

Reading Curriculum Review Worksheets

Table 1. ACT Reading College and Career Readiness Standards for Score Range 13-15

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
IDT	201	Identify the topic of passages and distinguish the topic from the central idea or theme			
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			
WME	201	Understand the implication of a familiar word or phrase and of simple descriptive language			
TST	201	Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated			
PPV	201	Recognize a clear intent of an author or narrator in somewhat challenging literary narratives			
ARG	201	Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated			
SYN	201	Make simple comparisons between two passages			

Table 2. ACT Reading College and Career Readiness Standards for Score Range 16-19

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
IDT	301	Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives			
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			
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			
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			
PPV	301	Recognize a clear intent of an author or narrator in somewhat challenging passages			
ARG	301	Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple			
SYN	301	Make straightforward comparisons between two passages			

Table 3. ACT Reading College and Career Readiness Standards for Score Range 20-23

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
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			
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			
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			
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			

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
SYN	401	Draw logical conclusions using information from two literary narratives			

Table 4. ACT Reading College and Career Readiness Standards for Score Range 24-27

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
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			

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
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			
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			
SYN	501	Draw logical conclusions using information from two informational texts			

Table 5. ACT Reading College and Career Readiness Standards for Score Range 28-32

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
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			
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			
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			

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
SYN	601	Draw logical conclusions using information from multiple portions of two literary narratives			

Table 6. ACT Reading College and Career Readiness Standards for Score Range 33-36

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
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			
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			
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			
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			
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			

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TST	703	Analyze the overall structure of highly complex passages			
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			
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			
SYN	701	Draw logical conclusions using information from multiple portions of two informational texts			