

The American Diploma Project Benchmarks in English are compared with the ACT *College Readiness Standards*.

| ADP Benchmarks: English | ACT: College Readiness Standards |
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| A. Language | |
| A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling. | Sentence Structure and Formation (13-15) Use conjunctions or punctuation to join simple clauses. Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. |
| | Sentence Structure and Formation (16-19) Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences. Decide the appropriate verb tense and voice by considering the meaning of the entire sentence. |
| | Sentence Structure and Formation (20-23) Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) |
| | Sentence Structure and Formation (24-27) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems. Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence. |
| | Sentence Structure and Formation (28-32) Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs. Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole. |
| | Sentence Structure and Formation (33-36) Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses. |
| | Conventions of Usage (13-15) Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives. |
| | Conventions of Usage (16-19) Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts. Recognize and use the appropriate word in frequently confused pairs, such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i> . |
| | Conventions of Usage (20-23) Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>). Ensure that a |

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| | verb agrees with its subject when there is some text between the two. |
| | Conventions of Usage (24-27) Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences. Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i> . |
| | Conventions of Usage (28-32) 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> . Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun). |
| | Conventions of Usage (33-36) Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas. Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb. |
| | Conventions of Punctuation (13-15) Delete commas that create basic sense problems (e.g., between verb and direct object) |
| | Conventions of Punctuation (16-19) Provide appropriate punctuation in straightforward situations (e.g., items in a series). Delete commas that disturb the sentence flow (e.g., between modifier and modified element). |
| | Conventions of Punctuation (20-23) Use commas to set off simple parenthetical phrases. Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause). |
| | Conventions of Punctuation (24-27) Use punctuation to set off complex parenthetical phrases. Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>). Use apostrophes to indicate simple possessive nouns. Recognize inappropriate uses of colons and semicolons. |
| | Conventions of Punctuation (28-32) Use commas to set off a nonessential/nonrestrictive appositive or clause. Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical). Use an apostrophe to show possession, especially with irregular plural nouns. Use a semicolon to indicate a relationship between closely related independent clauses. |
| | Conventions of Punctuation (33-36) Use a colon to introduce an example or an elaboration. |
| A2. Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, pronunciation, | |

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| etymology, spelling and usage of words. | |
| A3. Use roots, affixes and cognates to determine the meaning of unfamiliar words. | |
| A4. Use context to determine the meaning of unfamiliar words. | Meanings of Words (13-15) Understand the implication of a familiar word or phrase and of simple descriptive language. |
| | Meanings of Words (16-19) Use context to understand basic figurative language. |
| | Meanings of Words (20-23) Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. |
| | Meanings of Words (24-27) Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. |
| | Meanings of Words (28-32) Determine the appropriate meaning of words, phrases, or statements from figurative and somewhat technical contexts. |
| | Meanings of Words (33-36) Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage. |
| A5. Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication. | |
| A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication. | |
| A7. Comprehend and communicate quantitative, technical and mathematical information. | <<Repeated from A4 above>> Meanings of Words (28-32) Determine the appropriate meaning of words, phrases, or statements from figurative and somewhat technical contexts. |
| B. Communication | |
| B1. Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems. | |
| B2. Summarize information presented orally by others. | |
| B3. Paraphrase information presented orally by others. | |
| B4. Identify the thesis of a speech and determine the essential elements that elaborate it. | |
| B5. Analyze the ways in which the style and structure of a speech support or confound its meaning or purpose. | |
| B6. Make oral presentations that: • exhibit a logical structure appropriate to the audience, context and | |

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| <p>purpose;</p> <ul style="list-style-type: none"> • group related ideas and maintain a consistent focus; • include smooth transitions • support judgments with sound evidence and well-chosen details; • make skillful use of rhetorical devices; • provide a coherent conclusion; • employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively. | |
| <p>B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including:</p> <ul style="list-style-type: none"> • posing relevant questions; • listening with civility to the ideas of others; • extracting essential information from others' input; • building on the ideas of others and contributing relevant information or ideas in group discussions; • consulting texts as a source of ideas; • gaining the floor in respectful ways; • defining individuals' roles and responsibilities and setting clear goals; • acknowledging the ideas and contributions of individuals in the group; • understanding the purpose of the team project and the ground rules for decision-making; • maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; • tolerating ambiguity and a lack of consensus; and • selecting leader /spokesperson when necessary. | |
| <p>C. Writing</p> | |
| <p>C1. Plan writing by taking notes, writing informal outlines and researching.</p> | |
| <p>C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.</p> | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy (16-19) Revise expressions that deviate from the style of an essay.</p> |
| | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy (20-23) Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.</p> |
| | <p>Word Choice in Terms of Style, Tone, Clarity, and Economy (24-27) ... Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.</p> |

