

Draft NE English Language Arts PLDs

	Developing (ELA Score 1–17)	On Track (ELA Score 18–19)	ACT Benchmark (ELA Score 20–36)
Production of Writing	<p>Students performing at the Developing level demonstrate limited skill at developing a topic effectively and achieving logical organization and cohesion when analyzing and revising texts:</p> <ul style="list-style-type: none"> ● Determine the transition words, phrases, and sentences needed to establish relationships (e.g., <i>then, this time</i>) ● Determine whether an essay has met an obvious goal requiring basic comprehension ● Recognize a conclusion to a paragraph or essay (e.g., expressing one of the essay’s main ideas) ● Identify the purpose of a word or phrase (e.g., identifying a person, defining a basic term, using common descriptive adjectives) when the purpose is clear ● Delete material because it is obviously irrelevant to the topic or focus of the essay ● Determine the most logical place for a sentence in a paragraph or essay 	<p>Students performing at the On Track level demonstrate skill at developing a topic effectively and achieving logical organization and cohesion when analyzing and revising texts:</p> <ul style="list-style-type: none"> ● Analyze the transition words, phrases, and sentences needed to establish relationships or maintain cohesion (e.g., <i>first, afterward, in response, nevertheless</i>) ● Determine whether an essay has met a clear goal by analyzing evidence ● Analyze an introduction or conclusion to a straightforward paragraph or essay ● Analyze the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) ● Analyze the relevance of material to the focus of the essay ● Analyze the most logical place for a sentence in a paragraph or essay 	<p>Students performing at the ACT Benchmark level demonstrate consistent skill at developing a topic effectively and achieving logical organization and cohesion when analyzing and revising texts:</p> <ul style="list-style-type: none"> ● Evaluate the transition words, phrases, and sentences needed to establish subtle logical relationships within and between sentences (e.g., <i>therefore, however, in addition</i>) ● Determine whether an essay has met a specific, complex goal by evaluating evidence ● Evaluate the effectiveness of an introduction or conclusion to a paragraph or essay (e.g., supporting or emphasizing an essay’s main idea) ● Evaluate the purpose of a word, phrase, or sentence to accomplish a complex purpose (e.g., sharpening an essay’s focus, illustrating a given statement) ● Evaluate the relevance of material to the focus of the paragraph ● Evaluate the most logical place for a sentence in a fairly complex paragraph or essay ● Evaluate the arrangement of sentences and paragraphs in an essay for the sake of logic ● Evaluate the best place to divide a paragraph to meet a particular rhetorical goal
Knowledge of Language	<p>To a limited degree, these students use knowledge of language to make effective choices for meaning or style:</p> <ul style="list-style-type: none"> ● Revise vague, clumsy, and confusing writing that creates obvious logic problems ● Delete obviously redundant and wordy material when the problem is contained within a single phrase ● Revise expressions that deviate markedly from the style and tone of the essay 	<p>These students use knowledge of language to make somewhat effective choices for meaning or style:</p> <ul style="list-style-type: none"> ● Revise vague, clumsy, and confusing writing for clarity ● Delete redundant and wordy material when the problem is contained within a single phrase ● Revise expressions that deviate from the style and tone of the essay ● Use the word or phrase most appropriate to the content of the sentence when the vocabulary is relatively common ● Determine the need for conjunctions to create obvious logical links between clauses ● Make decisions about word choice to express an idea based on context 	<p>These students use knowledge of language consistently to make effective choices for meaning or style:</p> <ul style="list-style-type: none"> ● Revise confusing writing for clarity and to maintain stylistic consistency ● Delete redundant and wordy material when the meaning of the entire sentence or paragraph must be considered ● Revise expressions that deviate in subtle ways from the style and tone of the essay ● Use the word or phrase most appropriate to the content of the sentence when the vocabulary is uncommon ● Determine the need for conjunctions to create logical links between clauses ● Make decisions about word choice to precisely express an idea based on context <p>Students performing at the upper end of the ACT Benchmark level also exhibit higher-level skill:</p> <ul style="list-style-type: none"> ● Delete redundant and wordy material that involves sophisticated language when the meaning of the entire paragraph or essay must be considered

