2
Reading

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: Below 151

Skills and Concepts to Develop Below 151	Skills and Concepts to Introduce 151 - 160
Apply Word Analysis Skills	**Apply Word Analysis Skills**
• Chooses the word with same initial consonant sound as words that would describe given pictures* • Identifies the initial consonant digraph (e.g., sh, th, wh, ch) of words shown in picture form • Matches uppercase letters* • Matches uppercase letters to lowercase letters	• Identifies words using the same ending consonant blend as a given word* • Uses consonant digraphs (e.g., sh, th, wh, ch) to make meaningful words from word fragments • Identifies words that rhyme (one syllable) • Distinguishes real words from nonsense words* • Use basic elements of phonetic analysis to choose among similarly structured words to identify a picture* • Use basic elements of phonetic analysis to choose among the words that correctly identify a picture*
Apply Vocabulary Skills	**Apply Vocabulary Skills**
	• Uses semantics to choose the most appropriate word to complete a sentence* • Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses the common word that best fits a given definition* • Chooses the synonym (term not used) for a common verb* • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Selects a preposition that will complete a pair of sentences describing opposites* • Chooses the correct prefix (in-)* • Selects the correct compound word when given two pictures

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* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
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New Vocabulary: beginning sound	*New Vocabulary:* ending sound, prefix
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 151 - 160

Skills and Concepts to Enhance Below 151	Skills and Concepts to Develop 151 - 160	Skills and Concepts to Introduce 161 - 170
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Chooses the word with same initial consonant sound as words that would describe given pictures* • Identifies the initial consonant digraph (e.g., sh, th, wh, ch) of words shown in picture form • Matches uppercase letters* • Matches uppercase letters to lowercase letters	• Identifies words using the same ending consonant blend as a given word* • Uses consonant digraphs (e.g., sh, th, wh, ch) to make meaningful words from word fragments • Identifies words that rhyme (one syllable) • Distinguishes real words from nonsense words* • Use basic elements of phonetic analysis to choose among similarly structured words to identify a picture* • Use basic elements of phonetic analysis to choose among the words that correctly identify a picture*	• Chooses the word with same initial consonant blend (bl, cr) as a given word* • Identifies words with the same short vowel sound* • Identifies words that rhyme (one syllable) • Determines the number of words in a sentence • Distinguishes among words that look similar* • Identifies words that fit into a given word family (i.e., sharing a common phonic element)
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
	• Uses semantics to choose the most appropriate word to complete a sentence* • Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses the common word that best fits a given definition* • Chooses the synonym (term not used) for a common verb* • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Selects a preposition that will complete a pair of sentences describing opposites* • Chooses the correct prefix (in-)* • Selects the correct compound word when given two pictures	• Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the adjective (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the adverb (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the correct form of an adjective* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences)

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		• Infers the general meaning of a nonsense word (noun) based on the real life/familiar context given in a sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Identifies the word that sounds just like a given word • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Identifies a word that means the opposite of a given word (adjectives) • Identifies a word that means the opposite of a given word (prepositions) • Uses context to determine the meaning of a prefix (in-) • Selects the correct word based on context and definition of prefix* • Selects the correct word based on definition of a prefix and root word* • Selects the correct definition of a prefix and root word* • Chooses the correct suffix based on context (-ful)* • Chooses the correct definition of a word when given the meaning of the root word and suffix* • Selects the words that will form a given contraction • Selects a compound word • Selects the correct compound word when given the definition* • Selects the correct beginning of a compound word*
New Vocabulary: beginning sound	*New Vocabulary:* ending sound, prefix	*New Vocabulary:* compound word, contraction, word family
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 161 - 170

Skills and Concepts to Enhance 151 - 160	Skills and Concepts to Develop 161 - 170	Skills and Concepts to Introduce 171 - 180
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Identifies words using the same ending consonant blend as a given word* • Uses consonant digraphs (e.g., sh, th, wh, ch) to make meaningful words from word fragments • Identifies words that rhyme (one syllable) • Distinguishes real words from nonsense words* • Use basic elements of phonetic analysis to choose among similarly structured words to identify a picture* • Use basic elements of phonetic analysis to choose among the words that correctly identify a picture*	• Chooses the word with same initial consonant blend (bl, cr) as a given word* • Identifies words with the same short vowel sound* • Identifies words that rhyme (one syllable) • Determines the number of words in a sentence • Distinguishes among words that look similar* • Identifies words that fit into a given word family (i.e., sharing a common phonic element)	• Chooses the word with same initial consonant sound as a given word • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same short vowel sound* • Compares the number of syllables in given words* • Determines the number of parts (syllables) in a given word when examples are used • Determines the number of syllables in a given word
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Uses semantics to choose the most appropriate word to complete a sentence* • Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses the common word that best fits a given definition* • Chooses the synonym (term not used) for a common verb* • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Selects a preposition that will complete a pair of sentences describing opposites* • Chooses the correct prefix (in-)* • Selects the correct compound word when given two pictures	• Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the adjective (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the adverb (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the correct form of an adjective* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences)	• Chooses the appropriate vocabulary word based on the description in a paragraph* • Uses semantics to complete a sentence by choosing the correct form of a verb • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Gives definition of selected word (two syllables)* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on

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	• Infers the general meaning of a nonsense word (noun) based on the real life/familiar context given in a sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Identifies the word that sounds just like a given word • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Identifies a word that means the opposite of a given word (adjectives) • Identifies a word that means the opposite of a given word (prepositions) • Uses context to determine the meaning of a prefix (in-) • Selects the correct word based on context and definition of prefix* • Selects the correct word based on definition of a prefix and root word* • Selects the correct definition of a prefix and root word* • Chooses the correct suffix based on context (-ful)* • Chooses the correct definition of a word when given the meaning of the root word and suffix* • Selects the words that will form a given contraction • Selects a compound word • Selects the correct compound word when given the definition* • Selects the correct beginning of a compound word*	the context given in the sentence (e.g., sea, club, hand) • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Compares the meaning of a homograph (term not used) in different sentences* • Identifies the word that sounds just like a given word • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Chooses the synonym (term not used) for a given word (verb, concrete)* • Identifies a word that means the opposite of a given word (adjectives) • Selects an adjective that will complete a pair of sentences describing opposites* • Infers the meaning of a word using context clues, then selects the word that is the opposite (sentence)* • Selects the correct prefix based on the context (un-) • Chooses the correct prefix (un-)* • Selects the correct definition of a word based on the prefix and context* • Uses context to determine the meaning of a prefix (re-)* • Uses knowledge of prefix to choose the correct word based on context (re-)* • Chooses the correct prefix (re-)* • Uses context to determine the meaning of a prefix (dis-) • Chooses the correct suffix based on context (-ful)* • Chooses the correct suffix based on context (-less)* • Chooses the correct suffix based on context (-y)* • Chooses the correct suffix based on context (-er)* • Selects the correct word based on suffix and context • Selects the correct word based on context when given the definition of the suffix* • Selects a compound word • Selects the correct compound word*
New Vocabulary: ending sound, prefix	*New Vocabulary:* compound word, contraction, word family	*New Vocabulary:* sentences, suffix
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Chooses the word with same initial consonant blend (bl, cr) as a given word* • Identifies words with the same short vowel sound* • Identifies words that rhyme (one syllable) • Determines the number of words in a sentence • Distinguishes among words that look similar* • Identifies words that fit into a given word family (i.e., sharing a common phonic element)	• Chooses the word with same initial consonant sound as a given word • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same short vowel sound* • Compares the number of syllables in given words* • Determines the number of parts (syllables) in a given word when examples are used • Determines the number of syllables in a given word	• Identifies words with a long i vowel sound (example given)* • Identifies words with a long vowel sound* • Identifies words with a long e vowel sound* • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same vowel sound (digraph)* • Chooses the word that rhymes with a given word (irregular pronunciation)* • Determines which word contains a given number of syllables • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing silent e plus suffix into syllables*
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Uses syntax to choose the phrase which best completes the given sentence* • Uses semantics to complete a sentence by choosing the adjective (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the adverb (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the correct form of an adjective* • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence* • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short	• Chooses the appropriate vocabulary word based on the description in a paragraph* • Uses semantics to complete a sentence by choosing the correct form of a verb • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences)	• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Infers the meaning of nouns based on context and sentence structure • Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar

