**ACT Reading Crosswalk Overview**

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| **Key Ideas and Details (KID)--55-60%** |
| **KAS Reading Standard** | **ACT Main Category** | **ACT Code** | **ACT Standard Family** |
| R.CCR.1 | Close Reading | CLR | Locate |
| Draw Conclusions |
| Paraphrase |
| R.CCR.2 | Central Ideas, Themes, and Summaries | IDT | Central Ideas and Themes |
| Summarize Key Ideas and Details |
| R.CCR.3 | Relationships | REL | Comparative Relationships |
| **Craft and Structure (CS)—25-30%** |
| R.CCR.4 | Word Meanings and Word Choice | WME | Interpret Words and Phrases |
| Analyze Words and Phrase Choices |
| R.CCR.5 | Text Structure | TST | Function |
| R.CCR.6 | Purpose and Point of View | PPV | Point of View |
| Intent and Purpose |
| **Integration of Knowledge and Ideas (IKI)—15-18%** |
| R.CCR.8 | Argument | ARG | Identify Claims |
| R.CCR.9 | Multiple Texts | SYN | Compare Two Texts |

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| **Types of Passages** |  | **Reading ACT—Benchmark Analysis** |
| **Passage #** | **Category** | **Possible Topics & Percentages** | **# Questions** | To receive the benchmark score of **20**, students need to answer at least **24-25** questions correctly in **35 minutes.** 40 Questions4 Passages* 3 are longer prose passages
* 1 has two shorter prose passages

35 Minutes  |
| #1 | Prose Fiction/Literary Narrative | Excerpts: novels (90%), short stories, memoirs or personal essays | 10 |
| #2 | Social Science | Essay excerpts: anthropology/social science (30%), geography (40%), history/biography (20%), other--such as political science, psychology, sociology, etc. (10%) | 10 |
| #3 | Humanities | Excerpts: memoirs, architecture/art (20%), film/media (10%), literary criticism (30%), music | 10 |
| #4 | Natural Science | Essay excerpts: life sciences (60%), earth sciences (20%), astronomy/physics (20%) | 10 |

 **Key Ideas and Details: Close Reading (CLR)**

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| **KAS Reading Guiding Principle 1:** Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.  |
| **RL.9-10.1:** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | **RL.11-12.1:** Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.  |
| **RI.9-10. 1**: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | **RI.11-12.1:** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |

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| **ACT: Close Reading (CLR) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| CLR 201. Locate basic facts (e.g., names, dates, events) clearly stated ina passage | CLR 301. Locate simple details at the sentence and paragraph level insomewhat challenging passages | **CLR 401. Locate important details in somewhat challenging passages** | CLR 501. Locate and interpret minor or subtly stated details in somewhat challenging passages | CLR 601. Locate and interpret minor or subtly stated details in morechallenging passages | CLR 701. Locate and interpret minor or subtly stated details incomplex passages |
| CLR 202. Draw simple logical conclusions about the main charactersin somewhat challenging literary narratives | CLR 302. Draw simple logical conclusions in somewhat challengingpassages | **CLR 402. Draw logical conclusions in somewhat challenging passages** | CLR 502. Locate important details in more challenging passages | CLR 602. Locate important details in complex passages | CLR 702. Locate important details in highly complex passages |
|  |  | **CLR 403. Draw simple logical conclusions in more challenging****passages** | CLR 503. Draw subtle logical conclusions in somewhat challengingpassages | CLR 603. Draw subtle logical conclusions in more challengingpassages | CLR 703. Draw logical conclusions in complex passages |
|  |  | **\*\*CLR 404. Paraphrase some statements as they are used in somewhat****challenging passages** | CLR 504. Draw logical conclusions in more challenging passages | CLR 604. Draw simple logical conclusions in complex passages | CLR 704. Draw simple logical conclusions in highly complex passages |
|  |  |  | CLR 505. Paraphrase virtually any statement as it is used in somewhatchallenging passages | CLR 605. Paraphrase virtually any statement as it is used in morechallenging passages | CLR 705. Draw complex or subtle logical conclusions, often bysynthesizing information from different portions of the passage |
|  |  |  | CLR 506. Paraphrase some statements as they are used in morechallenging passages |  | CLR 706. Paraphrase statements as they are used in complexpassages |

\*\*Not specifically mentioned in KAS

 **Key Ideas and Details: Central Ideas, Themes, and Summaries (IDT)**

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| **KAS Reading Guiding Principle 2:** Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.  |
| **RL.9-10.2:** Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.  | **RL.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.  |
| **RI.9-10.2:** Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.  | **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.  |

