ACT College & Career Readiness Standards

READING

These Standards describe what students who score in specific score ranges on the reading section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	Key ideas and details **CLOSE READING (CLR)**
13–15	**CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
16–19	**CLR 301.** Locate simple details at the sentence and paragraph level in somewhat challenging passages **CLR 302.** Draw simple logical conclusions in somewhat challenging passages
20–23	**CLR 401.** Locate important details in somewhat challenging passages **CLR 402.** Draw logical conclusions in somewhat challenging passages **CLR 403.** Draw simple logical conclusions in more challenging passages **CLR 404.** Paraphrase some statements as they are used in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

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THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22. Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

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READING

SCORE RANGE	Key ideas and details **CLOSE READING (CLR)**
24–27	**CLR 501.** Locate and interpret minor or subtly stated details in somewhat challenging passages **CLR 502.** Locate important details in more challenging passages **CLR 503.** Draw subtle logical conclusions in somewhat challenging passages **CLR 504.** Draw logical conclusions in more challenging passages **CLR 505.** Paraphrase virtually any statement as it is used in somewhat challenging passages **CLR 506.** Paraphrase some statements as they are used in more challenging passages
28–32	**CLR 601.** Locate and interpret minor or subtly stated details in more challenging passages **CLR 602.** Locate important details in complex passages **CLR 603.** Draw subtle logical conclusions in more challenging passages **CLR 604.** Draw simple logical conclusions in complex passages **CLR 605.** Paraphrase virtually any statement as it is used in more challenging passages
33–36	**CLR 701.** Locate and interpret minor or subtly stated details in complex passages **CLR 702.** Locate important details in highly complex passages **CLR 703.** Draw logical conclusions in complex passages **CLR 704.** Draw simple logical conclusions in highly complex passages **CLR 705.** Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage **CLR 706.** Paraphrase statements as they are used in complex passages

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READING

SCORE RANGE	Key ideas and details **CENTRAL IDEAS, THEMES, AND SUMMARIES (IDT)**
13–15	**IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme
16–19	**IDT 301.** Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives
20–23	**IDT 401.** Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives **IDT 402.** Identify a clear central idea or theme in somewhat challenging passages or their paragraphs **IDT 403.** Summarize key supporting ideas and details in somewhat challenging passages

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READING

SCORE RANGE	Key ideas and details **CENTRAL IDEAS, THEMES, AND SUMMARIES (IDT)**
24–27	**IDT 501.** Infer a central idea or theme in somewhat challenging passages or their paragraphs **IDT 502.** Identify a clear central idea or theme in more challenging passages or their paragraphs **IDT 503.** Summarize key supporting ideas and details in more challenging passages
28–32	**IDT 601.** Infer a central idea or theme in more challenging passages or their paragraphs **IDT 602.** Summarize key supporting ideas and details in complex passages
33–36	**IDT 701.** Identify or infer a central idea or theme in complex passages or their paragraphs **IDT 702.** Summarize key supporting ideas and details in highly complex passages

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READING

SCORE RANGE	Key ideas and details **RELATIONSHIPS (REL)**
13–15	**REL 201.** Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages **REL 202.** Identify simple cause-effect relationships within a single sentence in a passage
16–19	**REL 301.** Identify clear comparative relationships between main characters in somewhat challenging literary narratives **REL 302.** Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives
20–23	**REL 401.** Order simple sequences of events in somewhat challenging literary narratives **REL 402.** Identify clear comparative relationships in somewhat challenging passages **REL 403.** Identify clear cause-effect relationships in somewhat challenging passages