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paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Infers the general meaning of a nonsense word (noun) based on the real life/familiar context given in a sentence* • Uses semantics and graphophonics to select a word to complete a sentence* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Identifies the word that sounds just like a given word • Identifies a word that means the same thing as a given word (noun)* • Identifies a word that means the same thing as a given word (adjective) • Identifies a word that means the same thing as a given word (verbs)* • Identifies a word that means the opposite of a given word (adjectives) • Identifies a word that means the opposite of a given word (prepositions) • Uses context to determine the meaning of a prefix (in-) • Selects the correct word based on context and definition of prefix* • Selects the correct word based on definition of a prefix and root word* • Selects the correct definition of a prefix and root word* • Chooses the correct suffix based on context (-ful)* • Chooses the correct definition of a word when given the meaning of the root word and suffix* • Selects the words that will form a given contraction • Selects a compound word • Selects the correct compound word when given the definition* • Selects the correct beginning of a compound word*	• Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Gives definition of selected word (two syllables)* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Compares the meaning of a homograph (term not used) in different sentences* • Identifies the word that sounds just like a given word • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Chooses the synonym (term not used) for a given word (verb, concrete)* • Identifies a word that means the opposite of a given word (adjectives) • Selects an adjective that will complete a pair of sentences describing opposites* • Infers the meaning of a word using context clues, then selects the word that is the opposite (sentence)* • Selects the correct prefix based on the context (un-) • Chooses the correct prefix (un-)* • Selects the correct definition of a word based on the prefix and context* • Uses context to determine the meaning of a prefix (re-)* • Uses knowledge of prefix to choose the correct word based on context (re-)* • Chooses the correct prefix (re-)* • Uses context to determine the meaning of a prefix (dis-) • Chooses the correct suffix based on context (-ful)* • Chooses the correct suffix based on context (-less)* • Chooses the correct suffix based on context (-y)* • Chooses the correct suffix based on context (-er)* • Selects the correct word based on suffix and context • Selects the correct word based on context when given the definition of the suffix* • Selects a compound word • Selects the correct compound word*	context given in a sentence or paragraph • Chooses the appropriate homonym (term not used) to complete two sentences with different meanings* • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Identifies pairs of words that sound alike* • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Selects the appropriate homophone (term not used) to complete a sentence (e.g., they're, their, there)* • Chooses the synonym (term not used) for a given word (adjective, - ing form)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (verbs) that are synonyms (term defined)* • Identifies the word that is closest in meaning to a given word (verb)* • Identifies pairs of words that are antonyms (term defined)* • Identifies pairs of words that are opposites (adjectives) • Identifies words that mean the opposite of a given word (prepositions)* • Defines a word based on its base word* • Distinguishes between root words and words with suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Names the root word/base word found within a larger word • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Uses context to determine the meaning of a prefix

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		(im-)* • Chooses the correct prefix (re-)* • Uses knowledge of prefixes to choose the correct word based on context (non-)* • Selects the correct word based on suffix and context • Selects the correct word using knowledge of a suffix (-er) • Selects the correct word based on knowledge of a suffix (-iest) and superlatives* • Chooses the correct word based on context and knowledge of a suffix (-less)* • Selects the correct definition of a suffix (-er) in context* • Selects the correct compound word within context • Identifies a compound word • Selects the correct compound word when given the definition* • Identifies two words that make a compound word* • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning*
New Vocabulary: compound word, contraction, word family	*New Vocabulary:* sentences, suffix	*New Vocabulary:* antonym, context, magazine, multisyllabic, policy, synonym
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Chooses the word with same initial consonant sound as a given word • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same short vowel sound* • Compares the number of syllables in given words* • Determines the number of parts (syllables) in a given word when examples are used • Determines the number of syllables in a given word	• Identifies words with a long i vowel sound (example given)* • Identifies words with a long vowel sound* • Identifies words with a long e vowel sound* • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same vowel sound (digraph)* • Chooses the word that rhymes with a given word (irregular pronunciation)* • Determines which word contains a given number of syllables • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing silent e plus suffix into syllables*	• Recognizes words using the hard g sound • Recognizes words with similar ending sounds (gh) • Identifies words with a long o vowel sound* • Identifies words with the same vowel sound (diphthong, oi)* • Identifies words with the same vowel sound (long a)* • Identifies words with the same vowel sound (long e)* • Identifies words with the same vowel sound (long u, as in oo)* • Determines which word contains a given number of syllables • Divides a given word into syllables (double consonant) • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing two adjacent vowels (pronounced separately) into syllables*
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Chooses the appropriate vocabulary word based on the description in a paragraph* • Uses semantics to complete a sentence by choosing the correct form of a verb • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences)	• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Infers the meaning of nouns based on context and sentence structure • Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar	• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a nonsense word (noun) based on the context given in a sentence • Infers the general meaning of a verb (term not used) based on the context given in a sentence or paragraph • Infers the meaning of adjectives based on context and sentence structure • Infers the meaning of participles based on context and sentence structure • Infers the meaning of verbs based on context and sentence structure* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph