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| | Word Choice in Terms of Style, Tone, Clarity, and Economy (28-32) Correct vague or clumsy and confusing writing containing sophisticated language. |
| C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole. | Organization, Unity, and Coherence (13-15) Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>) |
| | Organization, Unity, and Coherence (16-19) Select the most logical place or add a sentence in a paragraph. |
| | Organization, Unity, and Coherence (20-23) Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>). Decide the most logical place to add a sentence in an essay. Add a sentence that introduces a simple paragraph. |
| | Organization, Unity, and Coherence (24-27) Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>). Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic. Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward. |
| | Organization, Unity, and Coherence (28-32) Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs. Rearrange sentences to improve the logic and coherence of a complex paragraph. Add a sentence to introduce or conclude a fairly complex paragraph. |
| | Organization, Unity, and Coherence (33-36) Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay. |
| C4. Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic. | Topic Development in Terms of Purpose and Focus (16-19) ... Delete a clause or sentence because it is obviously irrelevant to the essay. |
| | Topic Development in Terms of Purpose and Focus (20-23) ... Determine relevancy when presented with a variety of sentence level details. |
| | Topic Development in Terms of Purpose and Focus (24-27) Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal. Delete material primarily because it disturbs the flow and development of the paragraph. Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement. |
| | Topic Development in Terms of Purpose and Focus (28-32) Apply an |

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| | awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material. Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation. |
| | Topic Development in Terms of Purpose and Focus (33-36) ... Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay. |
| C5. Edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context. | Word Choice in Terms of Style, Tone, Clarity, and Economy (13-15) Revise sentences to correct awkward and confusing arrangements of sentence elements. Revise vague nouns and pronouns that create obvious logic problems. |
| | Word Choice in Terms of Style, Tone, Clarity, and Economy (16-19) Delete obviously synonymous and wordy material in a sentence. ... |
| | Word Choice in Terms of Style, Tone, Clarity, and Economy (20-23) Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly started") Determine the clearest and most logical conjunction to link clauses. |
| | Word Choice in Terms of Style, Tone, Clarity, and Economy (24-27) Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence. Identify and correct ambiguous pronoun references. |
| | Word Choice in Terms of Style, Tone, Clarity, and Economy (28-32) Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint). |
| | Word Choice in Terms of Style, Tone, Clarity, and Economy (33-36) Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. |
| C6. Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics. | |
| C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication. | |
| C8. Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually. | |
| C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that: | <p>(From ACT’s Writing Criteria)</p> <ul style="list-style-type: none"> • Show clear understanding of the persuasive purpose of the task by taking a |

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| <ul style="list-style-type: none"> • develops a thesis; • creates an organizing structure appropriate to purpose, audience and context; • includes relevant information and excludes extraneous information; • makes valid inferences; • supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion. | <p>position on the specific issue in the prompt and offering a critical context for discussion.</p> <ul style="list-style-type: none"> • Show understanding of the complexity of the issue in the prompt by <ul style="list-style-type: none"> ○ Examining different perspectives, and/or ○ Evaluating implications or complications of the issue, and/or ○ Posing and fully discussing counterarguments to the writer's position • Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay • Present a critical thesis that clearly establishes the focus of the writer's position on the issue • Develop several ideas fully, using specific and relevant reasons, details, and examples • Show effective movement between general and specific ideas and examples • Provide unity and coherence throughout the essay, often with a logical progression of ideas • Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas • Present a well-developed introduction and conclusion • Show effective use of language to clearly communicate ideas by <ul style="list-style-type: none"> ○ Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors ○ Using precise and varied vocabulary ○ Using a variety of kinds of sentence structures to vary pace and to support meaning |
| <p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context; • translate technical language into non-technical English; • include relevant information and exclude extraneous information; • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; • anticipate potential problems, mistakes and misunderstandings that might arise for the reader; • create predictable structures through the use of headings, white space and graphics, as appropriate; and • adopt a customary format, including proper salutation, closing and signature, when appropriate. | |