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READING

SCORE RANGE	Key ideas and details **RELATIONSHIPS (REL)**
24–27	**REL 501.** Order sequences of events in somewhat challenging passages **REL 502.** Understand implied or subtly stated comparative relationships in somewhat challenging passages **REL 503.** Identify clear comparative relationships in more challenging passages **REL 504.** Understand implied or subtly stated cause-effect relationships in somewhat challenging passages **REL 505.** Identify clear cause-effect relationships in more challenging passages
28–32	**REL 601.** Order sequences of events in more challenging passages **REL 602.** Understand implied or subtly stated comparative relationships in more challenging passages **REL 603.** Identify clear comparative relationships in complex passages **REL 604.** Understand implied or subtly stated cause-effect relationships in more challenging passages **REL 605.** Identify clear cause-effect relationships in complex passages
33–36	**REL 701.** Order sequences of events in complex passages **REL 702.** Understand implied or subtly stated comparative relationships in complex passages **REL 703.** Identify clear comparative relationships in highly complex passages **REL 704.** Understand implied or subtly stated cause-effect relationships in complex passages **REL 705.** Identify clear cause-effect relationships in highly complex passages

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READING

SCORE RANGE	Craft and structure **WORD MEANINGS AND WORD CHOICE (WME)**
13–15	**WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language
16–19	**WME 301.** Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple **WME 302.** Interpret basic figurative language as it is used in a passage
20–23	**WME 401.** Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages **WME 402.** Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

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READING

SCORE RANGE	Craft and structure **WORD MEANINGS AND WORD CHOICE (WME)**
24–27	**WME 501.** Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle **WME 502.** Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages **WME 503.** Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings **WME 504.** Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings
28–32	**WME 601.** Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages **WME 602.** Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings **WME 603.** Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language
33–36	**WME 701.** Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex **WME 702.** Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings **WME 703.** Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language

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READING

SCORE RANGE	Craft and structure **TEXT STRUCTURE (TST)**
13–15	**TST 201.** Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
16–19	**TST 301.** Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple **TST 302.** Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives
20–23	**TST 401.** Analyze how one or more sentences in somewhat challenging passages relate to the whole passage **TST 402.** Infer the function of straightforward paragraphs in somewhat challenging literary narratives **TST 403.** Identify a clear function of paragraphs in somewhat challenging passages **TST 404.** Analyze the overall structure of somewhat challenging passages

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READING

SCORE RANGE	Craft and structure **TEXT STRUCTURE (TST)**
24–27	**TST 501.** Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle **TST 502.** Analyze how one or more sentences in more challenging passages relate to the whole passage **TST 503.** Infer the function of paragraphs in somewhat challenging passages **TST 504.** Identify a clear function of paragraphs in more challenging passages **TST 505.** Analyze the overall structure of more challenging passages
28–32	**TST 601.** Analyze how one or more sentences in complex passages relate to the whole passage **TST 602.** Infer the function of paragraphs in more challenging passages **TST 603.** Analyze the overall structure of complex passages
33–36	**TST 701.** Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex **TST 702.** Identify or infer the function of paragraphs in complex passages **TST 703.** Analyze the overall structure of highly complex passages

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READING

SCORE RANGE	Craft and structure **PURPOSE AND POINT OF VIEW (PPV)**
13–15	**PPV 201.** Recognize a clear intent of an author or narrator in somewhat challenging literary narratives
16–19	**PPV 301.** Recognize a clear intent of an author or narrator in somewhat challenging passages
20–23	**PPV 401.** Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style **PPV 402.** Understand point of view in somewhat challenging passages

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READING

SCORE RANGE	Craft and structure **PURPOSE AND POINT OF VIEW (PPV)**
24–27	**PPV 501.** Infer a purpose in somewhat challenging passages and how that purpose shapes content and style **PPV 502.** Identify a clear purpose of more challenging passages and how that purpose shapes content and style **PPV 503.** Understand point of view in more challenging passages
28–32	**PPV 601.** Infer a purpose in more challenging passages and how that purpose shapes content and style **PPV 602.** Understand point of view in complex passages
33–36	**PPV 701.** Identify or infer a purpose in complex passages and how that purpose shapes content and style **PPV 702.** Understand point of view in highly complex passages

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READING

SCORE RANGE	Integration of knowledge and ideas **ARGUMENTS (ARG)**
13–15	**ARG 201.** Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated
16–19	**ARG 301.** Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple
20–23	**ARG 401.** Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim **ARG 402.** Identify a clear central claim in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

