ACT “Can Do – Will Do” Progressions: English, Math, **Reading**, Science, Writing
Kim Rasmussen and Sherry Reed, ACT 2020 (Version 1)

Purpose: This tool will help you gain understanding of the knowledge and skills your students have demonstrated based on their ACT, PreACT or PreACT 8/9 performance, then offer a pathway through “next steps” learning targets and learning applications to support improvement.

Prepare: As a part of an educational reports package, schools are provided a version of an Individual Student Report or electronic access to this data. You will need to analyze data from an Individual Student Report to inform this process. Key scores used will be: 1) Subject Test Scores – IN THIS CASE READING; and 2) Percent correct statistics for each of the READING Reporting Categories.

Suggested Process: Make a copy of each Score Range section in this document. The idea is a section will become a “mini plan” and working document for you as you teach/reteach the students currently in a particular Score Range.

1) Find the first student’s Reading Score from their Individual Score Report and determine what Score Range it fits within. Write the name of that student on the Score Range Roster and record the student’s Reading Subject Score.

| Score Ranges for Reading with CCR Benchmark/“On Target” Score in bold italics: |
|------------------|------------------|------------------|
| ACT: 1-12, 13-15, 16--19, 20-**22-23**, 24-27, 28-32 and 33-36 (generally administered to juniors) |
| PreACT: 1-16, 17-19 and **20-35** (generally administered to sophomores) |
| PreACT 8/9: 1-11, 12-14, **15-30** (generally administered to eighth graders or freshman) |

2) Record the Percent Correct for each Reporting Category. The Reporting Categories for Reading are: Key Ideas and Details (KID), Craft and Structure (CS), Integration of Knowledge and Ideas (IKI). Understanding Complex Text (UCT) is an additional measure for the reading test reporting understanding that is: Below, Proficient, or Above. (See #8)

3) Once you have completed Step 1 and 2 for each student, you can “see” who is in each Score Range group.

4) Learning targets are laid out in the *English College and Career Readiness Standards (CCR Standards)*. These are the “next level” standards for that particular group of students to master – descriptions of what students who score in the next score range are likely to know and be able to do. A student could have been taught these skills but not mastered them.

You also will want to reflect on the *CCR Standards* listed and note in the appropriate place on the chart any standards for which the group, or an individual student, would not have yet had the opportunity to learn (OTL). Sometimes missed instruction of intended learning is aptly explained – think schools closing with the COVID pandemic. The review often requires checking with curriculum or educators in previous grades/courses. A student is well-served when he/she is on the same page as the teacher about not yet having the instruction for something and how that impacts current achievement and learning outcomes. It is not reteaching to the student, if they never had it in the first place. The goal is not to take a student back to where these gaps occurred but to “include instruction” of gap content to fill holes while teaching or reteaching current grade level or course content. Approach this as the mindset of acceleration, an important practice to keep students on track.

5) Ideas for “next step” instruction, which are also ideas for student learning demonstration, are included for each reporting category. After reviewing both the *CCR Standards* and the *Ideas for Instruction* jot down factors or keys for the reteaching opportunity (*Keys for Reteach OTL*) on the recording chart. Consider revising or adding new keys as you move through your reteaching.

6) Finally, when students have demonstrated mastery of a given standard, put the student’s name/initials next to that standard to document and monitor progress. Celebrate!

7) Additional relevant information is found in the Test Specifications of the various Technical Manuals for the ACT, PreACT, PreACT 8/9 and all can be found at https://success.act.org
Reading: PreACT 8/9: Score Ranges 1 – 11, 12 – Insight into a progression of knowledge, skills and processes for next steps learning targets and learning applications to support improvement. See 8th Grade Reading – Performance Level Descriptors at: https://success.act.org/s/article/Reading-Performance-Level-Descriptors

