

ACT READING CCR STANDARDS

| Table 1. Reading College and Career Readiness Standards for Score Ranges 13–15 | Is this covered in my curriculum? |
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| Locate basic facts (e.g., names, dates, events) clearly stated in a passage | |
| Draw simple logical conclusions about the main characters in somewhat challenging literary narratives | |
| Identify the topic of passages and distinguish the topic from the central idea or theme | |
| Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages | |
| Identify simple cause-effect relationships within a single sentence in a passage | |
| Understand the implication of a familiar word or phrase and of simple descriptive language | |
| Analyze how one or more sentences in a passage relate to the whole passage when the function is stated or clearly indicated | |
| Recognize a clear intent of an author or narrator in somewhat challenging literary narratives | |
| Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated | |
| Make simple comparisons between two passages | |

| Table 2. Reading College and Career Readiness Standards for Score Ranges 16–19 | Is this covered in my curriculum? |
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| Locate simple details at the sentence and paragraph level in somewhat challenging passages | |
| Draw simple logical conclusions in somewhat challenging passages | |
| Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives | |
| Identify clear comparative relationships between main characters in somewhat challenging literary narratives | |
| Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives | |
| Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple | |
| Interpret basic figurative language as it is used in a passage | |
| Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple | |
| Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives | |
| Recognize a clear intent of an author or narrator in somewhat challenging passages | |
| Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple | |
| Make simple comparisons between two passages | |

| Table 3. Reading College and Career Readiness Standards for Score Ranges 20–23 | Is this covered in my curriculum? |
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| Locate important details in somewhat challenging passages | |
| Draw logical conclusions in somewhat challenging passages | |
| Draw simple logical conclusions in more challenging passages | |
| Paraphrase some statements as they are used in somewhat challenging passages | |
| Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives | |
| Identify a clear central idea or theme in somewhat challenging passages or their paragraphs | |
| Summarize key supporting ideas and details in somewhat challenging passages | |
| Order simple sequences of events in somewhat challenging literary narratives | |
| Identify clear comparative relationships in somewhat challenging passages | |
| Identify clear cause-effect relationships in somewhat challenging passages | |
| Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages | |
| Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | |
| Analyze how one or more sentences in somewhat challenging passages relate to the whole passage | |
| Infer the function of straightforward paragraphs in somewhat challenging literary narratives | |

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| Identify a clear function of paragraphs in somewhat challenging passages | |
| Analyze the overall structure of somewhat challenging passages | |
| Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style | |
| Understand point of view in somewhat challenging passages | |
| Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim | |
| Identify a clear central claim in somewhat challenging passages | |
| Draw logical conclusions using information from two literary narratives | |

| Table 4. Reading College and Career Readiness Standards for Score Ranges 24–27 | Is this covered in my curriculum? |
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| Locate and interpret minor or subtly stated details in somewhat challenging passages | |
| Locate important details in more challenging passages | |
| Draw subtle logical conclusions in somewhat challenging passages | |
| Draw logical conclusion in more challenging passages | |
| Paraphrase virtually any statement as it is used in somewhat challenging passages | |
| Paraphrase some statements as they are used in more challenging passages | |

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| Infer a central idea or theme in somewhat challenging passages or their paragraphs | |
| Identify a clear central idea or theme in more challenging passages or their paragraphs | |
| Summarize key supporting ideas and details in somewhat challenging passages | |
| Order sequence of events in somewhat challenging passages | |
| Understand implied or subtly stated comparative relationships in somewhat challenging passages | |
| Identify clear cause-effect relationships in more challenging passages | |
| Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle | |
| Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings | |
| Interpret most words or phrase as they are used in more challenging passages, including determining technical, connotative, and figurative meanings | |
| Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle | |
| Infer the function of paragraphs in somewhat challenging passages | |
| Identify a clear function of paragraphs in more challenging passages | |
| Analyze the overall structure of more challenging passages | |

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| Infer a purpose in somewhat challenging passages and how that purpose shapes content and style | |
| Identify a clear purpose of more challenging passages and how that purpose shapes content and style | |
| Understand point of view in more challenging passages | |
| Analyze how one or more sentences in more challenging passages offer reasons for or support a claim | |
| Infer a central claim in somewhat challenging passages | |
| Identify a clear central claim in more challenging passages | |
| Draw logical conclusions using information from two informational texts | |

| Table 5. Reading College and Career Readiness Standards for Score Ranges 28–32 | Is this covered in my curriculum? |
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| Locate and interpret minor or subtly stated details in more challenging passages | |
| Locate important details in complex passages | |
| Draw subtle logical conclusions in more challenging passages | |
| Draw simple logical conclusions in complex passages | |
| Paraphrase virtually any statement as it is used in more challenging passages | |
| Infer a central idea or theme in more challenging passages or their paragraphs | |

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| Summarize key supporting ideas and details in complex passages | |
| Order sequence of events in more challenging passages | |
| Understand implied or subtly stated comparative relationships in more challenging passages | |
| Identify clear comparative relationships in complex passages | |
| Understand implied or subtly stated cause-effect relationships in more challenging passages | |
| Identify clear cause-effect relationships in complex passages | |
| Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages | |
| Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings | |
| Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language | |
| Analyze how one or more sentences in complex passages relate to the whole passage | |
| Infer the function of paragraphs in more challenging passages | |
| Analyze the overall structure of complex passages | |
| Infer a purpose in more challenging passages and how that purpose shapes content and style | |
| Understand point of view in complex passages | |
| Analyze how one or more sentences in complex passages offer reasons for or support a claim | |

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| Infer a central claim in more challenging passages | |
| Draw logical conclusions using information from multiple portions of two literary narratives | |

| Table 6. Reading College and Career Readiness Standards for Score Ranges 33–36 | Is this covered in my curriculum? |
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| Locate and interpret minor or subtly stated details in complex passages | |
| Locate important details in highly complex passages | |
| Draw logical conclusions in complex passages | |
| Draw simple logical conclusions in highly complex passages | |
| Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage | |
| Paraphrase statements as they are used in complex passages | |
| Identify or infer a central idea or theme in complex passages or their paragraphs | |
| Summarize key supporting ideas and details in highly complex passages | |
| Order sequence of events in complex passages | |
| Understand implied or subtly stated comparative relationships in complex passages | |
| Identify clear comparative relationships in highly complex passages | |
| Understand implied or subtly stated cause-effect relationships in complex passages | |

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| Identify clear cause-effect relationships in highly complex passages | |
| Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex | |
| Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings | |
| Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language | |
| Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex | |
| Identify or infer the function of paragraphs in complex passages | |
| Analyze the overall structure of highly complex passages | |
| Identify or infer a purpose in complex passages and how that purpose shapes content and style | |
| Understand point of view in highly complex passages | |
| Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex | |
| Identify or infer a central idea or claim in complex passages | |
| Identify a clear central claim in highly complex passages | |
| Draw logical conclusions using information from multiple portions of two informational texts | |