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| D. Research | |
| D1. Define and narrow a problem or research topic. | |
| D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys. | |
| D3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. | |
| D4. Report findings within prescribed time and/or length requirements, as appropriate. | |
| D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: | |
| <ul style="list-style-type: none"> • marshals evidence in support of a clear thesis statement and related claims; | |
| <ul style="list-style-type: none"> • paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and | |
| <ul style="list-style-type: none"> • cites sources correctly and documents quotations, paraphrases and other information using a standard format. | |
| E. Logic | |
| E1. Distinguish among facts and opinions, evidence and inferences. | |
| E2. Identify false premises in an argument. | |
| E3. Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims. | |
| E4. Evaluate the range and quality of evidence used to support or oppose an argument. | |
| E5. Recognize common logical fallacies, such as the appeal to pity (<i>argumentum ad misericordiam</i>), the personal attack (<i>argumentum ad hominem</i>), the appeal to common opinion (<i>argumentum ad populum</i>) and the false dilemma (assuming only two options when there are more options available); understand why these fallacies do not prove the point being argued. | |
| E6. Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning. | |
| E7. Understand the distinction between a deductive argument (where, if the premises are all true and the argument's form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion | |

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| provides the best or most probable explanation of the truth of the premises, but is not necessarily true). | |
| E8. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions. | |
| E9. Construct arguments (both orally and in writing) that: | |
| • develop a thesis that demonstrates clear and knowledgeable judgment; | |
| • structure ideas in a sustained and logical fashion; | |
| • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; | |
| • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; | |
| • anticipate and address the reader’s concerns and counterclaims; and | |
| • provide clear and effective conclusions. | |
| F. Informational Text | |
| F1. Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems. | |
| F2. Identify the main ideas of informational text and determine the essential elements that elaborate them. | Note: Main Ideas and Author's Approach (13-15 through 20-23) refer to literary narratives and so are not included here. |
| | Main Ideas and Author's Approach (20-23) Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. |
| | Main Ideas and Author's Approach (24-27) Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. Infer the main idea or purpose of straightforward paragraphs in more challenging passages.Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. |
| | Main Ideas and Author's Approach (28-32) Infer the main idea or purpose of more challenging passages or their paragraphs. Understand the overall approach taken by an author or narrator (e.g., points of view, kinds of evidence used) in virtually any passage. |
| | Main Ideas and Author's Approach (33-36) Identify clear main ideas or purposes of complex passages or their paragraphs. |
| | Supporting Details (13-15) Locate basic facts (e.g., names, dates, events) clearly stated in a passage. |
| | Supporting Details (16-19) Locate simple details at the sentence and paragraph level in uncomplicated passages. Recognize a clear function of a part of an |

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| | uncomplicated passage. |
| | Supporting Details (20-23) Locate important details in uncomplicated passages. Make simple inferences about how details are used in passages. |
| | Supporting Details (24-27) Locate important details in more challenging passages. Locate and interpret minor or subtly stated details in uncomplicated passages. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. |
| | Supporting Details (28-32) Locate and interpret minor and subtly stated details in more challenging passages. Use details from different sections of some complex informational passages to support a specific point or argument. |
| | Supporting Details (33-36) Locate and interpret details in complex passages. Understand the function of a part of a passage when the function is subtle or complex. |
| F3. Summarize informational and technical texts and explain the visual components that support them. | Main Ideas and Author's Approach (24-27) Summarize basic events and ideas in more challenging passages ... |
| | Main Ideas and Author's Approach (28-32) Summarize events and ideas in virtually any passage ... |
| F4. Distinguish between a summary and a critique. | |
| F5. Interpret and use information in maps, charts, graphs, time lines, tables and diagrams. | |
| F6. Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships. | Sequential, Comparative, and Cause-Effect Relationships (13-15) Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. Recognize clear cause-effect relationships described within a single sentence in a passage. |
| | Sequential, Comparative, and Cause-Effect Relationships (20-23) Identify clear relationships between people, ideas, and so on in uncomplicated passages. Identify clear cause-effect relationships in uncomplicated passages. |
| | Sequential, Comparative, and Cause-Effect Relationships (24-27) Order sequences of events in uncomplicated passages. Understand relationships between people, ideas, and so on in uncomplicated passages. Understand implied or subtly stated cause-effect relationships in uncomplicated passages. Identify clear cause-effect relationships in more challenging passages. |
| | Sequential, Comparative, and Cause-Effect Relationships (28-32) Order sequences of events in more challenging passages. Understand the dynamics between people, ideas, and so on in more challenging passages. Understand implied or subtly stated cause-effect relationships in more challenging passages. |