Draft NE English Language Arts PLDs

Conventions of English	<p>These students demonstrate inconsistent command of the conventions of standard English grammar, usage, and punctuation:</p> <ul style="list-style-type: none"> ● Recognize and correct obvious disturbances in sentence structure (e.g., awkward-sounding fragments, fused sentences, lack of parallelism within a simple series of words or phrases) ● Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>) ● Use commas to set off introductory elements ● Delete unnecessary commas that disrupt meaning ● Delete commas that disturb sentence flow (e.g., between modifier and modified element) ● Use appropriate punctuation in simple situations (e.g., simple items in a series) ● Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and run-on sentences as well as obviously faulty subordination and coordination of clauses ● Ensure subject-verb agreement in simple clauses ● Recognize and correct inappropriate shifts in verb tense and voice between simple clauses in a sentence or between simple adjoining sentences ● Form the past tense and past participle of irregular but commonly used verbs ● Use idiomatically appropriate prepositions in simple contexts ● Form comparative and superlative adjectives ● Determine whether an adjective form or an adverb form is appropriate in a given situation ● Ensure simple pronoun-antecedent agreement 	<p>These students demonstrate command of the conventions of standard English grammar, usage, and punctuation:</p> <ul style="list-style-type: none"> ● Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs, run-on sentences) ● Recognize and correct expressions that deviate from idiomatic English (e.g., <i>increase</i> something vs. <i>rise</i> something) ● Use the appropriate word in frequently confused pairs (e.g., <i>than</i> and <i>then</i>) ● Use commas to set off simple parenthetical elements ● Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) ● Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) ● Determine whether an element is essential or nonessential and punctuate accordingly; use appropriate punctuation for nonessential clauses and introductory phrases ● Use punctuation to avoid ambiguity ● Determine the need for punctuation or conjunctions to correct fragments and run-on sentences as well as faulty subordination and coordination of clauses ● Ensure subject-verb agreement when there is some text between the subject and verb or the sentence structure is somewhat complex ● Recognize and correct inappropriate shifts in verb tense and voice ● Form the past tense and past participle of irregular verbs ● Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>) ● Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”) ● Ensure pronoun-antecedent agreement when the pronoun and antecedent are separated within longer sentences with complex structures ● Delete apostrophes used incorrectly to form plural nouns 	<p>These students demonstrate consistent command of the conventions of standard English grammar, usage, and punctuation:</p> <ul style="list-style-type: none"> ● Recognize and correct subtle disturbances in sentence structure (e.g., sentences with faulty placement of phrases, dangles where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences, lack of parallelism) ● Recognize and correct expressions that deviate from idiomatic English ● Use commas to correctly punctuate appositives ● Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>) ● Use punctuation to clarify and avoid ambiguity; use punctuation to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items) ● Use punctuation to set off complex parenthetical elements ● Recognize and correct inappropriate uses of colons and semicolons ● Ensure subject-verb agreement in challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) ● Maintain consistent and logical verb tense and pronoun person based on the preceding clause or sentence ● Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone</i>, not <i>would of gone</i>) ● Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences ● Use apostrophes to form possessive nouns and pronouns ● Use pronouns correctly, including instances when the pronoun and antecedent occur in separate clauses or sentences ● Recognize and correct vague and ambiguous pronouns <p>Students performing at the upper end of the ACT Benchmark level also exhibit higher-level skill:</p> <ul style="list-style-type: none"> ● Maintain consistent and logical pronoun person and verb tense and voice based on the paragraph or essay as a whole ● Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb ● Use the appropriate word in less-common confused pairs (e.g., <i>allude</i> and <i>elude</i>) ● Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i>
-------------------------------	---	--	--

Draft NE English Language Arts PLDs

	Developing (ELA Score 1–17)	On Track (ELA Score 18–19)	ACT Benchmark (ELA Score 20–36)
			<ul style="list-style-type: none"> • Delete punctuation around essential/restrictive appositives or clauses • Use a colon to introduce an example or an elaboration

