Identify equivalent forms of equations, inequalities, and systems of equations.	**Expressions, Equations, & Inequalities:** Manipulate expressions and equations

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 9: Geometry. Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
A. PROPERTIES OF SINGLE FIGURES AND COORDINATE GEOMETRY	
9.11.01 Apply the Pythagorean theorem.	**Properties of Plane Figures:** Use the Pythagorean theorem
9.11.02 Identify and represent transformations (rotations, reflections, translations, dilations) of an object in the plane, and describe the effects of transformations on points in words or coordinates.	
9.11.03 Determine how changing the scale factor affects the size and position of a figure in the plane.	**Properties of Plane Figures:** Draw conclusions based on a set of conditions **Measurement:** Use scale factors to determine the magnitude of a size change
9.11.04 Classify plane figures according to their properties.	
9.11.05 Identify, apply, or solve problems that require knowledge of geometric properties of plane figures (e.g., triangles, quadrilaterals, parallel lines cut by a transversal, angles, diagonals, triangle inequality).	**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°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas **Measurement:** Use geometric formulas when all necessary information is given
9.11.06 Identify a three-dimensional object from different perspectives.	
9.11.07 Identify the relationship between two-dimensional patterns (e.g., nets) and related three-dimensional objects (e.g., cylinders, prisms, cones).	**Properties of Plane Figures:** Draw conclusions based on a set of conditions
9.11.08 Identify two- and three-dimensional figures that would match a set of given conditions.	**Properties of Plane Figures:** Draw conclusions based on a set of conditions
9.11.09 Solve problems that involve calculating distance, midpoint, and slope using coordinate geometry.	**Graphical Representations:** Comprehend the concept of length on the number line Determine the slope of a line from points or equations Find the midpoint of a line segment Use the distance formula

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 9: Geometry. Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
9.11.10 Identify, apply, and solve problems that require knowledge of geometric relationships of circles (e.g. arcs, chords, tangents, secants, central angles, inscribed angles).	**Graphical Representations:** Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) **Properties of Plane Figures:** Use relationships among angles, arcs, and distances in a circle **Measurement:** Use geometric formulas when all necessary information is given Compute the area and circumference of circles after identifying necessary information
9.11.11 Graph, locate, and identify points on a coordinate system.	**Graphical Representations:** Locate points on the number line and in the first quadrant Locate points in the coordinate plane
B. RELATIONSHIPS BETWEEN AND AMONG MULTIPLE FIGURES	
9.11.12 Solve problems involving similar figures.	**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 **Measurement:** Use scale factors to determine the magnitude of a size change
9.11.13 Solve problems using triangle congruence.	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
9.11.14 Describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).	**Properties of Plane Figures:** Draw conclusions based on a set of conditions
9.11.15 Identify relationships between circles and other objects in the plane (e.g., inscribed circles, concentric circles, internal/external tangency).	**Properties of Plane Figures:** Draw conclusions based on a set of conditions
C. JUSTIFICATIONS OF CONJECTURES AND CONCLUSIONS	
9.11.16 Recognize and apply the conditions that assure congruence and similarity.	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 9: Geometry. Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
9.11.17 Recognize and apply mathematical and geometric axioms, fundamental theorems of geometry, and deductive reasoning.	**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°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem Draw conclusions based on a set of conditions Use relationships among angles, arcs, and distances in a circle
9.11.18 Identify a counter-example to disprove a conjecture.	**Properties of Plane Figures:** Draw conclusions based on a set of conditions
D. TRIGONOMETRY	
9.11.19 Determine distances and angle measures using indirect measurement (e.g., properties of right triangles, Law of Sines, Law of Cosines).	**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°) Use several angle properties to find an unknown angle measure Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem **Functions:** Apply basic trigonometric ratios to solve right-triangle problems Use trigonometric concepts and basic identities to solve problems
9.11.20 Solve problems using 45°-45°-90° and 30°-60°-90° triangles.	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles
9.11.21 Identify graphs of a given trigonometric function (sin *x*, cos *x*) using its characteristics (e.g., period, amplitude).	**Functions:** Match graphs of basic trigonometric functions with their equations

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 9: Geometry. Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