![Performance Level Descriptors](https://success.act.org/s/article/Reading-Performance-Level-Descriptors)
Current Score Range 1 – 12: Next Step Instruction

| Close Reading | • locate and discuss details presented in a text (e.g., who, what, where, when)
|              | • recognize generalizations about the main character in a literary narrative
|              | • combine several pieces of information to draw a logical conclusion about a specific character
|              | • make predictions about characters and events presented in a literary narrative, verify or reject those predictions, and make new ones while reading
| Central Ideas, Themes, and Summaries | • determine what a literary narrative is generally about, organizing the text’s information into general statements that are supported by details from the text
| Key Ideas and Details | Relationships | • use various strategies (e.g., timelines, event chains, discussion) to determine when an event occurred in increasingly challenging texts
|              | • locate evidence in a text that explicitly states why an event or a series of events occurred
|              | • search for patterns or clues (e.g., signal words like because or so) that indicate cause-effect relationships
| Craft and Structure | Word Meanings and Word Choice | • use various resources (e.g., dictionary, thesaurus) to explore connotations of familiar words or descriptive language
|              | Text Structure | • identify the function (e.g., to inform, to elaborate on an idea, to give an example) of specific parts of a text
|              | Purpose and Point of View | • locate details in a literary narrative that suggest the author’s or narrator’s intent
| Integration of Knowledge and Ideas | Arguments | • recognize that an argument has several elements to it (e.g., premise or claim, supporting evidence, conclusions, assumptions)
|              | Multiple Texts | • understand that comparing relationships across texts can provide new insights about an idea or person, including important unusual, or startling similarities or differences

### Students in this Score Range

<table>
<thead>
<tr>
<th>Subject Score</th>
<th>Percent Correct</th>
<th>When and What for Initial OTL</th>
<th>When and What for Reteach OTL</th>
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<tbody>
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Current Score Range 13 – 15: Next Step Instruction

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading</td>
<td></td>
</tr>
<tr>
<td>Central Ideas, Themes, and Summaries</td>
<td></td>
</tr>
<tr>
<td>Work with peers to create logical statements about the main idea of simple paragraphs</td>
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<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Purpose and Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meanings and Word Choice</td>
<td></td>
</tr>
<tr>
<td>Explain how an author’s or narrator’s choice of words can shape a topic and affect a reader’s opinion</td>
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<tr>
<td>Examine specific language in a text and propose plausible interpretations based in part on the reader’s viewpoints and experiences</td>
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<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Multiple Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments</td>
<td></td>
</tr>
<tr>
<td>Locate evidence that verifies or contradicts a specific point made by the author or narrator</td>
<td></td>
</tr>
<tr>
<td>Draw comparisons across texts and determine if they are fair (e.g., balanced and impartial) and appropriate</td>
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<table>
<thead>
<tr>
<th>Students in this Score Range</th>
<th>Subject Score</th>
<th>Percent Correct</th>
<th>When and What for Initial OTL</th>
<th>When and What for Reteach OTL</th>
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<table>
<thead>
<tr>
<th>Reading College and Career Readiness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLR 301 Locate simple details at the sentence and paragraph level in somewhat challenging passages</td>
</tr>
<tr>
<td>CLR 302 Draw simple logical conclusions in somewhat challenging passages</td>
</tr>
<tr>
<td>IDT 301 Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>REL 301 Identify clear comparative relationships between main characters in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>REL 302 Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>WME 309 Interpret basic figurative language as it is used in a passage</td>
</tr>
<tr>
<td>TST 301 Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple</td>
</tr>
<tr>
<td>TST 302 Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>PPV 301 Recognize a clear intent of an author or narrator in somewhat challenging passages</td>
</tr>
<tr>
<td>ARG 301 Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple</td>
</tr>
<tr>
<td>SYN 301 Make straightforward comparisons between two passages</td>
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</table>
Current Score Range 16 – 19: Next Step Instruction

<table>
<thead>
<tr>
<th>Close Reading</th>
<th>Key Ideas and Details</th>
<th>Craft and Structure</th>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Central Ideas, Themes, and Summaries</td>
<td>Relationships</td>
<td>Text Structure</td>
<td>Arguments</td>
</tr>
<tr>
<td>- determine the general or specific idea of one or more paragraphs or of the text as a whole</td>
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<tr>
<td>- place events in chronological order by locating supporting evidence from the text</td>
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</tr>
<tr>
<td>- identify similarities and differences between people, objects, events, or ideas, drawing accurate conclusions</td>
<td>- identity details that clearly support the key point(s) of written or nonprint sources</td>
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</tr>
<tr>
<td>- determine factors that have clearly influenced the outcome of a situation</td>
<td>- recognize common organizational patterns (e.g., description, sequence, cause-effect, problem-solution, comparison-contrast) used by the author of a text</td>
<td></td>
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</tr>
<tr>
<td>- identify statements in increasingly challenging texts that clearly state the cause(s) and effect(s) of specific events</td>
<td>- analyze techniques used by the author or a text to reveal or conceal his or her point of view</td>
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</tbody>
</table>