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READING

SCORE RANGE	Integration of knowledge and ideas **ARGUMENTS (ARG)**
24–27	**ARG 501.** Analyze how one or more sentences in more challenging passages offer reasons for or support a claim **ARG 502.** Infer a central claim in somewhat challenging passages **ARG 503.** Identify a clear central claim in more challenging passages
28–32	**ARG 601.** Analyze how one or more sentences in complex passages offer reasons for or support a claim **ARG 602.** Infer a central claim in more challenging passages
33–36	**ARG 701.** Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex **ARG 702.** Identify or infer a central claim in complex passages **ARG 703.** Identify a clear central claim in highly complex passages

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READING

SCORE RANGE	Integration of knowledge and ideas **MULTIPLE TEXTS (SYN)**
13–15	**SYN 201.** Make simple comparisons between two passages
16–19	**SYN 301.** Make straightforward comparisons between two passages
20–23	**SYN 401.** Draw logical conclusions using information from two literary narratives

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

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READING

SCORE RANGE	Integration of knowledge and ideas **MULTIPLE TEXTS (SYN)**
24–27	**SYN 501.** Draw logical conclusions using information from two informational texts
28–32	**SYN 601.** Draw logical conclusions using information from multiple portions of two literary narratives
33–36	**SYN 701.** Draw logical conclusions using information from multiple portions of two informational texts

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Text Complexity Rubric

READING

This rubric describes reading passages for ACT Aspire™ Grade 8, ACT Aspire Early High School, and the ACT.

LITERARY NARRATIVES: STORIES AND LITERARY NONFICTION				
	Somewhat Challenging Literary Narratives	More Challenging Literary Narratives	Complex Literary Narratives	Highly Complex Literary Narratives
Purpose/Levels of Meaning	• Have a largely straightforward purpose (*chiefly literary nonfiction*) • Contain literal and inferential levels of meaning (*chiefly stories*)	• Have a largely straightforward to somewhat complex purpose (*chiefly literary nonfiction*) • Contain literal, inferential, and interpretive levels of meaning (*chiefly stories*)	• Have a somewhat complex to complex purpose; apparent purpose may differ from real purpose (*chiefly literary nonfiction*) • Contain literal, inferential, and interpretive levels of meaning (*chiefly stories*)	• Have a complex purpose; apparent purpose may differ from real purpose (*chiefly literary nonfiction*) • Contain literal, inferential, and interpretive levels of meaning (*chiefly stories*)
Structure	• Use a mostly straightforward structure and a wide range of transitions (*chiefly literary nonfiction*) • Offer insights into people, situations, and events (e.g., motives) • May contain subplots, flashbacks, and flash-forwards (*chiefly stories*) • Explore largely straightforward conflicts that may be internal or external (*chiefly stories*) • May have multiple narrators, with switches clearly signaled; main characters exhibit growth and change (*chiefly stories*)	• Use a somewhat complex structure and a full range of transitions (*chiefly literary nonfiction*) • Offer deep insights into people, situations, and events (e.g., motives in conflict) • May contain numerous subplots, flashbacks, and flash-forwards as well as parallel and nonlinear plots; may lack clear resolution (*chiefly stories*) • Explore subtle conflicts that may be internal or external (*chiefly stories*) • May have multiple narrators; main characters are well rounded (*chiefly stories*)	• Use a complex structure (*chiefly literary nonfiction*) • Offer sophisticated and profound insights into people, situations, and events (e.g., philosophical commentary) • May contain numerous subplots, flashbacks, and flash-forwards as well as parallel and nonlinear plots; may lack clear resolution (*chiefly stories*) • Explore complex conflicts that are largely internal and lack an obvious or easy resolution (e.g., moral dilemmas) (*chiefly stories*) • May have multiple and/or unreliable narrator(s); main characters are well rounded (*chiefly stories*)	• Use a highly complex structure (*chiefly literary nonfiction*) • Offer sophisticated and profound insights into people, situations, and events (e.g., philosophical commentary) • Contain plots that are intricate, nonlinear, and/or difficult to discern; may lack resolution or may not be plot driven (*chiefly stories*) • Explore complex conflicts that are largely internal and lack an obvious or easy resolution (e.g., moral dilemmas) (*chiefly stories*) • May have multiple and/or unreliable narrator(s); main characters are well rounded (*chiefly stories*)