9.11.22 Define, identify, and evaluate trigonometric ratios.	**Properties of Plane Figures:** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles **Functions:** Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths Exhibit knowledge of unit circle trigonometry
9.11.23 Use trigonometric identities (e.g., $\sin^2 x + \cos^2 x = 1$)	**Functions:** Use trigonometric concepts and basic identities to solve problems

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 10: Data Analysis, Statistics, and Probability. Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
A & B. DATA ANALYSIS AND STATISTICS	
10.11.01 Read, interpret, predict, interpolate, extrapolate, and use information from a variety of graphs, charts, and tables.	**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 Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
10.11.02 Translate from one representation of data to another (e.g., a bar graph to a circle graph).	**Probability, Statistics, & Data Analysis:** Translate from one representation of data to another (e.g., a bar graph to a circle graph)
10.11.03 Solve problems involving Venn diagrams.	**Probability, Statistics, & Data Analysis:** Use Venn diagrams in counting
10.11.04 Find an unknown value in a dataset given information about descriptive statistics.	**Probability, Statistics, & Data Analysis:** Perform computations on data from tables and graphs Calculate the missing data value, given the average and all data values but one Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
10.11.05 Calculate, interpret, and use measures of central tendency and dispersion.	**Probability, Statistics, & Data Analysis:** Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Calculate the missing data value, given the average and all data values but one Calculate the average, given the frequency counts of all the data values Calculate or use a weighted average Interpret and use information from figures, tables, and graphs Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs

TABLE 4B

ILLINOIS Mathematics Grade 11 Assessment Frameworks	ACT Mathematics College Readiness Standards
STATE GOAL 10: Data Analysis, Statistics, and Probability. Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
10.11.06 Compare two or more data sets on measures of central tendency and dispersion.	**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
C. PROBABILITY	
10.11.07 Compute the probability of an event composed of single or repeated trials with or without replacement.	**Probability, Statistics, & Data Analysis:** Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
10.11.08 Compute probabilities for compound events.	**Probability, Statistics, & Data Analysis:** Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious Exhibit knowledge of conditional and joint probability
10.11.09 Determine geometric probability based on area.	**Properties of Plane Figures:** Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas
10.11.10 Apply counting techniques (e.g., permutations, combinations, Fundamental Counting Principle).	**Probability, Statistics, & Data Analysis:** Exhibit knowledge of simple counting techniques Use Venn diagrams in counting Apply counting techniques

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
A. SCIENTIFIC INQUIRY	
11.11.01 Understand and follow procedures relating to scientific investigations, including understanding the design and procedures used to test a hypothesis, organizing and analyzing data accurately and precisely, producing and interpreting data tables and graphs, performing appropriate calculations, applying basic statistical methods to the data, identifying appropriate conclusions, making predictions, and evaluating competing models.	**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) Translate information into a table, graph, or diagram Interpolate between data points in a table or graph Identify and/or use a simple (e.g., linear) mathematical relationship between data Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data Extrapolate from data points in a table or graph **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 Understand precision and accuracy issues **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	
11.11.02 Distinguish among the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, comparing data.	**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) Translate information into a table, graph, or diagram **Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design **Evaluation of Models, Inferences, and Experimental Results:** Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
11.11.03 Identify possible sources of error in an experiment.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Understand precision and accuracy issues
11.11.04 Distinguish and define the following components of typical experiments: constants, variables, experimental group, control group (or control setup).	**Scientific Investigation:** Understand a simple experimental design Identify a control in an experiment
B. TECHNOLOGICAL DESIGN	
11.11.05 Identify a technological design problem inherent in a given product.	
11.11.06 Out of different lists of criteria, select the list of criteria outlining a successful design solution to a given problem.	