	Developing (ELA Score 1–17)	On Track (ELA Score 18–19)	ACT Benchmark (ELA Score 20–36)
Range of Reading and Text Complexity	Students performing at the Developing level are somewhat able to comprehend a range of literary and informational texts at the <i>More Challenging*</i> and <i>Complex*</i> text-complexity levels.	Students performing at the On Track level are able to comprehend a range of literary and informational texts at the <i>More Challenging*</i> and <i>Complex*</i> text-complexity levels.	Students performing at the ACT Benchmark level are able to comprehend a range of literary and informational texts at the <i>More Challenging*</i> , <i>Complex*</i> , and <i>Highly Complex*</i> text-complexity levels.
Key Ideas and Details	<p>To demonstrate close reading of these literary and informational texts, students performing at this level are able to:</p> <ul style="list-style-type: none"> • Locate clearly stated basic facts (e.g., names, dates, events) and inconsistently locate important details • Infer and draw simple conclusions based on textual evidence • Identify clear comparative relationships between elements and characters in literary narratives (including literary nonfiction) • Locate simple details at the sentence and paragraph levels • Identify a clear main idea in paragraphs • Identify simple cause-effect relationships at the sentence and paragraph levels • Determine when (e.g., first, last, before, after) an event occurs • Identify the topic of a passage and distinguish the topic from the main idea or theme 	<p>To demonstrate close reading of these literary and informational texts, students performing at this level are able to:</p> <ul style="list-style-type: none"> • Consistently locate important details • Infer and draw conclusions based on textual evidence (e.g., determine whether a short passage implicitly answers a specific question; interpret the meaning of a key sentence) • Identify comparative relationships between elements and characters in literary narratives (including literary nonfiction) • Summarize key supporting ideas and details • Identify and sometimes infer a main idea in a paragraph or passage • Identify somewhat complex cause-effect relationships • Order simple sequences of events • Infer a main idea or theme in a passage or its paragraphs • Paraphrase some statements 	<p>To demonstrate close reading of these literary and informational texts, students performing at this level are able to:</p> <ul style="list-style-type: none"> • Locate, interpret, and possibly synthesize minor or subtly stated details • Infer and draw subtle conclusions, sometimes based on several pieces of textual evidence • Identify subtle comparative relationships between elements and characters in literary narratives (including literary nonfiction) • Synthesize key supporting ideas and details • Infer main ideas • Infer subtly stated cause-effect relationships • Order sequences of events • Infer a complex main idea or theme in a passage or its paragraphs • Summarize and paraphrase virtually any statement as it is used in a passage • Infer how changes to a story or text would produce specific effects on the reader
Craft and Structure	<p>These students are developing their understanding about the author’s craft and the text structure in order to:</p> <ul style="list-style-type: none"> • Understand the implication of a familiar word or phrase and of simple descriptive language • Determine the meaning of a common word or phrase based on context • Analyze how one or more sentences in a passage relate to the whole passage when the function is stated or clearly indicated • Identify important attributes of a passage narrator • Recognize the clear purpose of an author or narrator • Identify the passage narrator • Identify a clear function of simple paragraphs • Identify and interpret basic figurative language • Identify simple functions of specific pieces of information in the text 	<p>These students are able to use knowledge about the author’s craft and the text structure in order to:</p> <ul style="list-style-type: none"> • Interpret most words and phrases as they are used in a passage, including determining technical, connotative, and figurative meanings • Analyze how the choice of a specific word or phrase shapes meaning or tone • Analyze how one or more sentences in a passage relate to the whole passage • Infer the function of straightforward paragraphs in literary narratives • Identify an author’s purpose and how that purpose shapes content and style • Analyze an author’s credibility based on several pieces of information in the passage • Analyze the effects of point of view • Identify a clear function of individual paragraphs within the passage as a whole • Interpret figurative language 	<p>These students are able to use knowledge about the author’s craft and the text structure in order to:</p> <ul style="list-style-type: none"> • Interpret most words or phrases as they are used in a passage, including determining technical, connotative, and figurative meanings, especially when the meaning is subtle • Analyze how the choice of a specific word or phrase shapes meaning or tone in a passage when the effect is subtle • Analyze how one or more sentences in a passage relate to the whole passage when the function is subtle • Identify or infer the primary writing purpose of a passage • Infer an author’s purpose and how that purpose shapes content and style • Analyze an author’s credibility based on a particular detail or statement in the passage • Analyze the effects of point of view • Analyze the function of individual paragraphs within the passage as a whole • Interpret the meaning and effect of figurative language