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READING

LITERARY NARRATIVES: STORIES AND LITERARY NONFICTION				
	Somewhat Challenging Literary Narratives	More Challenging Literary Narratives	Complex Literary Narratives	Highly Complex Literary Narratives
Language	• Use some uncommon words and phrases (e.g., general academic [tier 2] words, archaic words, dialect) • Use varied sentence structures significantly more or less formal than in everyday language • Use some somewhat challenging nonliteral and figurative language and literary devices (e.g., symbols, irony) • Observe language conventions (e.g., standard paragraph breaks) (*chiefly stories*)	• Use some uncommon words and phrases (e.g., general academic [tier 2] words, archaic words, dialect) • Use varied, often complex, and formal sentence structures, with texts from earlier time periods containing structures uncommon in more modern reading • Consistently use somewhat challenging nonliteral and figurative language and literary devices (e.g., symbols, irony) • Largely observe language conventions, with some unconventional elements possible (e.g., dialogue marked with dashes) (*chiefly stories*)	• Consistently use uncommon words and phrases (e.g., general academic [tier 2] words, archaic words, dialect) • Use varied, often complex, and formal sentence structures, with texts from earlier time periods containing structures uncommon in more modern reading • Consistently use challenging nonliteral and figurative language and literary devices (e.g., extended metaphors, satire, parody) • May use unconventional language structures (e.g., stream-of-consciousness)	• Extensively use uncommon words and phrases (e.g., general academic [tier 2] words, archaic words, dialect) • Use varied, often complex, and formal sentence structures, with texts from earlier time periods containing structures uncommon in more modern reading • Extensively use challenging nonliteral and figurative language and literary devices (e.g., extended metaphors, satire, parody) • Use unconventional language structures (e.g., stream-of-consciousness)
Abstractness (*chiefly literary nonfiction*)	• Depict some abstract ideas and concepts that may be important to understanding the text	• Depict several abstract ideas and concepts that are essential to understanding the text	• Depict numerous abstract ideas and concepts that are essential to understanding the text	• Depict numerous abstract ideas and concepts that are essential to understanding the text

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READING

LITERARY NARRATIVES: STORIES AND LITERARY NONFICTION				
	Somewhat Challenging Literary Narratives	More Challenging Literary Narratives	Complex Literary Narratives	Highly Complex Literary Narratives
Density (*chiefly literary nonfiction*)	• Have moderate information/concept density	• Have moderately high information/concept density	• Have high information/concept density	• Have very high information/concept density
Knowledge Demands: Textual Analysis; Life Experiences; Cultural and Literary Knowledge	• Assume readers can read on literal and inferential levels • Assume readers can handle somewhat challenging themes and subject matter with some maturity and objectivity • Assume readers can relate to experiences outside of their own • Call on cultural or literary knowledge to some extent • Have low intertextuality (i.e., make no/few or unimportant connections to other texts); drawing connections between texts at the level of theme may enhance understanding and appreciation	• Assume readers can read on literal, inferential, and interpretive levels • Assume readers can handle somewhat challenging themes and subject matter with some maturity and objectivity • Assume readers can relate to experiences distinctly different from their own • Call on cultural or literary knowledge to some extent • Have moderate intertextuality (i.e., make some important connections to other texts); drawing connections between texts may enhance understanding and appreciation	• Assume readers can read on literal, inferential, and interpretive levels • Assume readers can handle challenging themes and subject matter with maturity and objectivity • Assume readers can relate to experiences distinctly different from their own • Call on cultural or literary knowledge to some extent • Have moderate intertextuality (i.e., make some important connections to ther texts); drawing connections between texts may enhance understanding and appreciation	• Assume readers can read on literal, inferential, and interpretive levels • Assume readers can handle complex themes and subject matter with maturity and objectivity • Assume readers can relate to experiences distinctly different from their own • Require cultural or literary knowledge for full comprehension • Have high intertextuality (i.e., make many important connections to other texts); drawing connections between texts is essential for full understanding and appreciation