11.11.07 Given test results on different models, choose the model which best solves the design problem.	
11.11.08 Given a description of a test to be performed on a model, select from a list of options what are the possible sources of error in conducting the test.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
A. LIVING THINGS	
Classification	
12.11.01 Identify the major categories (taxa) of biological classification: kingdom, phylum, class, order, family, genus, and species.	
12.11.02 Understand the kingdoms used by taxonomists: a 5-kingdom system; monera, protista, fungi, plantae, and animalia and a 6-kingdom system; eubacteria, archaebacteria, protista, fungi, plantae, and animalia. Students should be able to identify organisms within the systems. Understand how to read a cladogram and a dichotomous key.	
12.11.03 Identify the following basic animal types by their common characteristics: sponges, cnidarians, flatworms and roundworms, mollusks, arthropods, echinoderms, invertebrate chordates, and vertebrates.	
Cell Biology	
12.11.04 Identify the similarities and differences between plant and animal cells (i.e., know the various fundamental organelles of plant and animal cells and be able to distinguish these organelles in diagrams).	
12.11.05 Understand how the semi-permeable membranes regulate the flow of substances in and out of the cell body.	
12.11.06 Understand the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.	
12.11.07 Understand that chloroplasts in plant cells capture useable energy from sunlight and store it for future use by synthesizing sugar out of carbon dioxide and water.	
12.11.08 Understand the role of mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide and water.	
12.11.09 Understand that the chief energy-storing compound used by organisms is ATP (adenosine triophosphate).	
12.11.10 Understand that enzymes are proteins that catalyze biochemical reactions and that the activity of enzymes depends on the temperature, ionic conditions, and the pH of the surroundings.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.11 Understand how prokaryotic cells, eukaryotic cells (whether of animals or plants and whether unicellular or multicellular), and viruses differ in complexity and structure. In particular: 1. Prokaryotes are organisms whose cells lack nuclei. They are usually small and unicellular. 2. Eukaryotes are organisms whose cells have nuclei and membrane bound organelles. 3. A virus is a non-cellular particle usually made up of genetic material and protein that can invade living cells. Viruses are also much smaller than any unicellular organism (such as a bacterium) and cannot be seen with light microscopes but only with electron microscopes.	
Genetics and Reproduction	
12.11.12 Understand Mendel's law of segregation and also that genes do not always separate as hypothesized by Mendel's law of segregation. Understand that if genes are located close to each other on the same chromosome, then they are linked and may undergo independent assortment.	
12.11.13 Identify and be able to apply the following concepts: trait, alleles, dominant allele, recessive allele, gametes, genotype, homozygous, heterozygous, chromosome, meiosis, and mitosis.	
12.11.14 Answer questions about given Punnett squares.	
12.11.15 Understand that meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each pair. Understand that only certain cells in a multicellular organism undergo meiosis.	
12.11.16 Understand how random chromosome segregation explains the probability that a particular allele will be in a gamete.	
12.11.17 Know why about half of an individual's DNA sequence comes from each parent. Understand that most of the cells in a human contain pairs of 22 different autosomes and one pair of sex chromosomes.	
12.11.18 Understand that in humans there is a pair of chromosomes that determines sex: a female usually contains two X chromosomes and a male usually contains one X and one Y chromosome.	
12.11.19 Understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents for simple dominant/recessive traits.	
12.11.20 Understand that a multicellular organism develops from a single zygote, and its phenotype (i.e. its outward appearance) depends on its genotype (i.e. its genetic makeup), which is established at fertilization.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.21 Understand that, in all living things, DNA (deoxy-ribonucleic acid) carries the instructions for specifying the characteristics of each organism. Understand that DNA is a large polymer formed from four subunits: A, G, C, and T (adenine, guanine, cytosine, thymine, a 5-carbon sugar and a phosphate). The chemical and structural properties of DNA explain how the genetic information that underlies heredity is both encoded in genes (as a string of molecular letters) and replicated (by a templating mechanism). Know that each DNA molecule in a cell is a single chromosome.	