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• Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Gives definition of selected word (two syllables)* • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Compares the meaning of a homograph (term not used) in different sentences* • Identifies the word that sounds just like a given word • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Chooses the synonym (term not used) for a given word (verb, concrete)* • Identifies a word that means the opposite of a given word (adjectives) • Selects an adjective that will complete a pair of sentences describing opposites* • Infers the meaning of a word using context clues, then selects the word that is the opposite (sentence)* • Selects the correct prefix based on the context (un-) • Chooses the correct prefix (un-)* • Selects the correct definition of a word based on the prefix and context* • Uses context to determine the meaning of a prefix (re-)* • Uses knowledge of prefix to choose the correct word based on context (re-)* • Chooses the correct prefix (re-)* • Uses context to determine the meaning of a prefix (dis-) • Chooses the correct suffix based on context (-ful)* • Chooses the correct suffix based on context (-less)* • Chooses the correct suffix based on context (-y)* • Chooses the correct suffix based on context (-er)* • Selects the correct word based on suffix and context • Selects the correct word based on context when given the definition of the suffix* • Selects a compound word • Selects the correct compound word*	context given in a sentence or paragraph • Chooses the appropriate homonym (term not used) to complete two sentences with different meanings* • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Identifies pairs of words that sound alike* • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Selects the appropriate homophone (term not used) to complete a sentence (e.g., they're, their, there)* • Chooses the synonym (term not used) for a given word (adjective, - ing form)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (verbs) that are synonyms (term defined)* • Identifies the word that is closest in meaning to a given word (verb)* • Identifies pairs of words that are antonyms (term defined)* • Identifies pairs of words that are opposites (adjectives) • Identifies words that mean the opposite of a given word (prepositions)* • Defines a word based on its base word* • Distinguishes between root words and words with suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Names the root word/base word found within a larger word • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Uses context to determine the meaning of a prefix	• Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses among alternate meanings for a homograph (term not used) in a sentence based on the context given in the sentence (e.g., depressed, gorge, yarn) • Recognizes multiple meanings of homographs • Identifies the particular homophone that fits the meaning (definition) given* • Chooses the synonym (term not used) for a given word (adjective) • Chooses the synonym (term not used) for a given word (noun/verb)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies pairs of words (adjectives) that mean the same thing • Identifies the word that is a synonym for a given word (verb)* • Identifies the word that is closest in meaning to a given word (noun) • Identifies the word that is closest in meaning to a given word (verb)* • Infers the meaning of a nonsense word using context clues, then selects a synonym for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence) • Infers the meaning of a word (noun) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term defined) of a given word • Identifies pairs of words that are opposites (verbs) • Identifies words that mean the opposite of a given word (adjectives)* • Infers the meaning of an unknown word using context clues, then selects the word that is the opposite (sentence)* • Distinguishes between root words and words with

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	(im-)* • Chooses the correct prefix (re-)* • Uses knowledge of prefixes to choose the correct word based on context (non-)* • Selects the correct word based on suffix and context • Selects the correct word using knowledge of a suffix (-er) • Selects the correct word based on knowledge of a suffix (-iest) and superlatives* • Chooses the correct word based on context and knowledge of a suffix (-less)* • Selects the correct definition of a suffix (-er) in context* • Selects the correct compound word within context • Identifies a compound word • Selects the correct compound word when given the definition* • Identifies two words that make a compound word* • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning*	suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Infers the meaning of a word given the meaning of its base word and prefixes and/or suffixes* • Names the root word/base word found within a larger word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Gives the meaning of words (meaning of root given) that contain the prefix il- • Recognizes the prefix common to a given group of words • Recognizes words containing prefixes* • Selects the correct prefix to give a root word a given meaning (un-, in-, pre-, ex-, out-) • Uses context to determine the meaning of a prefix (pre-)* • Chooses the correct word based on context and knowledge of a suffix (-ist)* • Selects the correct word when given the definition of the suffix* • Selects the correct word when given the definition of the suffix* • Selects the correct suffix to change the meaning of a word (-tion)* • Identifies the addition of a suffix (-ing)* • Selects the correct definition of a suffix (-or) in context* • Selects the correct word when given the definition of the suffix and root word* • Selects the correct contraction based on context in a sentence • Identifies words that do not make compound words*

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		• Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning
New Vocabulary: sentences, suffix	*New Vocabulary:* antonym, context, magazine, multisyllabic, policy, synonym	*New Vocabulary:* word root
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Identifies words with a long i vowel sound (example given)* • Identifies words with a long vowel sound* • Identifies words with a long e vowel sound* • Identifies words with r-controlled vowels that are pronounced the same way* • Identifies words with the same long vowel sound* • Identifies words with the same vowel sound (digraph)* • Chooses the word that rhymes with a given word (irregular pronunciation)* • Determines which word contains a given number of syllables • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing silent e plus suffix into syllables*	• Recognizes words using the hard g sound • Recognizes words with similar ending sounds (gh) • Identifies words with a long o vowel sound* • Identifies words with the same vowel sound (diphthong, oi)* • Identifies words with the same vowel sound (long a)* • Identifies words with the same vowel sound (long e)* • Identifies words with the same vowel sound (long u, as in oo)* • Determines which word contains a given number of syllables • Divides a given word into syllables (double consonant) • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing two adjacent vowels (pronounced separately) into syllables*	• Identifies words with the same vowel sound -or, -ur, -ir* • Divides words containing a consonant plus -le into syllables • Divides words containing multiple adjacent consonants into syllables* • Divides words that follow the VCV rule for short vowels into syllables • Divides words containing the suffix -able or -ible into syllables*
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Infers the meaning of nouns based on context and sentence structure • Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar	• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a nonsense word (noun) based on the context given in a sentence • Infers the general meaning of a verb (term not used) based on the context given in a sentence or paragraph • Infers the meaning of adjectives based on context and sentence structure • Infers the meaning of participles based on context and sentence structure • Infers the meaning of verbs based on context and sentence structure* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph	• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context

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context given in a sentence or paragraph • Chooses the appropriate homonym (term not used) to complete two sentences with different meanings* • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)* • Identifies pairs of words that sound alike* • Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear) • Selects the appropriate homophone (term not used) to complete a sentence (e.g., they're, their, there)* • Chooses the synonym (term not used) for a given word (adjective, - ing form)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (verbs) that are synonyms (term defined)* • Identifies the word that is closest in meaning to a given word (verb)* • Identifies pairs of words that are antonyms (term defined)* • Identifies pairs of words that are opposites (adjectives) • Identifies words that mean the opposite of a given word (prepositions)* • Defines a word based on its base word* • Distinguishes between root words and words with suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Names the root word/base word found within a larger word • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Uses context to determine the meaning of a prefix	• Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses among alternate meanings for a homograph (term not used) in a sentence based on the context given in the sentence (e.g., depressed, gorge, yarn) • Recognizes multiple meanings of homographs • Identifies the particular homophone that fits the meaning (definition) given* • Chooses the synonym (term not used) for a given word (adjective) • Chooses the synonym (term not used) for a given word (noun/verb)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies pairs of words (adjectives) that mean the same thing • Identifies the word that is a synonym for a given word (verb)* • Identifies the word that is closest in meaning to a given word (noun) • Identifies the word that is closest in meaning to a given word (verb)* • Infers the meaning of a nonsense word using context clues, then selects a synonym for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence) • Infers the meaning of a word (noun) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term defined) of a given word • Identifies pairs of words that are opposites (verbs) • Identifies words that mean the opposite of a given word (adjectives)* • Infers the meaning of an unknown word using context clues, then selects the word that is the opposite (sentence)* • Distinguishes between root words and words with	given in a sentence or paragraph • Uses context clues to determine the meaning of a word within a paragraph* • Locates the word in a passage that best fits a given definition* • Recognizes multiple meanings of homographs • Analyzes sentences for correct usage of homographs (term not used)* • Chooses the synonym (term not used) for a given word (adjective) • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (adjective) using context clues, then selects a synonym (term defined) for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that has the same meaning • Infers the meaning of a word (verb) using context clues, then selects the word that is a synonym* • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Determines the meaning of a word when a prefix of given meaning is attached to that word* • Gives the meaning of the prefix un-* • Gives the meaning of words (meaning of root given) that contain the prefix pre- • Selects the correct meaning of a word based on its prefix* • Selects the correct meaning of a prefix and root word • Uses antonym knowledge to determine the appropriate placement of the prefix ir-* • Selects the correct word based on knowledge of a suffix (-er) and superlatives* • Selects the correct word when given the definition of the suffix* • Selects the correct definition of a suffix (-phobia)* • Selects the correct word when given the definition of