Draft NE English Language Arts PLDs

	Developing (ELA Score 1–17)	On Track (ELA Score 18–19)	ACT Benchmark (ELA Score 20–36)
Integration of Knowledge and Ideas	<p>Students performing at this level are developing skills for integrating knowledge and ideas from across texts and multiple related texts. They are able to:</p> <ul style="list-style-type: none"> • Make simple comparisons between two passages • Analyze how one or more sentences in a passage support a claim when the relationship is simple or clearly indicated 	<p>Students performing at this level integrate knowledge and ideas from across texts and multiple related texts. They are able to:</p> <ul style="list-style-type: none"> • Draw conclusions using information from two literary narratives or two related passages • Analyze how one or more sentences in a passage support a claim; understand the specific claim that an author uses evidence to support 	<p>Students performing at this level integrate knowledge and ideas from across texts and multiple related texts. They are able to:</p> <ul style="list-style-type: none"> • Analyze the overall structure of a passage in a complex or highly complex text • Analyze stated and implied functions of specific pieces of information in the text when the function is subtle • Draw conclusions using information from two portions of two informational texts; synthesize key supporting ideas and details across texts • Analyze how one or more sentences in a passage support a claim when the relationship is subtle or complex • Identify elements that are similar in two passages, based on careful reading and comparison • Paraphrase portions of a passage in order to interpret a second passage (written about/in response to the first passage)

**More Challenging, Complex, and Highly Complex refer to levels on ACT’s qualitative text complexity rubrics for literary narrative and informational texts. The rubrics, which are published online with [ACT’s College and Career Readiness Standards](#), are reproduced below.*

Draft NE English Language Arts PLDs

Writing	Developing (ELA Score 1–17)	On Track (ELA Score 18–19)	ACT Benchmark (ELA Score 20–36)
Ideas and Analysis	<ul style="list-style-type: none"> Students performing at the Developing Level may be able to write an argumentative text that responds to at least one perspective in addition to their own on a substantive topic, but the argument may be limited in focus. The writing may establish a thesis claim with limited clarity in thought and purpose, and it may provide analysis of the issue and perspectives, but analysis may be simplistic, unfocused, or limited. 	<ul style="list-style-type: none"> Students performing at the On Track Level are able to write an argumentative text that responds to at least one perspective in addition to their own on a substantive topic. The writing establishes a general thesis claim that provides a limited or tangential context for analysis of the issue and other perspectives about the issue, and it provides a straightforward analysis. 	<ul style="list-style-type: none"> Students performing at the ACT Benchmark Level are able to write an argumentative text that engages with at least one perspective in addition to their own on a substantive topic. The writing establishes a clear thesis claim that creates a relevant context for analysis of the issue and other perspectives about the issue, and it provides a critical analysis that may recognize implications and complexities. At the upper end of this range, the thesis claim is precise and creates a thoughtful context for analysis.
Development and Support	<ul style="list-style-type: none"> Students may generate ideas but often rely on summarizing those provided in the prompt, and they support claims with evidence that may be weak or disjointed. Reasoning and examples often lack clarity or do not fully clarify the argument. 	<ul style="list-style-type: none"> Students can develop ideas and support claims with mostly relevant evidence, but evidence is often overly general or simplistic. Reasoning and examples mostly clarify the argument but may be somewhat repetitious or imprecise. 	<ul style="list-style-type: none"> Students can develop ideas and support claims with relevant evidence that clarifies meaning. Reasoning and examples adequately convey the significance of the argument and may deepen the reader’s insight into the topic. Claims are qualified and complications explored in order to extend the analysis. At the upper end of this range, reasoning and examples are well integrated and enrich ideas and analysis.
Organization	<ul style="list-style-type: none"> Student writing may show a basic organizational structure. Ideas may be grouped consistently, but sometimes relationships may be unclear. Transitions between and within paragraphs are missing, repetitious, weak, or only sometimes establish the relationship among ideas. 	<ul style="list-style-type: none"> Student writing exhibits a basic organizational structure, including a functional introduction and conclusion. The overall shape of the text is mostly summary rather than analysis. The text largely coheres, with most ideas logically grouped together. Transitions between paragraphs establish the relationship among ideas. 	<ul style="list-style-type: none"> Student writing exhibits a clear organizational strategy, including an effective introduction and conclusion. The overall shape of the text reflects the student’s analysis rather than summary. Ideas, reasons, and evidence are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas, including those associated with different perspectives. At the upper end of this range, the student’s writing exhibits a skillful organizational strategy that consistently clarifies the relationships among ideas.
Language Use and Conventions	<ul style="list-style-type: none"> Word choice may be simplistic and imprecise. Sentence structures are sometimes unclear. Stylistic choices, including voice, tone, and diction, are inconsistent and not always appropriate for the given writing purpose and topic. Errors in grammar, usage, and mechanics are often present and interfere with understanding. 	<ul style="list-style-type: none"> Word choice is general and occasionally imprecise. Sentence structures are usually clear but show limited variety. Stylistic choices, including voice, tone, and diction, are sometimes appropriate for the given writing purpose and topic. Errors in grammar, usage, and mechanics are present in the writing but generally do not interfere with understanding. 	<ul style="list-style-type: none"> Word choice is adequate. Sentence structures are clear and demonstrate some variety. Stylistic choices, including voice, tone, and diction, are appropriate for the given writing purpose and topic. While errors in grammar, usage, and mechanics may be present, they do not interfere with understanding. At the upper end of this range, word choice is precise, sentence structures are varied, and stylistic choices are strategic and effective.