12.11.22 Understand that a gene is a set of instructions in the DNA sequence of each organism that specifies the sequence of amino acids in polypeptides characteristic of that organism.	
12.11.23 Understand the general steps by which ribosomes synthesize proteins, using information from mRNA and from amino acids delivered by tRNA.	
12.11.24 Understand that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.	
Change Over Time	
12.11.25 Understand that natural selection acts on the phenotype, not the genotype, of an organism.	
12.11.26 Understand that alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.	
12.11.27 Understand that variation within a species increases the likelihood that at least some members of a species will survive and reproduce under changed environmental conditions.	
12.11.28 Understand that reproductive or geographic isolation can lead to speciation.	
12.11.29 Understand that the millions of different species of plants, animals, and microorganisms that live on Earth today are related to each other by descent from common ancestors and that biological classifications are based on how organisms are related.	
12.11.30 Understand how to analyze fossil evidence with regard to mass extinction, episodic speciation, and biological diversity.	
B. ENVIRONMENT AND INTERACTION OF LIVING THINGS	
Ecology and Adaptation	
12.11.31 Understand the causes of ecosystem disruptions: changes in climate, human activity, introduction of a nonnative species, changes in population size, sudden natural disasters.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.32 Know that fluctuations in population size are determined by the relative rates of birth, immigration, emigration, and death.	
12.11.33 Know that concentrations of nonbiodegradable pollutants (e.g., pesticides) increase as we go up in a particular food chain (i.e., that the further we go in the direction of consumers whose food is tainted with pesticide, the more concentrated the levels of the pesticide). Understand that this process is called biological magnification.	
12.11.34 Understand how agricultural run-off and pollution entering groundwater and surface water can affect drinking water and local wildlife.	
12.11.35 Understand that a vital part of an ecosystem is the stability of its producers and decomposers.	
12.11.36 Understand the effects upon the population of a species caused by various ecological factors, particularly (a) the presence of another species with competitive feeding habits, (b) the presence (or absence) of and number of predators, (c) the abundance or scarcity of food sources.	
C. MATTER AND ENERGY	
Properties of Matter	
12.11.37 Identify the most familiar elements by name and some of their most familiar properties. Identify the chemical symbols for familiar elements.	
12.11.38 Know that atoms are made of sub-atomic particles (protons, neutrons, electrons) which have positive, neutral, or negative charges. Understand that the periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.	
12.11.39 Understand how to relate the position of an element in the periodic table to its chemical properties.	
12.11.40 Understand how to use the periodic table to identify the families of elements (and their properties) known as alkali metals, alkaline Earth metals, halogens, and noble gases.	
12.11.41 Know that there is a kind of periodicity in the physical properties of chemical elements, that the periodic table arranges them accordingly, and that this way of ordering them corresponds to the order in their atomic structures. Understand that the major groups of chemical elements are: (1) alkali metals, (2) alkaline Earth metals, (3) transition metals, (4) nonmetals (boron family, carbon family, nitrogen family, oxygen family, halogen family, noble gases), (5) metalloids, and (6) rare Earth elements. Know why hydrogen is not in any of these groups.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.42 Know that there are two major different kinds of bonds (ionic and covalent). Know the distinction between a compound and a mixture.	
12.11.43 Understand how to use the periodic table to identify the trends in relative sizes of ions and atoms.	
12.11.44 Understand how to use the periodic table to determine the number of electrons available for bonding.	
12.11.45 Understand that the nucleus of the atom is much smaller than the whole atom yet contains most of its mass. Understand isotopes.	
12.11.46 Understand that the transuranium elements were not discovered in nature but synthesized through the use of nuclear accelerators.	
12.11.47 Understand the different states of matter: solid, liquid, gas, plasma. Define freezing, melting, boiling, condensing, and sublimation.	
12.11.48 Understand that the temperature of water (or any substance) is constant during phase changes, even when heat is being added or removed.	
12.11.49 Understand that the kinetic molecular theory explains the properties of gases by the random motion of molecules in them. For example, the collisions of these particles with a surface create an observable pressure on that surface, and their motion explains the diffusion of gases.	