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| **ACT: Central Ideas, Themes, and Summaries (IDT) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| IDT 201. Identify the topic of passages and distinguish the topic fromthe central idea or theme | IDT 301. Identify a clear central idea in straightforward paragraphs insomewhat challenging literary narratives | **IDT 401. Infer a central idea in straightforward paragraphs in****somewhat challenging literary narratives** | IDT 501. Infer a central idea or theme in somewhat challengingpassages or their paragraphs | IDT 601. Infer a central idea or theme in more challenging passagesor their paragraphs | IDT 701. Identify or infer a central idea or theme in complex passagesor their paragraphs |
|  |  | **IDT 402. Identify a clear central idea or theme in somewhat****challenging passages or their paragraphs** | IDT 502. Identify a clear central idea or theme in more challengingpassages or their paragraphs | IDT 602. Summarize key supporting ideas and details in complexpassages | IDT 702. Summarize key supporting ideas and details in highlycomplex passages |
|  |  | **IDT 403. Summarize key supporting ideas and details in somewhat****challenging passages** | IDT 503. Summarize key supporting ideas and details in morechallenging passages |  |  |
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 **Key Ideas and Details: Relationships (REL)**

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| **KAS Reading Guiding Principle 3:** Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| **RL.9-10.3:** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.  | **RL.11-12.3:** Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.  |
| **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.  | **RI.11-12.3:** Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.  |

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| **ACT: Relationships (REL) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| REL 201. Determine when (e.g., first, last, before, after) an event occursin somewhat challenging passages | REL 301. Identify clear comparative relationships between maincharacters in somewhat challenging literary narratives | **\*\*REL 401. Order simple sequences of events in somewhat challenging****literary narratives** | REL 501. Order sequences of events in somewhat challengingpassages | REL 601. Order sequences of events in more challenging passages | REL 701. Order sequences of events in complex passages |
| REL 202. Identify simple cause-effect relationships within a singlesentence in a passage | REL 302. Identify simple cause-effect relationships within a singleparagraph in somewhat challenging literary narratives | **REL 402. Identify clear comparative relationships in somewhat****challenging passages** | REL 502. Understand implied or subtly stated comparativerelationships in somewhat challenging passages | REL 602. Understand implied or subtly stated comparativerelationships in more challenging passages | REL 702. Understand implied or subtly stated comparativerelationships in complex passages |
|  |  | **REL 403. Identify clear cause-effect relationships in somewhat****challenging passages** | REL 503. Identify clear comparative relationships in more challenging passages | REL 603. Identify clear comparative relationships in complexpassages | REL 703. Identify clear comparative relationships in highly complex passages |
|  |  |  | REL 504. Understand implied or subtly stated cause-effectrelationships in somewhat challenging passages | REL 604. Understand implied or subtly stated cause-effectrelationships in more challenging passages | REL 704. Understand implied or subtly stated cause-effectrelationships in complex passages |
|  |  |  | REL 505. Identify clear cause-effect relationships in more challenging passages | REL 605. Identify clear cause-effect relationships in complexpassages | REL 705. Identify clear cause-effect relationships in highly complex passages |

\*\*Not specifically mentioned in KAS

**Craft and Structure: Word Meanings and Word Choice (WME)**

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| **KAS Reading Guiding Principle 4:** Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  | **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.  |
| **RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  | **RI.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  |

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| **ACT: Word Meanings and Word Choice (WME) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| WME 201. Understand the implication of a familiar word or phraseand of simple descriptive language | WME 301. Analyze how the choice of a specific word or phrase shapesmeaning or tone in somewhat challenging passages when the effect is simple | **WME 401. Analyze how the choice of a specific word or phrase shapes****meaning or tone in somewhat challenging passages** | WME 501. Analyze how the choice of a specific word or phraseshapes meaning or tone in somewhat challenging passages when the effect is subtle | WME 601. Analyze how the choice of a specific word or phraseshapes meaning or tone in complex passages | WME 701. Analyze how the choice of a specific word or phraseshapes meaning or tone in passages when the effect is subtle orcomplex |
|  | WME 302. Interpret basic figurative language as it is used in a passage | **WME 402. Interpret most words and phrases as they are used in****somewhat challenging passages, including determining technical,****connotative, and figurative meanings** | WME 502. Analyze how the choice of a specific word or phraseshapes meaning or tone in more challenging 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 702. Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings |
|  |  |  | WME 503. Interpret virtually any word or phrase as it is used insomewhat challenging passages, including determining technical,connotative, and figurative meanings | WME 603. Interpret words and phrases in a passage that makesconsistent use of figurative, general academic, domain-specific, or otherwise difficult language | WME 703. Interpret words and phrases in a passage that makesextensive use of figurative, general academic, domain-specific, or otherwise difficult language |
|  |  |  | WME 504. Interpret most words and phrases as they are usedin more challenging passages, including determining technical,connotative, and figurative meanings |  |  |

 **Craft and Structure: Text Structure (TST)**

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| **KAS Reading Guiding Principle 5:** Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.  |
| **RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.  | **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.  |
| **RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.  | **RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.  |