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(im-)* • Chooses the correct prefix (re-)* • Uses knowledge of prefixes to choose the correct word based on context (non-)* • Selects the correct word based on suffix and context • Selects the correct word using knowledge of a suffix (-er) • Selects the correct word based on knowledge of a suffix (-iest) and superlatives* • Chooses the correct word based on context and knowledge of a suffix (-less)* • Selects the correct definition of a suffix (-er) in context* • Selects the correct compound word within context • Identifies a compound word • Selects the correct compound word when given the definition* • Identifies two words that make a compound word* • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning*	suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Infers the meaning of a word given the meaning of its base word and prefixes and/or suffixes* • Names the root word/base word found within a larger word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Gives the meaning of words (meaning of root given) that contain the prefix il- • Recognizes the prefix common to a given group of words • Recognizes words containing prefixes* • Selects the correct prefix to give a root word a given meaning (un-, in-, pre-, ex-, out-) • Uses context to determine the meaning of a prefix (pre-)* • Chooses the correct word based on context and knowledge of a suffix (-ist)* • Selects the correct word when given the definition of the suffix* • Selects the correct word when given the definition of the suffix* • Selects the correct suffix to change the meaning of a word (-tion)* • Identifies the addition of a suffix (-ing)* • Selects the correct definition of a suffix (-or) in context* • Selects the correct word when given the definition of the suffix and root word* • Selects the correct contraction based on context in a sentence • Identifies words that do not make compound words*	the suffix and root word* • Selects the correct contraction based on context in a sentence • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word

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	• Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning	
New Vocabulary: antonym, context, magazine, multisyllabic, policy, synonym	*New Vocabulary:* word root	*New Vocabulary:* acronym, homonym, middle sound, parable, secondary source
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Recognizes words using the hard g sound • Recognizes words with similar ending sounds (gh) • Identifies words with a long o vowel sound* • Identifies words with the same vowel sound (diphthong, oi)* • Identifies words with the same vowel sound (long a)* • Identifies words with the same vowel sound (long e)* • Identifies words with the same vowel sound (long u, as in oo)* • Determines which word contains a given number of syllables • Divides a given word into syllables (double consonant) • Divides a given word into syllables (VCCV rule, closed syllables) • Divides words containing two adjacent vowels (pronounced separately) into syllables*	• Identifies words with the same vowel sound -or, -ur, -ir* • Divides words containing a consonant plus -le into syllables • Divides words containing multiple adjacent consonants into syllables* • Divides words that follow the VCV rule for short vowels into syllables • Divides words containing the suffix -able or -ible into syllables*	• Differentiates examples of words containing long u from words containing the diphthong, similar to mule* • Divides words containing the suffix -able or -ible into syllables*
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a nonsense word (noun) based on the context given in a sentence • Infers the general meaning of a verb (term not used) based on the context given in a sentence or paragraph • Infers the meaning of adjectives based on context and sentence structure • Infers the meaning of participles based on context and sentence structure • Infers the meaning of verbs based on context and sentence structure* • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph	• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context	• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (noun) based on the context given in a

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• Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph • Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)* • Chooses among alternate meanings for a homograph (term not used) in a sentence based on the context given in the sentence (e.g., depressed, gorge, yarn) • Recognizes multiple meanings of homographs • Identifies the particular homophone that fits the meaning (definition) given* • Chooses the synonym (term not used) for a given word (adjective) • Chooses the synonym (term not used) for a given word (noun/verb)* • Identifies pairs of synonyms (term not used) using context clues given in a paragraph* • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies pairs of words (adjectives) that mean the same thing • Identifies the word that is a synonym for a given word (verb)* • Identifies the word that is closest in meaning to a given word (noun) • Identifies the word that is closest in meaning to a given word (verb)* • Infers the meaning of a nonsense word using context clues, then selects a synonym for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence) • Infers the meaning of a word (noun) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term defined) of a given word • Identifies pairs of words that are opposites (verbs) • Identifies words that mean the opposite of a given word (adjectives)* • Infers the meaning of an unknown word using context clues, then selects the word that is the opposite (sentence)* • Distinguishes between root words and words with	given in a sentence or paragraph • Uses context clues to determine the meaning of a word within a paragraph* • Locates the word in a passage that best fits a given definition* • Recognizes multiple meanings of homographs • Analyzes sentences for correct usage of homographs (term not used)* • Chooses the synonym (term not used) for a given word (adjective) • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (adjective) using context clues, then selects a synonym (term defined) for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that has the same meaning • Infers the meaning of a word (verb) using context clues, then selects the word that is a synonym* • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Determines the meaning of a word when a prefix of given meaning is attached to that word* • Gives the meaning of the prefix un-* • Gives the meaning of words (meaning of root given) that contain the prefix pre- • Selects the correct meaning of a word based on its prefix* • Selects the correct meaning of a prefix and root word • Uses antonym knowledge to determine the appropriate placement of the prefix ir-* • Selects the correct word based on knowledge of a suffix (-er) and superlatives* • Selects the correct word when given the definition of the suffix* • Selects the correct definition of a suffix (-phobia)* • Selects the correct word when given the definition of	sentence or paragraph • Gives the meaning of words containing a given root (defined) and a prefix* • Recognizes multiple meanings of homographs • Chooses the synonym (term not used) for a given word (abstract verb)* • Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Classifies words as containing Latin roots* • Recognizes words containing specific Latin roots given only the meaning of that root* • Analyzes prefixes and context to determine the meaning of a word • Selects the correct meaning of a prefix and root word • Selects the correct prefix to give a root word a given meaning (in-)* • Uses context to determine the meaning of a prefix (centi-)* • Uses context to determine the meaning of a prefix (anti-)* • Uses context to determine the meaning of a prefix (intra-)* • Selects the correct word based on the suffix and definition* • Uses knowledge of root words, suffixes, and prefixes to identify a word with a given meaning • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word