12.11.50 Understand how to apply the gas laws to relations between pressure, temperature, and volume of any amount of an ideal gas. Understand Boyle's Law and Charles' Law and how to logically solve problems.	
12.11.51 Understand the values of standard temperature and pressure (STP): 0° Celsius and 1 atm.	
12.11.52 Understand how to convert between Celsius and Kelvin temperature scales. Understand that there is no temperature lower than 0 Kelvin, or absolute zero.	
The Atom	
12.11.53 Understand that in chemical reactions, atoms combine into molecules by means of bonds (e.g., by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds).	
12.11.54 Know that ions are atoms or groups of atoms that have a positive or negative charge and that polyatomic ions are a group of covalently bonded atoms that act like a single atom when combining with other atoms. Understand that metals tend to form positive ions, and nonmetals tend to form negative ions.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.55 Understand that ionic solids like NaCl (sodium chloride, ordinary table salt) are formed from a three-dimensional repeating pattern of alternating positive and negative ions, held together by electrostatic forces (ionic bonds).	
12.11.56 Understand that the conservation of atoms in a chemical reaction, as summarized in a balanced chemical equation, leads to the ability to calculate theoretical masses of reactants and products.	
12.11.57 Understand how to read, interpret, and balance chemical equations.	
12.11.58 Understand that the chemical quantity called "one mole" is set by calling the number of atoms in exactly 12 grams of carbon-12 atoms one mole. This number turns out to be 6.02×10^{23}, also known as Avogadro's Number.	
12.11.59 Understand that energy is exchanged or transformed in all chemical reactions and physical changes of matter. Understand that chemical processes can either release (exothermic) or absorb (endothermic) thermal energy. Understand that energy is released when a material condenses or freezes and is absorbed when a material evaporates, melts, or sublimes.	
Acids and Bases	
12.11.60 Understand that most acids, bases, and salts, when dissolved in water, conduct electric current and form ions in water solutions. Understand the observable properties of acids, bases, and salt solutions.	
12.11.61 Understand that among other definitions of acids and bases, acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.	
12.11.62 Use the pH scale to characterize acidic and basic solutions. Understand the definition of pH as the negative logarithm of the hydronium ion concentration, and understand what the log scale means.	
12.11.63 Distinguish between chemical compounds and solutions and mixtures. Differentiate between solute and solvent. Understand the concentration of a solute in terms of molarity, parts per million, and percent composition.	
Energy	
12.11.64 Understand that energy, defined somewhat circularly, is "the ability to change matter," or "the ability to do work." Understand that energy is defined by the way it is measured or quantified. Understand the difference between potential and kinetic energy.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.65 Understand that a magnetic field is generated around an electrical current and that the motion of a conducting wire through a magnetic field generates a current through it. Understand that in some substances, such as metals, electrons flow easily, whereas in insulating materials such as glass they can hardly flow at all. Semiconducting materials have intermediate behavior. At very low temperatures, some materials offer no resistance to the flow of electrons and become superconductors.	
12.11.66 Understand that an electrically neutral object has particles within it that are charged, but their charges balance each other out.	
12.11.67 Know the first two laws of thermodynamics: (1) Energy is conserved (neither created nor destroyed) and (2) Heat flows naturally from a hot object to a cold object; heat will not flow spontaneously from a cold object to a hot object. Understand that another statement of the Second Law is that no device is possible whose sole effect is to transform a given amount of heat completely into work.	
12.11.68 Recount the concept of entropy and know that entropy in the universe considered as a whole always increases.	
Light and Sound	
12.11.69 Indicate that the speed of light differs in some material from its speed in a vacuum is given by the index of refraction for that material, n, where n is the ratio of the speed of light in a vacuum to the speed of light in the material. Also know that light follows the path of least time through various materials and that this is not the same as the shortest distance.	
