

▶ 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	<p>CLR 201. Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>CLR 202. Draw simple logical conclusions about the main characters in somewhat challenging literary narratives</p>
16-19	<p>CLR 301. Locate simple details at the sentence and paragraph level in somewhat challenging passages</p> <p>CLR 302. Draw simple logical conclusions in somewhat challenging passages</p>
20-23	<p>CLR 401. Locate important details in somewhat challenging passages</p> <p>CLR 402. Draw logical conclusions in somewhat challenging passages</p> <p>CLR 403. Draw simple logical conclusions in more challenging passages</p> <p>CLR 404. Paraphrase some statements as they are used in somewhat challenging passages</p>

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.

▶ READING

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

▶ READING

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

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

▶ READING

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

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

▶ READING

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

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

▶ READING

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

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

▶ READING

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

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

▶ READING

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

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

▶ 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

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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

▶ 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	<ul style="list-style-type: none"> • Have a largely straightforward purpose (<i>chiefly literary nonfiction</i>) • Contain literal and inferential levels of meaning (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • Have a largely straightforward to somewhat complex purpose (<i>chiefly literary nonfiction</i>) • Contain literal, inferential, and interpretive levels of meaning (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • Have a somewhat complex to complex purpose; apparent purpose may differ from real purpose (<i>chiefly literary nonfiction</i>) • Contain literal, inferential, and interpretive levels of meaning (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • Have a complex purpose; apparent purpose may differ from real purpose (<i>chiefly literary nonfiction</i>) • Contain literal, inferential, and interpretive levels of meaning (<i>chiefly stories</i>)
	Structure	<ul style="list-style-type: none"> • Use a mostly straightforward structure and a wide range of transitions (<i>chiefly literary nonfiction</i>) • Offer insights into people, situations, and events (e.g., motives) • May contain subplots, flashbacks, and flash-forwards (<i>chiefly stories</i>) • Explore largely straightforward conflicts that may be internal or external (<i>chiefly stories</i>) • May have multiple narrators, with switches clearly signaled; main characters exhibit growth and change (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • Use a somewhat complex structure and a full range of transitions (<i>chiefly literary nonfiction</i>) • 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 (<i>chiefly stories</i>) • Explore subtle conflicts that may be internal or external (<i>chiefly stories</i>) • May have multiple narrators; main characters are well rounded (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • Use a complex structure (<i>chiefly literary nonfiction</i>) • 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 (<i>chiefly stories</i>) • Explore complex conflicts that are largely internal and lack an obvious or easy resolution (e.g., moral dilemmas) (<i>chiefly stories</i>) • May have multiple and/or unreliable narrator(s); main characters are well rounded (<i>chiefly stories</i>)

▶ READING

LITERARY NARRATIVES: STORIES AND LITERARY NONFICTION

	Somewhat Challenging Literary Narratives	More Challenging Literary Narratives	Complex Literary Narratives	Highly Complex Literary Narratives
Language	<ul style="list-style-type: none"> • 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) (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • 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) (<i>chiefly stories</i>) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Depict some abstract ideas and concepts that may be important to understanding the text 	<ul style="list-style-type: none"> • Depict several abstract ideas and concepts that are essential to understanding the text 	<ul style="list-style-type: none"> • Depict numerous abstract ideas and concepts that are essential to understanding the text 	<ul style="list-style-type: none"> • Depict numerous abstract ideas and concepts that are essential to understanding the text

▶ READING

LITERARY NARRATIVES: STORIES AND LITERARY NONFICTION					
		Somewhat Challenging Literary Narratives	More Challenging Literary Narratives	Complex Literary Narratives	Highly Complex Literary Narratives
Density <i>(chiefly literary nonfiction)</i>		<ul style="list-style-type: none"> • Have moderate information/concept density 	<ul style="list-style-type: none"> • Have moderately high information/concept density 	<ul style="list-style-type: none"> • Have high information/concept density 	<ul style="list-style-type: none"> • Have very high information/concept density
	Knowledge Demands: Textual Analysis; Life Experiences; Cultural and Literary Knowledge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 other texts); drawing connections between texts may enhance understanding and appreciation 	<ul style="list-style-type: none"> • 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

INFORMATIONAL TEXTS: SOCIAL SCIENCE, HUMANITIES, AND NATURAL SCIENCE				
	Somewhat Challenging	More Challenging Informational Texts	Complex Informational Texts	Highly Complex Informational Texts
Purpose	<ul style="list-style-type: none"> Have a largely straightforward purpose 	<ul style="list-style-type: none"> Have a largely straightforward to somewhat complex purpose 	<ul style="list-style-type: none"> Have a somewhat complex to complex purpose; apparent purpose may differ from real purpose 	<ul style="list-style-type: none"> Have a complex purpose; apparent purpose may differ from real purpose
Structure	<ul style="list-style-type: none"> Use a mostly straightforward structure and a wide range of transitions Exhibit norms and conventions of a general discipline (e.g., natural science) 	<ul style="list-style-type: none"> Use a somewhat complex structure and a full range of transitions Exhibit norms and conventions of a general discipline (e.g., natural science) 	<ul style="list-style-type: none"> Use a complex structure Exhibit norms and conventions of a general discipline (e.g., natural science) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use some general academic [tier 2] and domain-specific [tier 3] words and phrases Use varied and some long and complicated sentence structures 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Depict some abstract ideas and concepts that may be important to understanding the text 	<ul style="list-style-type: none"> Depict several abstract ideas and concepts that are essential to understanding the text 	<ul style="list-style-type: none"> Depict numerous abstract ideas and concepts that are essential to understanding the text 	<ul style="list-style-type: none"> Depict numerous abstract ideas and concepts that are essential to understanding the text
Density	<ul style="list-style-type: none"> Have moderate information/concept density 	<ul style="list-style-type: none"> Have moderately high information/concept density 	<ul style="list-style-type: none"> Have high information/concept density 	<ul style="list-style-type: none"> Have very high information/concept density

▶ READING

INFORMATIONAL TEXTS: SOCIAL SCIENCE, HUMANITIES, AND NATURAL SCIENCE

	Somewhat Challenging Informational Texts	More Challenging Informational Texts	Complex Informational Texts	Highly Complex Informational Texts
Knowledge Demands: Textual Analysis; Life Experiences; Content and Discipline Knowledge	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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