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suffixes* • Identifies words that come from the same root or base word* • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes* • Infers the meaning of a word given the meaning of its base word and prefixes and/or suffixes* • Names the root word/base word found within a larger word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement* • Gives the meaning of words (meaning of root given) that contain the prefix il- • Recognizes the prefix common to a given group of words • Recognizes words containing prefixes* • Selects the correct prefix to give a root word a given meaning (un-, in-, pre-, ex-, out-) • Uses context to determine the meaning of a prefix (pre-)* • Chooses the correct word based on context and knowledge of a suffix (-ist)* • Selects the correct word when given the definition of the suffix* • Selects the correct word when given the definition of the suffix* • Selects the correct suffix to change the meaning of a word (-tion)* • Identifies the addition of a suffix (-ing)* • Selects the correct definition of a suffix (-or) in context* • Selects the correct word when given the definition of the suffix and root word* • Selects the correct contraction based on context in a sentence • Identifies words that do not make compound words*	the suffix and root word* • Selects the correct contraction based on context in a sentence • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word	

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• Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning		
New Vocabulary: word root	*New Vocabulary:* acronym, homonym, middle sound, parable, secondary source	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Identifies words with the same vowel sound -or, -ur, -ir* • Divides words containing a consonant plus -le into syllables • Divides words containing multiple adjacent consonants into syllables* • Divides words that follow the VCV rule for short vowels into syllables • Divides words containing the suffix -able or -ible into syllables*	• Differentiates examples of words containing long u from words containing the diphthong, similar to mule* • Divides words containing the suffix -able or -ible into syllables*	• Divides words that do not follow the VCV rule for long vowels into syllables*
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph • Uses context clues to determine the meaning of a word within a paragraph* • Locates the word in a passage that best fits a given definition* • Recognizes multiple meanings of homographs	• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (noun) based on the context given in a sentence or paragraph • Gives the meaning of words containing a given root (defined) and a prefix* • Recognizes multiple meanings of homographs • Chooses the synonym (term not used) for a given word (abstract verb)*	• Uses context to determine the best meaning for a given word (adjective) • Uses context to determine the best meaning for a given word (noun) • Uses context to determine the best meaning for a given word (verb) • Recognizes multiple meanings for a given word* • Chooses the synonym (term not used) for a given word (adjective ending in -able) • Identifies the word that is a synonym (term defined) for a given word (noun)* • Identifies the word that is a synonym (term defined) for a given word (verb) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term not defined) of a given word* • Infers the meaning of a word using context clues, then selects the word that is the antonym within a sentence* • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word

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• Analyzes sentences for correct usage of homographs (term not used)* • Chooses the synonym (term not used) for a given word (adjective) • Identifies pairs of words (adjectives) that are synonyms (term defined)* • Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (adjective) using context clues, then selects a synonym (term defined) for this word* • Infers the meaning of a word (adjective) using context clues, then selects the word that has the same meaning • Infers the meaning of a word (verb) using context clues, then selects the word that is a synonym* • Defines antonym* • Identifies a word that is an antonym (term defined) of a given word • Analyzes similar words to determine the meaning of a prefix • Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning* • Determines the meaning of a word when a prefix of given meaning is attached to that word* • Gives the meaning of the prefix un-* • Gives the meaning of words (meaning of root given) that contain the prefix pre- • Selects the correct meaning of a word based on its prefix* • Selects the correct meaning of a prefix and root word • Uses antonym knowledge to determine the appropriate placement of the prefix ir-* • Selects the correct word based on knowledge of a suffix (-er) and superlatives* • Selects the correct word when given the definition of the suffix* • Selects the correct definition of a suffix (-phobia)* • Selects the correct word when given the definition of the suffix and root word* • Selects the correct contraction based on context in a sentence • Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning	• Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Classifies words as containing Latin roots* • Recognizes words containing specific Latin roots given only the meaning of that root* • Analyzes prefixes and context to determine the meaning of a word • Selects the correct meaning of a prefix and root word • Selects the correct prefix to give a root word a given meaning (in-)* • Uses context to determine the meaning of a prefix (centi-)* • Uses context to determine the meaning of a prefix (anti-)* • Uses context to determine the meaning of a prefix (intra-)* • Selects the correct word based on the suffix and definition* • Uses knowledge of root words, suffixes, and prefixes to identify a word with a given meaning • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word	

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• Identifies words (containing prefixes and/or suffixes) that come from the same root or base word		
New Vocabulary: acronym, homonym, middle sound, parable, secondary source	*New Vocabulary:* none	*New Vocabulary:* archetype, paradox, pathetic fallacy
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce 231 - 240
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Differentiates examples of words containing long u from words containing the diphthong, similar to mule* • Divides words containing the suffix -able or -ible into syllables*	• Divides words that do not follow the VCV rule for long vowels into syllables*	
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Determines the meaning of a verb from information provided by the context of a passage • Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences) • Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences) • Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph • Determines the meaning of a noun from information provided by the context of a passage • Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (noun) based on the context given in a sentence or paragraph • Gives the meaning of words containing a given root (defined) and a prefix* • Recognizes multiple meanings of homographs • Chooses the synonym (term not used) for a given word (abstract verb)* • Identifies the word that is a synonym (term defined) for a given word (adjective) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Classifies words as containing Latin roots* • Recognizes words containing specific Latin roots given	• Uses context to determine the best meaning for a given word (adjective) • Uses context to determine the best meaning for a given word (noun) • Uses context to determine the best meaning for a given word (verb) • Recognizes multiple meanings for a given word* • Chooses the synonym (term not used) for a given word (adjective ending in -able) • Identifies the word that is a synonym (term defined) for a given word (noun)* • Identifies the word that is a synonym (term defined) for a given word (verb) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term not defined) of a given word* • Infers the meaning of a word using context clues, then selects the word that is the antonym within a sentence* • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word	• Uses context to determine the best meaning for a given word (noun) • Chooses the meaning of a phrase based on its use in a paragraph • Chooses the synonym (term not used) for a given word (adjective) • Uses context to determine the meaning of a prefix (en-)*

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only the meaning of that root* • Analyzes prefixes and context to determine the meaning of a word • Selects the correct meaning of a prefix and root word • Selects the correct prefix to give a root word a given meaning (in-)* • Uses context to determine the meaning of a prefix (centi-)* • Uses context to determine the meaning of a prefix (anti-)* • Uses context to determine the meaning of a prefix (intra-)* • Selects the correct word based on the suffix and definition* • Uses knowledge of root words, suffixes, and prefixes to identify a word with a given meaning • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word		
New Vocabulary: none	*New Vocabulary:* archetype, paradox, pathetic fallacy	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: 231 - 240