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| | Sequential, Comparative, and Cause-Effect Relationships (33-36) Order sequences of events in complex passages. Understand the subtleties of relationships between people, ideas, and so on in virtually any passage. Understand implied, subtle or complex cause-effect relationships in virtually any passage. |
| F7. Synthesize information from multiple informational and technical sources. | |
| F8. Draw conclusions based on evidence from informational and technical texts. | Generalizations and Conclusions (16-19) Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. |
| | Generalizations and Conclusions (20-23) Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. Draw simple generalizations and conclusions using details that support the main points of more challenging passages. |
| | Generalizations and Conclusions (24-27) Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. |
| | Generalizations and Conclusions (28-32) Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on. |
| | Generalizations and Conclusions (33-36) Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage. |
| F9. Analyze the ways in which a text’s organizational structure supports or confounds its meaning or purpose. | |
| F10. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. | |
| F11. Evaluate informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal. | |
| G. Media | |
| G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor). | |
| G2. Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal. | |
| G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in | |

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| various media. | |
| G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos). | |
| H. Literature | |
| H1. Demonstrate knowledge of 18th and 19th century foundational works of American literature. | |
| H2. Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”). | |
| H3. Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text. | |
| H4. Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels. | Generalizations and Conclusions (13-15) Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. |
| | Generalizations and Conclusions (24-27) Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. ... |
| | Generalizations and Conclusions (33-36) Understand and generalize about portions of a complex literary narrative. |
| | Sequential, Comparative, and Cause-Effect Relationships (13-15) Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. Recognize clear cause-effect relationships described within a single sentence in a passage. |
| | Sequential, Comparative, and Cause-Effect Relationships (16-19) Identify relationships between main characters in uncomplicated literary narratives. Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives. |
| | Sequential, Comparative, and Cause-Effect Relationships (20-23) Order simple sequences of events in uncomplicated literary narratives. Identify clear relationships between people, ideas, and so on in uncomplicated passages. Identify clear cause-effect relationships in uncomplicated passages. |
| | Sequential, Comparative, and Cause-Effect Relationships (24-27) Order sequences of events in uncomplicated passages. Understand relationships between people, ideas, and so on in uncomplicated passages. Identify clear |

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| | relationships between characters, ideas, and so on in more challenging literary narratives. Understand implied or subtly stated cause-effect relationships in uncomplicated passages. Identify clear cause-effect relationships in more challenging passages. |
| | Sequential, Comparative, and Cause-Effect Relationships (28-32) Order sequences of events in more challenging passages. Understand the dynamics between people, ideas, and so on in more challenging passages. Understand implied or subtly stated cause-effect relationships in more challenging passages. |
| | Sequential, Comparative, and Cause-Effect Relationships (33-36) Order sequences of events in complex passages. Understand the subtleties of relationships between people, ideas, and so on in virtually any passage. Understand implied, subtle or complex cause-effect relationships in virtually any passage. |
| H5. Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry. | |
| H6. Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright’s vision. | |
| H7. Analyze works of literature for what they suggest about the historical period in which they were written. | |
| H8. Analyze the moral dilemmas in works of literature, as revealed by characters’ motivation and behavior. | |
| H9. Identify and explain the themes found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work. | Main Ideas and Author’s Approach (13-15) Recognize a clear intent of an author or narrator in uncomplicated literary narratives. (NOTE: This progresses to become at levels 33-36: Identify clear main ideas or purposes of complex passages...) |