ACT Qualitative Text Complexity Rubrics for Literary Narrative and Informational Texts

The following rubrics are used by ACT ELA content specialists in conjunction with quantitative metrics to evaluate the text complexity of passages used on the ACT reading test. The levels Basic to Highly Complex describe the full range of text complexity used on ACT reading assessments at grades 3 through High School. Only passages at the More Challenging, Complex, and Highly Complex levels are used on the ACT assessment.

Literary Narrative

				Texts used on the ACT assessment		
	Basic	Straightforward	Somewhat Challenging	More Challenging	Complex	Highly Complex
Purpose/Levels of meaning	<ul style="list-style-type: none"> Have a simple purpose (chiefly literary nonfiction) Meaning is literal (chiefly stories) 	<ul style="list-style-type: none"> Have a simple purpose (chiefly literary nonfiction) Contain literal and inferential levels of meaning (chiefly stories) 	<ul style="list-style-type: none"> Have a largely straightforward purpose (chiefly literary nonfiction) Contain literal and inferential levels of meaning (chiefly stories) 	<ul style="list-style-type: none"> Have a largely straightforward to somewhat complex purpose (chiefly literary nonfiction) Contain literal, inferential, and interpretive levels of meaning (chiefly stories) 	<ul style="list-style-type: none"> Have a somewhat complex to complex purpose; apparent purpose may differ from real purpose (chiefly literary nonfiction) Contain literal, inferential, and interpretive levels of meaning (chiefly stories) 	<ul style="list-style-type: none"> Have a complex purpose; apparent purpose may differ from real purpose (chiefly literary nonfiction) Contain literal, inferential, and interpretive levels of meaning (chiefly stories)
Structure	<ul style="list-style-type: none"> Have simple, familiar plots; events are related in chronological order Have mostly simple, usually external conflicts Employ a single narrator; character descriptions generally flat 	<ul style="list-style-type: none"> Use a simple and heavily signaled structure with clear transitions Use simple subplots, flashbacks, and flash-forwards when possible (chiefly stories) Conflicts are straightforward and often external (chiefly stories) Employ a single narrator; have main and minor characters showing some depth (chiefly stories) Offer basic insights into characters, people, situations, and events (e.g., simple motives) 	<ul style="list-style-type: none"> Use a mostly straightforward structure and a wide range of transitions (chiefly literary nonfiction) Offer insights into people, situations, and events (e.g., motives) May contain subplots, flashbacks, and flash-forwards (chiefly stories) Explore largely straightforward conflicts that may be internal or external (chiefly stories) May have multiple narrators, with switches clearly signaled; main characters exhibit growth and change (chiefly stories) 	<ul style="list-style-type: none"> Use a somewhat complex structure and a full range of transitions (chiefly literary nonfiction) 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 (chiefly stories) Explore subtle conflicts that may be internal or external (chiefly stories) May have multiple narrators; main characters are well rounded (chiefly stories) 	<ul style="list-style-type: none"> Use a complex structure (chiefly literary nonfiction) 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 (chiefly stories) Explore complex conflicts that are largely internal and lack an obvious or easy resolution (e.g., moral dilemmas) (chiefly stories) May have multiple and/or unreliable narrator(s); main characters are well rounded (chiefly stories) 	<ul style="list-style-type: none"> Use a highly complex structure (chiefly literary nonfiction) Offer sophisticated and profound insights into people, situations, and events (e.g., philosophical commentary) Contain plots that are intricate, nonlinear, and/or difficult to discern; may lack resolution or may not be plot driven (chiefly stories) Explore complex conflicts that are largely internal and lack an obvious or easy resolution (e.g., moral dilemmas) (chiefly stories) May have multiple and/or unreliable narrator(s); main characters are well rounded (chiefly stories)
Language	<ul style="list-style-type: none"> Use mostly contemporary and familiar words and phrases; some polysyllabic words Some use domain-specific [tier 3] words and phrases (chiefly literary nonfiction) Sentences are mostly short and basic with some variety Mostly literal language; a few instances of simple nonliteral and figurative language and 	<ul style="list-style-type: none"> Use mostly contemporary and familiar words and phrases (chiefly stories) Use some general academic [tier 2] and domain-specific [tier 3] words and phrases Sentence structures are somewhat varied and more or less formal than in everyday 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) 	<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 	<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., 	<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.,