12.11.70 Understand the reflection, refraction, diffraction, interference, and frame of reference properties of waves.	
12.11.71 Understand that sound causes molecules of a medium to vibrate back and forth. This series of compressions and rarefactions produces waves.	
12.11.72 Understand how sound travels through different mediums.	
12.11.73 Understand amplitude, frequency, wavelength, intensity, and quality. Know that intensity is measured in decibels.	
D. FORCE AND MOTION	
12.11.74 Understand that the magnitude of a force *F* is defined as $F = ma$ (Force equals Mass times Acceleration). Know how to perform such calculations. Understand that whenever one object exerts force on another, a force equal in magnitude and opposite in direction is exerted on the first object. Understand that when two objects exert forces on each other, momentum is conserved.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.75 Understand that objects change their velocity only when a net force is applied (the law of inertia). Students will be able to distinguish between inertial mass and gravitational mass.	
12.11.76 Understand simple machines and how they provide mechanical advantage. For example, know that a lever is like a balance and that to balance it requires the weights (or forces) applied on each end to be in the inverse ratio to that of their distances from the fulcrum. Thus the mechanical advantage increases with greater distance from the fulcrum.	
12.11.77 Understand the principles of air pressure and fluid dynamics. Understand Archimedes' Principle and Bernoulli's Principle. Understand that air pressure decreases as altitude increases. Understand that pressure in a liquid increases as the depth increases. Understand how a hydraulic lift (such as the kind used to raise a car for repairs) confers mechanical advantage.	
12.11.78 Understand the universal law of gravitation: that gravitation is a force that every mass exerts on every other mass. The strength of the gravitational attractive force between two masses is proportional to the masses and inversely proportional to the square of the distance between them (inverse square law).	
12.11.79 Understand the types of motion such as linear, circular, parabolic, and periodic. Explain and predict motions in inertial and accelerated frames of reference.	
12.11.80 Understand that the electrical force is a universal force that exists between any two charged objects. Opposite charges attract, like charges repel. The strength of the force is proportional to the charges, and, like gravity, it is inversely proportional to the square of the distance between the charged bodies.	
12.11.81 Understand that between any two charged particles, the electrical force is vastly greater than the gravitational force. Most observable forces such as those exerted by a coiled spring or friction may be traced to electrical forces acting between atoms and molecules.	
E. EARTH SCIENCE	
The Earth's Structure	
12.11.82 Indicate that the earth's crust is made from mostly igneous and metamorphic materials and was formed as a result of partial melting of part of the mantle rock. Know that there is a thin layer of sedimentary rock on top in many places.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.83 Understand that geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations. Understand that current methods include using the known decay rates of radioactive isotopes present in rocks to measure the time since the rock was formed.	
12.11.84 Understand that most scientists believe that the sun, the earth, and the rest of the solar system formed from a nebular cloud of dust and gas 4.6 billion years ago.	
12.11.85 Understand that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing transformation of the earth system. Understand that we can observe some changes (such as earthquakes and volcanic eruptions) on a human time-scale, but many processes (such as mountain building and plate movements) take place so sporadically or so slowly (over hundreds of millions of years) that we cannot observe them but only infer that they take place from other kinds of evidence.	
The Earth's Dynamic Processes	
12.11.86 Identify the various features of the ocean floor which furnish evidence for plate tectonics: magnetic patterns, age, and topographical features.	
12.11.87 Identify the properties of rocks and minerals based on the physical and chemical conditions in which they are formed, including plate tectonic processes.	
12.11.88 Understand why earthquakes occur and how scales are used to measure their intensity and magnitude, specifically the Richter and Mercalli scales.	
12.11.89 Differentiate between the two main kinds of volcanoes: one kind with violent eruptions producing steep slopes and another kind with voluminous lava flows producing gentle slopes.	
12.11.90 Understand that energy enters the systems of Earth chiefly as solar radiation and eventually escapes again as heat.	
12.11.91 Understand that incoming solar radiation is either reflected or absorbed.	
12.11.92 Understand that non-uniform heating of the earth results in circulation patterns in the atmosphere and oceans that globally distribute heat (in the form of winds and ocean currents).	