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop 231 - 240	Skills and Concepts to Introduce Above 240
Apply Word Analysis Skills	**Apply Word Analysis Skills**	**Apply Word Analysis Skills**
• Divides words that do not follow the VCV rule for long vowels into syllables*		
Apply Vocabulary Skills	**Apply Vocabulary Skills**	**Apply Vocabulary Skills**
• Uses context to determine the best meaning for a given word (adjective) • Uses context to determine the best meaning for a given word (noun) • Uses context to determine the best meaning for a given word (verb) • Recognizes multiple meanings for a given word* • Chooses the synonym (term not used) for a given word (adjective ending in -able) • Identifies the word that is a synonym (term defined) for a given word (noun)* • Identifies the word that is a synonym (term defined) for a given word (verb) • Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning* • Identifies a word that is an antonym (term not defined) of a given word* • Infers the meaning of a word using context clues, then selects the word that is the antonym within a sentence* • Identifies words (containing prefixes and/or suffixes) that come from the same root or base word	• Uses context to determine the best meaning for a given word (noun) • Chooses the meaning of a phrase based on its use in a paragraph • Chooses the synonym (term not used) for a given word (adjective) • Uses context to determine the meaning of a prefix (en-)*	• Infers the meaning of a word using context clues, then selects the word that is the opposite within a paragraph*
New Vocabulary: archetype, paradox, pathetic fallacy	*New Vocabulary:* none	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Word Analysis and Vocabulary Skills
RIT Score Range: Above 240

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop Above 240
Apply Word Analysis Skills	**Apply Word Analysis Skills**
Apply Vocabulary Skills	**Apply Vocabulary Skills**
• Uses context to determine the best meaning for a given word (noun) • Chooses the meaning of a phrase based on its use in a paragraph • Chooses the synonym (term not used) for a given word (adjective) • Uses context to determine the meaning of a prefix (en-)*	• Infers the meaning of a word using context clues, then selects the word that is the opposite within a paragraph*
New Vocabulary: none	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: Below 151

Skills and Concepts to Develop Below 151	Skills and Concepts to Introduce 151 - 160
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**
Text Structure, Features	**Text Structure, Features**
• Alphabetizes four letters*	• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**
• Infers the identity of an object based on clues presented in a short literary passage (1-5 short sentences)*	• Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)
New Vocabulary: paragraphs	*New Vocabulary:* classify, riddle
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 151 - 160

Skills and Concepts to Enhance Below 151	Skills and Concepts to Develop 151 - 160	Skills and Concepts to Introduce 161 - 170
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
		• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Locates information in a title page or table of contents in literary text • Identifies main idea in short literary passages (2 to 4 simple sentences) • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea in the form of a short sentence • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates directions in informational text* • Makes predictions (term not used) about the content of books based on their titles*
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Alphabetizes four letters*	• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*	• Identifies sequence of events in literary text (first)* • Identifies a specific event in a literary sequence • Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Alphabetizes three words • Alphabetizes four words • Classifies words based on stated characteristics in informational text

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Comprehend Purpose, Summarize, Conclude, Infer	Comprehend Purpose, Summarize, Conclude, Infer	Comprehend Purpose, Summarize, Conclude, Infer
• Infers the identity of an object based on clues presented in a short literary passage (1-5 short sentences)*	• Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)	• Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences)
New Vocabulary: paragraphs	*New Vocabulary:* classify, riddle	*New Vocabulary:* American literature, announcement, cookbook, directions, fantasy, folk tale, main point, note, nursery rhyme, personal narrative, problem, question, schedule, sign
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 161 - 170

Skills and Concepts to Enhance 151 - 160	Skills and Concepts to Develop 161 - 170	Skills and Concepts to Introduce 171 - 180
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
	• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Locates information in a title page or table of contents in literary text • Identifies main idea in short literary passages (2 to 4 simple sentences) • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea in the form of a short sentence • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates directions in informational text* • Makes predictions (term not used) about the content of books based on their titles*	• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary passages (1 to 2 simple paragraphs) • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Identifies main idea (term not used) in short literary passages (1 to 3 paragraphs)* • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in a table of contents or title page in informational text • Identifies the main idea of informational text (3 to 6 simple sentences) • Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase

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		• Analyzes informational text to identify a title representing the main idea* • Identifies details in an informational text* • Follows simple directions in informational text
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*	• Identifies sequence of events in literary text (first)* • Identifies a specific event in a literary sequence • Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Alphabetizes three words • Alphabetizes four words • Classifies words based on stated characteristics in informational text	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a short (1 - 5 sentences) literary passage describing events • Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • Identifies sequence of events in literary text (first)* • Identifies sequence of events in literary text (second) • Identifies sequence of events in literary text (last) • Identifies a specific event in a literary sequence • Paraphrases sequence of events in literary text* • Orders sentences to create a paragraph that makes sense in literary text • Infers sequence of events in literary text (first)* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Gives a possible effect for a given action in informational text* • Classifies statements as fact or opinion in informational text* • Alphabetizes three words
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)	• Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences)	• Makes inferences about literary texts • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Makes inferences from literary texts (1-3 paragraphs) describing situations • Makes inferences about the contents of a literary book based on the title* • Draws conclusions from literary text • Draws conclusions (term not used) based on supporting details in literary texts • Paraphrases information in informational text* • Locates bias in informational texts* • Infers the author's viewpoint (term not used) in short

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		paragraphs of informational text* • Determines the author's purpose (term not used) in creating an informational sign or diagram* • Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign) • Infers the author's specific purpose (term not used) for an informational passage (persuasive)* • Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations • Draws conclusions from short informational text (1-3 sentences)
New Vocabulary: classify, riddle	*New Vocabulary:* American literature, announcement, cookbook, directions, fantasy, folk tale, main point, note, nursery rhyme, personal narrative, problem, question, schedule, sign	*New Vocabulary:* author's purpose, bias, conclusion, conflict, debate, diary, editorial, effect, excerpt, fable, historical fiction, label, legend, newspaper, personal essay, persuasive essay, sequence, speaker, world literature
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Locates information in a title page or table of contents in literary text • Identifies main idea in short literary passages (2 to 4 simple sentences) • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea in the form of a short sentence • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates directions in informational text* • Makes predictions (term not used) about the content of books based on their titles*	• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary passages (1 to 2 simple paragraphs) • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Identifies main idea (term not used) in short literary passages (1 to 3 paragraphs)* • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in a table of contents or title page in informational text • Identifies the main idea of informational text (3 to 6 simple sentences) • Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase	• Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes passages (1-3 paragraphs) and rephrases the main idea (term not used) of literary text* • Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text* • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Makes predictions about what will happen next from literary texts (1-3 paragraphs) • Makes predictions for a given scenario using information supplied in a literary text (1-5 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Locates information using an index in informational text* • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in short advertisements (1 to 3 paragraphs) • Locates information in a table of contents or title page in informational text • Locates and summarizes information found in a Venn