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READING

INFORMATIONAL TEXTS: SOCIAL SCIENCE, HUMANITIES, AND NATURAL SCIENCE				
	Somewhat Challenging	More Challenging Informational Texts	Complex Informational Texts	Highly Complex Informational Texts
Purpose	• Have a largely straightforward purpose	• Have a largely straightforward to somewhat complex purpose	• Have a somewhat complex to complex purpose; apparent purpose may differ from real purpose	• Have a complex purpose; apparent purpose may differ from real purpose
Structure	• Use a mostly straightforward structure and a wide range of transitions • Exhibit norms and conventions of a general discipline (e.g., natural science)	• Use a somewhat complex structure and a full range of transitions • Exhibit norms and conventions of a general discipline (e.g., natural science)	• Use a complex structure • Exhibit norms and conventions of a general discipline (e.g., natural science)	• Use a highly complex and possibly highly formalized structure (e.g., journal article) • Exhibit norms and conventions of a specific discipline (e.g., biology)
Language	• Use some general academic [tier 2] and domain-specific [tier 3] words and phrases • Use varied and some long and complicated sentence structures	• Consistently use general academic [tier 2] and domain-specific [tier 3] words and phrases • Use varied and often complex sentence structures, with consistent use of long and complicated structures	• Consistently use general academic [tier 2] and domain-specific [tier 3] words and phrases • Use varied and often complex sentence structures, with consistent use of long and complicated structures	• Extensively use general academic [tier 2] and domain-specific [tier 3] words and phrases • Use varied and often complex sentence structures, with consistent use of long and complicated structures
Abstractness	• Depict some abstract ideas and concepts that may be important to understanding the text	• Depict several abstract ideas and concepts that are essential to understanding the text	• Depict numerous abstract ideas and concepts that are essential to understanding the text	• Depict numerous abstract ideas and concepts that are essential to understanding the text
Density	• Have moderate information/concept density	• Have moderately high information/concept density	• Have high information/concept density	• Have very high information/concept density

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READING

INFORMATIONAL TEXTS: SOCIAL SCIENCE, HUMANITIES, AND NATURAL SCIENCE				
Knowledge Demands: Textual Analysis; Life Experiences; Content and Discipline Knowledge	Somewhat Challenging Informational Texts	More Challenging Informational Texts	Complex Informational Texts	Highly Complex Informational Texts
	• Assume readers can read on literal and inferential levels • Assume readers can handle somewhat challenging subject matter, including perspectives, values, and ideas unlike their own, with some maturity and objectivity • Assume readers have everyday knowledge and some broad content knowledge, with texts at the high end of the range assuming some content knowledge • Have low intertextuality (i.e., make no/few or unimportant connections to other texts); drawing connections between texts at the level of general concept may enhance understanding	• Assume readers can read on literal, inferential, and evaluative levels • Assume readers can handle somewhat challenging subject matter, including perspectives, values, and ideas unlike their own, with some maturity and objectivity • Assume readers have some content knowledge, with texts at the high end of the range assuming some discipline-specific content knowledge • Have moderate intertextuality (i.e., make some important connections to other texts); drawing connections between texts may enhance understanding	• Assume readers can read on literal, inferential, and evaluative levels • Assume readers can handle challenging subject matter, including perspectives, values, and ideas in opposition to their own, with maturity and objectivity • Assume readers have some discipline-specific content knowledge • Have moderate intertextuality (i.e., make some important connections to other texts); drawing connections between texts may enhance understanding	• Assume readers can read on literal, inferential, and evaluative levels • Assume readers can handle complex subject matter, including perspectives, values, and ideas in opposition to their own, with maturity and objectivity • Assume readers have extensive discipline-specific content knowledge, often in specialized subjects or areas • Have high intertextuality (i.e., make many important connections to other texts); drawing connections between texts is essential for full understanding

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