12.11.93 Understand the connection between the earth's rotation and the circular motion of ocean currents and air pressure centers.	
12.11.94 Understand that biomes such as rain forests and deserts are distributed in bands at specific latitudes and how this results from the interaction of wind patterns, ocean currents, and mountain ranges.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.95 Understand that weather (over a short time) and climate (over a long time) result from the transfer of energy and water in and out of the atmosphere. Understand the effects on climate of latitude, elevation, topography (especially the presence of mountains and valleys), and proximity to large bodies of water, and cold or warm ocean currents.	
12.11.96 Understand that Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, plate movement, and the cyclic changes in the orientation of Earth's axis of rotation and the shape of its orbit around the sun.	
The Atmosphere	
12.11.97 Understand the major gases present in the earth's atmosphere, and the percentage which each represents in the composition of the atmosphere (i.e., nitrogen is about 80% and oxygen is about 20%), and that the atmosphere is a mixture, not a compound.	
12.11.98 Understand that carbon dioxide increases the greenhouse effect in our atmosphere and that it is produced whenever carbon-containing fuels are burned (e.g., wood, coal, charcoal, oil, natural gas). Understand that removing forests removes trees which absorb carbon dioxide and release oxygen.	
12.11.99 Analyze weather conditions of an area, given specific weather data.	
Water	
12.11.100 Understand that a water table marks the top of the zone of saturation of subsurface materials.	
12.11.101 Understand at which places in a river or stream one is likely to find a build up of sediment. Understand why sediments of certain sizes build up in different locations in a stream and how this can alter its course over time. Understand how these processes can, over the course of time, change the location of rivers and streams (e.g., meanders).	
F. ASTRONOMY	
12.11.102 Understand and describe the physical characteristics of galaxies and the objects within galaxies (e.g., stars, pulsars, black holes, planets, comets, asteroids). Describe physical characteristics of the sun (e.g., corona, prominences, sunspots, solar flares), and know that solar events can cause phenomena such as auroras.	
12.11.103 Analyze the life cycles of stars, and compare stars of different masses.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	
12.11.104 Know the theory that over 10 billion years ago the universe began in a huge expansion called the Big Bang. Understand that in this event, all matter, energy, space, and time were created as the universe expanded from a single point. Understand that one piece of evidence for this theory is the 3K background radiation.	
12.11.105 Understand the Doppler effect with respect to light (red and blue shifts) and sound (e.g., the sound of an approaching train's whistle vs. the sound of the whistle moving away). Understand that astronomers use the Doppler shift to estimate the distance of objects millions and billions of light-years away.	
12.11.106 Understand the effects of gravity within the solar system. Understand that the tides are caused by the gravitational interaction among the earth, moon, and sun.	

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ILLINOIS Science Grade 11 Assessment Frameworks	ACT Science College Readiness Standards
STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.	
A. SAFETY AND PRACTICES OF SCIENCE	
13.11.01 Understand basic rules of safety in conducting scientific experiments in a laboratory or in the field.	
13.11.02 Understand why experimental replication is essential to scientific claims.	
13.11.03 Understand how scientific knowledge, explanations, and technological designs may change with new information.	
13.11.04 Understand that scientists must be responsible about how they conduct their experiments.	
13.11.05 Determine the degree of accuracy in measurements. Identify possible sources of error in measurement.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment Understand a simple experimental design Understand precision and accuracy issues
B. SCIENCE, TECHNOLOGY, AND SOCIETY	
13.11.06 Analyze scientific breakthroughs in terms of societal and technological effects.	
13.11.07 Analyze examples of resource use, technology use or conservation program and make recommendations for improvements.	
13.11.08 Analyze careers and occupations that are affected by knowledge of science.	
Measurement	
13.11.09 Select appropriate scientific instruments and technological devices to perform tests, measure, and collect data.	**Scientific Investigation:** Understand the methods and tools used in a simple experiment

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