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	• Analyzes informational text to identify a title representing the main idea* • Identifies details in an informational text* • Follows simple directions in informational text	Diagram • Identifies the main idea of informational text (how-to) • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes informational text to identify a title representing the main idea* • Analyzes passages of informational text to determine the best topic sentence* • Identifies details in an informational text* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions in informational text* • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from informational texts (1-3 paragraphs) describing situations* • Makes predictions from informational texts (1-5 simple sentences) describing situations*
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Identifies sequence of events in literary text (first)* • Identifies a specific event in a literary sequence • Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Alphabetizes three words • Alphabetizes four words • Classifies words based on stated characteristics in informational text	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a short (1 - 5 sentences) literary passage describing events • Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • Identifies sequence of events in literary text (first)* • Identifies sequence of events in literary text (second) • Identifies sequence of events in literary text (last) • Identifies a specific event in a literary sequence • Paraphrases sequence of events in literary text* • Orders sentences to create a paragraph that makes sense in literary text • Infers sequence of events in literary text (first)*	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Explains why an author uses a given comparison in literary text* • Distinguishes facts located in a passage of literary text • Identifies sequence of events in literary text (last) • Identifies a missing step in a sequence of events in literary text* • Paraphrases sequence of events in literary text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Distinguishes the most logical cause for a given event

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	• Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Gives a possible effect for a given action in informational text* • Classifies statements as fact or opinion in informational text* • Alphabetizes three words	from other possible reasons in informational text* • Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) • Gives examples of informational sentences that are facts • Classifies statements as fact or opinion in informational text* • Distinguishes between facts and propaganda in advertisements* • Orders sentences to create a paragraph that makes sense in informational text* • Describes the functions of a table of contents in informational texts* • Locates information using a table of contents in literary text • Uses as bibliography to locate information in informational text* • Identifies the characteristics of a list*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences)	• Makes inferences about literary texts • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Makes inferences from literary texts (1-3 paragraphs) describing situations • Makes inferences about the contents of a literary book based on the title* • Draws conclusions from literary text • Draws conclusions (term not used) based on supporting details in literary texts • Paraphrases information in informational text* • Locates bias in informational texts* • Infers the author's viewpoint (term not used) in short paragraphs of informational text* • Determines the author's purpose (term not used) in creating an informational sign or diagram* • Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign) • Infers the author's specific purpose (term not used) for an informational passage (persuasive)* • Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations	• Summarizes facts and details in literary texts (short paragraph) • Restates supporting details in literary text (1 to 3 paragraphs) • Infers the author's viewpoint (term not used) in short paragraphs of literary text • Evaluates the author's viewpoint or attitude in literary text* • Analyzes the author's purpose for writing a literary story* • Infers the author's specific purpose (term not used) for writing a literary passage (to entertain)* • Makes inferences based upon supporting details in literary text • Makes inferences from literary texts (1-3 paragraphs) describing situations • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions (term not used) based on supporting details in literary texts • Draws conclusions based on supporting details in literary text • Draws conclusions based on information found in literary text*

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	• Draws conclusions from short informational text (1-3 sentences)	• Paraphrases information in informational text* • Paraphrases information found in complex informational text* • Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product* • Selects an example of propaganda (term not used) in an advertisement* • Infers the author's viewpoint (term not used) in short paragraphs of informational text* • Evaluates the author's viewpoint or attitude in informational text* • Infers the author's specific purpose for writing a complex informational text* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Makes inferences from short informational texts (1-3 paragraphs) • Infers the contents of an informational book based on its title* • Draws conclusions using information supplied in informational text (3-5 simple sentences)
New Vocabulary: American literature, announcement, cookbook, directions, fantasy, folk tale, main point, note, nursery rhyme, personal narrative, problem, question, schedule, sign	*New Vocabulary:* author's purpose, bias, conclusion, conflict, debate, diary, editorial, effect, excerpt, fable, historical fiction, label, legend, newspaper, personal essay, persuasive essay, sequence, speaker, world literature	*New Vocabulary:* bibliography, catalog, characteristics, conversation, describe, describes, encyclopedia, entertain, fiction, infer, inform, labels, manual, order of events, persuade, poet, primary source, purpose, recipe, resolve, summarize, topic, Venn diagram
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in short literary paragraphs (2 to 4 simple sentences) • Locates information in short literary passages (1 to 2 simple paragraphs) • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Locates information in short literary paragraphs (5 to 6 simple sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text • Identifies main idea (term not used) in short literary passages (1 to 3 paragraphs)* • Makes predictions about what will happen next in a literary text (1-5 simple sentences) • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in a table of contents or title page in informational text • Identifies the main idea of informational text (3 to 6 simple sentences) • Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase	• Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes passages (1-3 paragraphs) and rephrases the main idea (term not used) of literary text* • Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text* • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Makes predictions about what will happen next from literary texts (1-3 paragraphs) • Makes predictions for a given scenario using information supplied in a literary text (1-5 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Locates information using an index in informational text* • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in short advertisements (1 to 3 paragraphs) • Locates information in a table of contents or title page in informational text • Locates and summarizes information found in a Venn	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea of literary text • Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Analyzes passages (5 paragraphs) and rephrases the main idea of literary text* • Analyzes passages (5-10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text* • Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence* • Recognizes details that support the main idea in literary text* • Identifies which supporting detail does not belong in a literary paragraph* • Makes predictions from literary texts (1-3 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Evaluates predictions from literary texts (1-3 paragraphs) • Locates information in an informational schedule* • Locates information not found in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or

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• Analyzes informational text to identify a title representing the main idea* • Identifies details in an informational text* • Follows simple directions in informational text	Diagram • Identifies the main idea of informational text (how-to) • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes informational text to identify a title representing the main idea* • Analyzes passages of informational text to determine the best topic sentence* • Identifies details in an informational text* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions in informational text* • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from informational texts (1-3 paragraphs) describing situations* • Makes predictions from informational texts (1-5 simple sentences) describing situations*	incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates and summarizes information in informational passages containing compound subjects or objects • Locates and paraphrases information in informational text (5-6 paragraphs) • Locates information in a simple index • Locates information using the guide words in a dictionary • Locates information found in a simple chart in informational text* • Identifies the main idea of informational text • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines which sentences in an informational passage support the main idea* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text • Analyzes informational text to identify a title representing the main idea (term not used) • Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage • Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences • Deletes sentences that do not support the main idea* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences)* • Extrapolates (term not used) based on patterns described in short informational texts (1-3 paragraphs