### Students in this Score Range

<table>
<thead>
<tr>
<th>Subject Score</th>
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<th>When and What for Initial OTL</th>
<th>When and What for Reteach OTL</th>
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</thead>
<tbody>
<tr>
<td>KID</td>
<td>CS</td>
<td>IKI</td>
<td>UCT:</td>
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### Reading College and Career Readiness Standards

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLR 401</td>
<td>Locate important details in somewhat challenging passages</td>
</tr>
<tr>
<td>CLR 402</td>
<td>Draw logical conclusions in somewhat challenging passages</td>
</tr>
<tr>
<td>CLR 403</td>
<td>Draw simple logical conclusions in more challenging passages</td>
</tr>
<tr>
<td>CLR 404</td>
<td>Paraphrase some statements as they are used in somewhat challenging passages</td>
</tr>
<tr>
<td>IDT 401</td>
<td>Infer a clear central idea or theme in somewhat challenging passages or their paragraphs</td>
</tr>
<tr>
<td>IDT 402</td>
<td>Summarize key supporting ideas and details in somewhat challenging passages</td>
</tr>
<tr>
<td>IDT 403</td>
<td>Order simple sequences of events in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>REL 401</td>
<td>Identify clear comparative relationships in somewhat challenging passages</td>
</tr>
<tr>
<td>REL 402</td>
<td>Identify cause-effect relationships in somewhat challenging passages</td>
</tr>
<tr>
<td>WME 401</td>
<td>Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages</td>
</tr>
<tr>
<td>WME 402</td>
<td>Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings</td>
</tr>
<tr>
<td>TST 401</td>
<td>Analyze how one or more sentences in somewhat challenging passages relate to the whole passage</td>
</tr>
<tr>
<td>TST 402</td>
<td>Infer the function of straightforward paragraphs in somewhat challenging literary narratives</td>
</tr>
<tr>
<td>TST 403</td>
<td>Identify a clear function of paragraphs in somewhat challenging passages</td>
</tr>
<tr>
<td>TST 404</td>
<td>Analyze the overall structure of somewhat challenging passages</td>
</tr>
<tr>
<td>ARG 401</td>
<td>Draw logical conclusions using information from two literary narratives</td>
</tr>
<tr>
<td>ARG 402</td>
<td>Identify a clear central claim in somewhat challenging passages</td>
</tr>
<tr>
<td>PPV 401</td>
<td>Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style</td>
</tr>
<tr>
<td>PPV 402</td>
<td>Understand point of view in somewhat challenging passages</td>
</tr>
<tr>
<td>Reading Continued –</td>
<td>Reading College and Career Readiness Standards</td>
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<tr>
<td><strong>Reading Continued –</strong></td>
<td><strong>Current Score Range 20 – 23: Next Step Instruction</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Relationships</strong></td>
</tr>
<tr>
<td><strong>Close Reading</strong></td>
<td><strong>Distinguish between what is most and least important in increasingly challenging texts</strong></td>
</tr>
<tr>
<td><strong>Central Ideas, Themes, and Summaries</strong></td>
<td><strong>Distinguish between key concepts and subordinate ideas in a text and write a concise summary about one of the key concepts</strong></td>
</tr>
<tr>
<td><strong>Word Meanings and Word Choice</strong></td>
<td><strong>Analyze the sequence of events in written or nonprint sources</strong></td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td><strong>Map sequences of events in texts or films or from everyday occurrences, explaining one's thinking</strong></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Evaluate the extent to which comparisons made by the author or narrator help clarify specific relationships in the text</strong></td>