Draft NE English Language Arts PLDs

	<p>literary devices (simple similes and metaphors)</p> <ul style="list-style-type: none"> Observe language conventions (e.g., standard paragraph breaks) 	<ul style="list-style-type: none"> Use mostly literal language and some simple nonliteral and figurative language and literary devices Observe language conventions (e.g., standard paragraph breaks) 	<ul style="list-style-type: none"> Observe language conventions (e.g., standard paragraph breaks) 	<p>figurative language and literary devices (e.g., symbols, irony)</p> <ul style="list-style-type: none"> Largely observe language conventions, with some unconventional elements possible (e.g., dialogue marked with dashes) (chiefly stories) 	<p>extended metaphors, satire, parody)</p> <ul style="list-style-type: none"> May use unconventional language structures (e.g., stream of consciousness) 	<p>extended metaphors, satire, parody)</p> <ul style="list-style-type: none"> Use unconventional language structures (e.g., stream of consciousness)
Abstractness	<ul style="list-style-type: none"> Mostly concrete objects and events depicted 	<ul style="list-style-type: none"> Some abstract ideas and concepts depicted 	<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"> Low information/concept density; ideas/concepts often repeated. 	<ul style="list-style-type: none"> Moderately low information/concept 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
Knowledge Demands	<ul style="list-style-type: none"> Assume readers can handle simple themes, morals, or situations Assume readers can relate to common experiences and fantasy settings and characters Call on knowledge about story conventions Have low intertextuality (i.e., make no/few or unimportant connections to other texts) 	<ul style="list-style-type: none"> Assume readers can read on literal and inferential levels Assume readers can handle simple themes, morals, or situations Assume readers can relate to common experiences, fantasy settings and characters, and some experiences outside their own Call on everyday knowledge and familiarity with genre conventions 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 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

Draft NE English Language Arts PLDs

Informational

	Texts used on the ACT assessment					
	Basic	Straightforward	Somewhat Challenging	More Challenging	Complex	Highly Complex
Purpose	<ul style="list-style-type: none"> Have a simple purpose 	<ul style="list-style-type: none"> Have a straightforward 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 simple and heavily signaled text structure with basic transitions Exhibit norms and conventions of a broad genre (e.g., informational text) 	<ul style="list-style-type: none"> Use a straightforward structure with clear transitions Exhibit norms and conventions of a broad field of study (e.g., science) 	<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 domain-specific [tier 3] words and phrases Use mostly short and basic sentences 	<ul style="list-style-type: none"> Use some domain-specific [tier 3] words and phrases, with sparse use of general academic [tier 2] vocabulary Use somewhat varied sentence structures 	<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 mostly concrete objects and events 	<ul style="list-style-type: none"> Depict some abstract ideas and concepts 	<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 low information density; often repeat ideas and concepts. 	<ul style="list-style-type: none"> Have moderately low information/concept 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
Knowledge Demands	<ul style="list-style-type: none"> Assume readers can read on a literal reading level Assume readers can handle perspectives, values, and ideas close to their own Assume readers have everyday knowledge with increasing ability to read independently for meaning Have low intertextuality (i.e., make no/few or unimportant connections to other texts) 	<ul style="list-style-type: none"> Assume readers can read on literal and inferential reading levels Assume readers can handle perspectives, values, and ideas close to their own Assume readers have everyday knowledge and some broad 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 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