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| **ACT: Text Structure (TST) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| TST 201. Analyze how one or more sentences in passages relate to thewhole passage when the function is stated or clearly indicated | TST 301. Analyze how one or more sentences in somewhatchallenging passages relate to the whole passage when the function is simple | **TST 401. Analyze how one or more sentences in somewhat****challenging passages relate to the whole passage** | TST 501. Analyze how one or more sentences in somewhatchallenging passages relate to the whole passage when the function is subtle | TST 601. Analyze how one or more sentences in complex passagesrelate to the whole passage | TST 701. Analyze how one or more sentences in passages relate tothe whole passage when the function is subtle or complex |
|  | TST 302. Identify a clear function of straightforward paragraphs insomewhat challenging literary narratives | **TST 402. Infer the function of straightforward paragraphs in somewhat****challenging literary narratives** | TST 502. Analyze how one or more sentences in more challengingpassages relate to the whole passage | TST 602. Infer the function of paragraphs in more challengingpassages | TST 702. Identify or infer the function of paragraphs in complexpassages |
|  |  | **TST 403. Identify a clear function of paragraphs in somewhat****challenging passages** | TST 503. Infer the function of paragraphs in somewhat challenging passages | TST 603. Analyze the overall structure of complex passages | TST 703. Analyze the overall structure of highly complex passages |
|  |  | **TST 404. Analyze the overall structure of somewhat challenging****passages** | TST 504. Identify a clear function of paragraphs in more challengingpassages |  |  |
|  |  |  | TST 505. Analyze the overall structure of more challenging passages |  |  |

 **Craft and Structure: Purpose and Point of View (PPV)**

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| **KAS Reading Guiding Principle 6:** Students will analyze how point of view, perspective and purpose shape the content and style of a text.  |
| **RL.9-10.6:** Analyze a particular author’s perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.  | **RL.11-12.6:** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.  |
| **RI.9-10.6**: Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.  | **RI.11-12.6:** Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.  |

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| **ACT: Purpose and Point of View (PPV) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| PPV 201. Recognize a clear intent of an author or narrator in somewhat challenging literary narratives | PPV 301. Recognize a clear intent of an author or narrator in somewhat challenging passages | **PPV 401. Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style** | PPV 501. Infer a purpose in somewhat challenging passages and how that purpose shapes content and style | PPV 601. Infer a purpose in more challenging passages and how that purpose shapes content and style | PPV 701. Identify or infer a purpose in complex passages and how that purpose shapes content and style |
|  |  | **PPV 402. Understand point of view in somewhat challenging passages** | PPV 502. Identify a clear purpose of more challenging passages and how that purpose shapes content and style | PPV 602. Understand point of view in complex passages | PPV 702. Understand point of view in highly complex passages |
|  |  |  | PPV 503. Understand point of view in more challenging passages |  |  |
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 **Integration of Knowledge and Ideas: Argument (ARG)**

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| **KAS Reading Guiding Principle 8:** Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.  |
| **RL.9-10.8:** (RL.9-10.8 not applicable to literature) | **RL.11-12.8:** (RL.11-12.8 not applicable to literature) |
| **RI.9-10.8**: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.  | **RI.11-12.8:** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.  |

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| **ACT: Argument (ARG) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| ARG 201. Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated | ARG 301. Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple | **ARG 401. Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim** | ARG 501. Analyze how one or more sentences in more challenging passages offer reasons for or support a claim | ARG 601. Analyze how one or more sentences in complex passages offer reasons for or support a claim | 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 402. Identify a clear central claim in somewhat challenging passages** | ARG 502. Infer a central claim in somewhat challenging passages | ARG 602. Infer a central claim in more challenging passages | ARG 702. Identify or infer a central claim in complex passages |
|  |  |  | ARG 503. Identify a clear central claim in more challenging passages |  | ARG 703. Identify a clear central claim in highly complex passages |
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 **Integration of Knowledge and Ideas: Multiple Texts (SYN)**

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| **KAS Reading Guiding Principle 9:** Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work.  | **RL.11-12.9:** Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.  |
| **RI.9-10.9:** Analyze documents of historical and literary significance, including how they address related themes and concepts.  | **RI.11-12.9:** Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.  |

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| **ACT: Multiple Texts (SYN) Scoring Range with Standards** |
| **Approaching Benchmark** | **Meets Benchmark** | **Exceeds Benchmark** |
| **13-15** | **16-19** | **20-23** | **24-27** | **28-32** | **33-36** |
| SYN 201. Make simple comparisons between two passages | SYN 301. Make straightforward comparisons between two passages | **SYN 401. Draw logical conclusions using information from two literary****narratives** | SYN 501. Draw logical conclusions using information from twoinformational texts | SYN 601. Draw logical conclusions using information from multipleportions of two literary narratives | SYN 701. Draw logical conclusions using information from multipleportions of two informational texts |
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