</tr>
<tr>
<td><strong>Arguments and Integration of Knowledge and Ideas</strong></td>
<td><strong>Search for clues embedded in a text that suggest cause-effect relationships</strong></td>
</tr>
<tr>
<td><strong>Multiple Texts</strong></td>
<td><strong>Examine events in written or nonprint sources to determine the primary cause(s) and final outcome(s)</strong></td>
</tr>
<tr>
<td><strong>REL 501</strong></td>
<td><strong>Locate and interpret minor or subtly stated details in somewhat challenging passages</strong></td>
</tr>
<tr>
<td><strong>CLR 502</strong></td>
<td><strong>Locate important details in more challenging passages</strong></td>
</tr>
<tr>
<td><strong>CLR 503</strong></td>
<td><strong>Draw subtle logical conclusions in somewhat challenging passages</strong></td>
</tr>
<tr>
<td><strong>CLR 504</strong></td>
<td><strong>Draw logical conclusions in more challenging passages</strong></td>
</tr>
<tr>
<td>** CLR 505**</td>
<td><strong>Paraphrase virtually any statement as it is used in somewhat challenging passages</strong></td>
</tr>
<tr>
<td><strong>CLR 506</strong></td>
<td><strong>Paraphrase some statements as they are used in more challenging passages</strong></td>
</tr>
<tr>
<td><strong>IDT 501</strong></td>
<td><strong>Infer a central idea or theme in somewhat challenging passages or their paragraphs</strong></td>
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<tr>
<td><strong>IDT 502</strong></td>
<td><strong>Identify a clear central idea or theme in more challenging passages or their paragraphs</strong></td>
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<tr>
<td><strong>IDT 503</strong></td>
<td><strong>Summarize key supporting ideas and details in more challenging passages</strong></td>
</tr>
<tr>
<td><strong>REL 504</strong></td>
<td><strong>Understand implied or subtly stated cause-effect relationships in somewhat challenging passages</strong></td>
</tr>
<tr>
<td><strong>WME 501</strong></td>
<td><strong>Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle</strong></td>
</tr>
<tr>
<td><strong>WME 502</strong></td>
<td><strong>Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages</strong></td>
</tr>
<tr>
<td><strong>WME 503</strong></td>
<td><strong>Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings</strong></td>
</tr>
<tr>
<td><strong>WME 504</strong></td>
<td><strong>Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings</strong></td>
</tr>
<tr>
<td><strong>TST 501</strong></td>
<td><strong>Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle</strong></td>
</tr>
<tr>
<td><strong>TST 502</strong></td>
<td><strong>Analyze how one or more sentences in more challenging passages relate to the whole passage</strong></td>
</tr>
<tr>
<td><strong>TST 503</strong></td>
<td><strong>Infer the function of paragraphs in somewhat challenging passages</strong></td>
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<tr>
<td><strong>TST 504</strong></td>
<td><strong>Identify a clear function of paragraphs in more challenging passages</strong></td>
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<tr>
<td><strong>TST 505</strong></td>
<td><strong>Analyze the overall structure of more challenging passages</strong></td>
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<th>Subject Score</th>
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<tr>
<td></td>
<td>KID</td>
<td>CS</td>
<td>IKI</td>
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Current Score Range 20 – 23 Continued –

| PPV | 501 | Infer a purpose in somewhat challenging passages and how that purpose shapes content and style |
| PPV | 509 | 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 |
Current Score Range 24 – 27: Next Step Instruction

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Close Reading</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• explain aspects or characteristics of people, objects, events, or ideas</td>
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<tr>
<td></td>
<td>• read between the lines of a challenging text to develop a reasonable interpretation of the central theme(s) or main point(s)</td>
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<tr>
<td></td>
<td>• divide challenging texts into sections, determining the key points for each section</td>
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<tr>
<td></td>
<td>• summarize one or more paragraphs of a complex text and evaluate the quality of the summary based on specific criteria (e.g., accuracy, suitability, succinctness)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central Ideas, Themes, and Summaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• read texts containing challenging sequences (e.g., flashback, flashforward), discussing how the order of events affects understanding of the text</td>
</tr>
<tr>
<td>• explain how altering a series of events would likely change the outcome of a situation or the actions of the characters</td>
</tr>
<tr>
<td>• identify stated or implied relationships between ideas and/or people and explain how those relationships develop over the course of the text</td>
</tr>
<tr>
<td>• identify clues in a challenging text that suggest possible motives for and effects of a person’s actions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Craft and Structure</th>
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<tbody>
<tr>
<td>Word Meanings and Word Choice</td>
</tr>
<tr>
<td>• predict how changes to the wording of a complex text might convey a different tone or attitude (e.g., from persuasive to serious)</td>
</tr>
<tr>
<td>• analyze figurative and technical language in the media, relating some instances to a personal experience</td>
</tr>
<tr>
<td>• develop and use strategies for deciphering the meanings of words or phrases embedded in richly figurative, academic, or technical contexts</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Purpose and Point of View</th>
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</thead>
<tbody>
<tr>
<td>• determine the primary purpose of specific sections of a text in relation to the text as a whole</td>
</tr>
<tr>
<td>• explain how text structures (e.g., cause-effect, comparison/contrast) are used to achieve the author’s purpose(s) in complex texts</td>
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<tr>
<td>• identify subtle evidence that conveys the author’s or narrator’s point of view in complex texts</td>
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<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
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<tbody>
<tr>
<td>Arguments</td>
</tr>
<tr>
<td>• interpret and integrate details in a complex text in order to verify or contradict a specific point or claim made by the author, narrator, or reader</td>
</tr>
<tr>
<td>Multiple Texts</td>
</tr>
<tr>
<td>• connect details within and across literary narratives to make reasonable conclusions about a person, event, problem, or idea</td>
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<table>
<thead>
<tr>
<th>Reading College and Career Readiness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLR 601 Locate and interpret minor or subtly stated details in more challenging passages</td>
</tr>
<tr>
<td>CLR 602 Locate important details in complex passages</td>
</tr>
<tr>
<td>CLR 603 Draw subtle logical conclusions in more challenging passages</td>
</tr>
<tr>
<td>CLR 604 Draw simple logical conclusions in complex passages</td>
</tr>
<tr>
<td>CLR 605 Paraphrase virtually any statement as it is used in more challenging passages</td>
</tr>
<tr>
<td>IDT 601 Infer a central idea or theme in more challenging passages or their paragraphs</td>
</tr>
<tr>
<td>IDT 602 Summarize key supporting ideas and details in complex passages</td>
</tr>
<tr>
<td>REL 601 Order sequences of events in more challenging passages</td>
</tr>
<tr>
<td>REL 602 Understand implied or subtly stated comparative relationships in more challenging passages</td>
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<tr>
<td>REL 603 Identify clear comparative relationships in complex passages</td>
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<tr>
<td>REL 604 Understand implied or subtly stated cause-effect relationships in more challenging passages</td>
</tr>
<tr>
<td>REL 605 Identify clear cause-effect relationships in complex passages</td>
</tr>
<tr>
<td>WME 601 Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages</td>
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<tr>
<td>WME 602 Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings</td>
</tr>
<tr>
<td>WME 603 Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language</td>
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<tr>
<td>TST 601 Analyze how one or more sentences in complex passages relate to the whole passage</td>
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<tr>
<td>TST 602 Infer the function of paragraphs in more challenging passages</td>
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<tr>
<td>TST 603 Analyze the overall structure of complex passages</td>
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Reading Continued –

Current Score Range 24 – 27 Continued –

<table>
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<tr>
<th>Subject</th>
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<th>Percent Correct</th>
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<tbody>
<tr>
<td>PPV</td>
<td>601</td>
<td>Infer a purpose in more challenging passages and how that purpose shapes content and style</td>
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<tr>
<td>PPV</td>
<td>602</td>
<td>Understand point of view in complex passages</td>
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<tr>
<td>ARG</td>
<td>601</td>
<td>Analyze how one or more sentences in complex passages offer reasons for or support a claim</td>
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<tr>
<td>ARG</td>
<td>602</td>
<td>Infer a central claim in more challenging passages</td>
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<tr>
<td>SYN</td>
<td>601</td>
<td>Draw logical conclusions using information from multiple portions of two literary narratives</td>
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</tbody>
</table>
Current Score Range 28 – 32: Next Step Instruction

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Relationships</th>
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</thead>
</table>
| Close Reading         | • identify facts or details embedded in complex texts  
• synthesize information, making valid generalizations or conclusions about people and situations |
| Central Ideas, Themes, and Summaries | • locate and analyze ideas in a highly complex text and write a well-reasoned summary of the whole text |
|                        | • determine the chronological sequence of events and the spatial relationships in complex texts (e.g., an excerpt from chapter 1 of The Catcher in the Rye by J. D. Salinger)  
• analyze subtle relationships between and among people, objects, events, and ideas in complex texts or films, forming accurate inferences  
• read conflicting viewpoints of an event and use textual evidence to identify which viewpoint has the most reasonable explanations of causes and effects  
• identify implications and possible consequences of actions in highly complex texts |

<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Purpose and Point of View</th>
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</table>
| Word Meanings and Word Choice | • search for words or phrases that suggest the author’s attitude toward his or her subject, characters, or audience  
• employ strategies for defining a difficult concept, such as identifying its characteristics or providing examples of what the concept is and is not like |
| Text Structure         | • explain how some sentence constructions (e.g., using parallel structures, many or no conjunctions, purposeful redundancy) affect the meaning of the text |
|                        | • determine the purpose of a complex text, evaluating the impact of literary devices (e.g., imagery, irony, symbolism) on the text’s meaning |

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<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Arguments</th>
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</table>
| Multiple Texts                    | • examine information from multiple sources and perspectives in order to draw logical conclusions about people, objects, ideas, and situations  
• identify faulty or overly simplistic assumptions or conclusions that go beyond the evidence presented in multiple informational texts |

<table>
<thead>
<tr>
<th>Reading College and Career Readiness Standards</th>
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<tbody>
<tr>
<td>CLR 701 Locate and interpret minor or subtly stated details in complex passages</td>
</tr>
<tr>
<td>CLR 702 Locate important details in highly complex passages</td>
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<tr>
<td>CLR 703 Draw logical conclusions in complex passages</td>
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<tr>
<td>CLR 704 Draw simple logical conclusions in highly complex passages</td>
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<tr>
<td>CLR 705 Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage</td>
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<tr>
<td>CLR 706 Paraphrase statements as they are used in complex passages</td>
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<tr>
<td>IDT 701 Identify or infer a central idea or theme in complex passages or their paragraphs</td>
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<tr>
<td>IDT 702 Summarize key supporting ideas and details in highly complex passages</td>
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<tr>
<td>REL 701 Order sequences of events in complex passages</td>
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<tr>
<td>REL 702 Understand implied or subtly stated comparative relationships in complex passages</td>
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<tr>
<td>REL 703 Identify clear comparative relationships in highly complex passages</td>
</tr>
<tr>
<td>REL 704 Understand implied or subtly stated cause-effect relationships in complex passages</td>
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<tr>
<td>REL 705 Identify clear cause-effect relationships in highly complex passages</td>
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<tr>
<td>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</td>
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<tr>
<td>WME 702 Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings</td>
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<tr>
<td>WME 703 Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language</td>
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<tr>
<td>TST 701 Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex</td>
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<tr>
<td>TST 702 Identify or infer the function of paragraphs in complex passages</td>
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</table>
# Reading Continued –

## Current Score Range 28 – 32 Continued –

<table>
<thead>
<tr>
<th>TST</th>
<th>703</th>
<th>Analyze the overall structure of highly complex passages</th>
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</thead>
<tbody>
<tr>
<td>PPV</td>
<td>701</td>
<td>Identify or infer a purpose in complex passages and how that purpose shapes content and style</td>
</tr>
<tr>
<td>PPV</td>
<td>702</td>
<td>Understand point of view in highly complex passages</td>
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<tr>
<td>ARG</td>
<td>701</td>
<td>Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex</td>
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<tr>
<td>ARG</td>
<td>702</td>
<td>Identify or infer a central claim in complex passages</td>
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<tr>
<td>ARG</td>
<td>703</td>
<td>Identify a clear central claim in highly complex passages</td>
</tr>
<tr>
<td>SYN</td>
<td>701</td>
<td>Draw logical conclusions using information from multiple portions of two informational texts</td>
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<thead>
<tr>
<th>Students in this Score Range</th>
<th>Subject Score</th>
<th>Percent Correct</th>
<th>When and What for Initial OTL</th>
<th>When and What for Reteach OTL</th>
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<td>KID</td>
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**ACT and PreACT:** Current Score Range of 33 – 36 (There is no higher Score Range...PreACT top is 35 and ACT top is 36):

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