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		containing complex sentences)* • Makes predictions from informational texts (1-5 simple sentences) describing situations*
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a short (1 - 5 sentences) literary passage describing events • Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • Identifies sequence of events in literary text (first)* • Identifies sequence of events in literary text (second) • Identifies sequence of events in literary text (last) • Identifies a specific event in a literary sequence • Paraphrases sequence of events in literary text* • Orders sentences to create a paragraph that makes sense in literary text • Infers sequence of events in literary text (first)* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Gives a possible effect for a given action in informational text* • Classifies statements as fact or opinion in informational text* • Alphabetizes three words	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Explains why an author uses a given comparison in literary text* • Distinguishes facts located in a passage of literary text • Identifies sequence of events in literary text (last) • Identifies a missing step in a sequence of events in literary text* • Paraphrases sequence of events in literary text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Distinguishes the most logical cause for a given event from other possible reasons in informational text* • Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) • Gives examples of informational sentences that are facts • Classifies statements as fact or opinion in informational text* • Distinguishes between facts and propaganda in advertisements* • Orders sentences to create a paragraph that makes sense in informational text* • Describes the functions of a table of contents in informational texts* • Locates information using a table of contents in literary text • Uses as bibliography to locate information in informational text* • Identifies the characteristics of a list*	• Distinguishes between a result of a given event and other non-related events in literary text* • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 paragraphs)* • Distinguishes facts located in a passage of literary text • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Determines events as examples of cause and effect in informational text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Describes the utility of Venn diagrams in comparing and contrasting in informational text* • Describes contrasts made in informational text • Makes comparative judgments about characters in informational text* • Explains how the author makes a given comparison in informational text* • Compares arguments or assertions made in informational text* • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Describes characteristics of sentences that are opinions in informational text* • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in

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		short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and propaganda in advertisements* • Identifies sequence of events in informational text (first)* • Orders directions sequentially in informational text • Completes an analogy found in informational text* • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text* • Identifies and uses structures of glossaries in informational text*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Makes inferences about literary texts • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Makes inferences from literary texts (1-3 paragraphs) describing situations • Makes inferences about the contents of a literary book based on the title* • Draws conclusions from literary text • Draws conclusions (term not used) based on supporting details in literary texts • Paraphrases information in informational text* • Locates bias in informational texts* • Infers the author's viewpoint (term not used) in short paragraphs of informational text* • Determines the author's purpose (term not used) in creating an informational sign or diagram* • Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign) • Infers the author's specific purpose (term not used) for an informational passage (persuasive)* • Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations • Draws conclusions from short informational text (1-3 sentences)	• Summarizes facts and details in literary texts (short paragraph) • Restates supporting details in literary text (1 to 3 paragraphs) • Infers the author's viewpoint (term not used) in short paragraphs of literary text • Evaluates the author's viewpoint or attitude in literary text* • Analyzes the author's purpose for writing a literary story* • Infers the author's specific purpose (term not used) for writing a literary passage (to entertain)* • Makes inferences based upon supporting details in literary text • Makes inferences from literary texts (1-3 paragraphs) describing situations • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions (term not used) based on supporting details in literary texts • Draws conclusions based on supporting details in literary text • Draws conclusions based on information found in literary text* • Paraphrases information in informational text* • Paraphrases information found in complex informational text* • Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of	• Summarizes information using supporting details in literary text • Restates supporting details in literary text (1 to 3 paragraphs) • Examines the author's attitude or feelings based on descriptive language used in a literary text* • Infers the author's viewpoint (term not used) in poems* • Determines the idea that an author wants to convey (intent) in a given literary paragraph* • Classifies the purpose of a short literary passage (1-2 sentences) as "to entertain"* • Examines author's techniques that influence mood in literary text* • Makes inferences from literary texts describing events • Makes inferences based upon supporting details in literary text • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions based on supporting details in literary text • Evaluates conclusions drawn from supporting details in literary text* • Summarizes informational text (1-2 paragraphs)* • Summarizes (1-3 complex paragraphs) informational text* • Restates information found in informational text • Paraphrases information found in complex informational text*

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	informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product* • Selects an example of propaganda (term not used) in an advertisement* • Infers the author's viewpoint (term not used) in short paragraphs of informational text* • Evaluates the author's viewpoint or attitude in informational text* • Infers the author's specific purpose for writing a complex informational text* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Makes inferences from short informational texts (1-3 paragraphs) • Infers the contents of an informational book based on its title* • Draws conclusions using information supplied in informational text (3-5 simple sentences)	• Synthesizes information found in informational text • Infers an author's bias from short paragraphs of informational text (1-4 sentences)* • Identifies the use of propaganda in informational text* • Distinguishes between facts and propaganda in informational advertisements* • Analyzes persuasive language used in informational text* • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" • Infers the author's purpose (term not used) in writing an informational passage (persuasive)* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Identifies techniques used by the author to play with the sound of words* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers meaning in informational text* • Infers character traits using informational text* • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Evaluates conclusions from informational text*
New Vocabulary: author's purpose, bias, conclusion, conflict, debate, diary, editorial, effect, excerpt, fable, historical fiction, label, legend, newspaper, personal essay, persuasive essay, sequence, speaker, world literature	*New Vocabulary:* bibliography, catalog, characteristics, conversation, describe, describes, encyclopedia, entertain, fiction, infer, inform, labels, manual, order of events, persuade, poet, primary source, purpose, recipe, resolve, summarize, topic, Venn diagram	*New Vocabulary:* argue, arguments, brochure, characterize, fact and opinion, guide words, job announcement, memoir, narrate, pamphlet, reference book, review, science book, statements, summary
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea (term not used) of literary text* • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes passages (1-3 paragraphs) and rephrases the main idea (term not used) of literary text* • Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text* • Makes predictions from literary texts (1-5 simple sentences) describing situations • Makes predictions from literary texts (1-3 paragraphs) describing situations • Makes predictions about what will happen next from literary texts (1-3 paragraphs) • Makes predictions for a given scenario using information supplied in a literary text (1-5 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Locates information using an index in informational text* • Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* • Locates information in short advertisements (1 to 3 paragraphs) • Locates information in a table of contents or title page in informational text • Locates and summarizes information found in a Venn	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea of literary text • Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Analyzes passages (5 paragraphs) and rephrases the main idea of literary text* • Analyzes passages (5-10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text* • Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence* • Recognizes details that support the main idea in literary text* • Identifies which supporting detail does not belong in a literary paragraph* • Makes predictions from literary texts (1-3 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Evaluates predictions from literary texts (1-3 paragraphs) • Locates information in an informational schedule* • Locates information not found in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Recognizes details that support the main idea in literary text* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates information and draws conclusions from complex informational text • Locates and interprets information in a schedule, index, or label* • Locates and summarizes information in informational passages containing compound subjects or objects • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a table of contents that uses Roman numerals* • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines the intended meaning of a sentence based

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Diagram • Identifies the main idea of informational text (how-to) • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence • Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence • Analyzes informational text to identify a title representing the main idea* • Analyzes passages of informational text to determine the best topic sentence* • Identifies details in an informational text* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions in informational text* • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from informational texts (1-3 paragraphs) describing situations* • Makes predictions from informational texts (1-5 simple sentences) describing situations*	incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates and summarizes information in informational passages containing compound subjects or objects • Locates and paraphrases information in informational text (5-6 paragraphs) • Locates information in a simple index • Locates information using the guide words in a dictionary • Locates information found in a simple chart in informational text* • Identifies the main idea of informational text • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines which sentences in an informational passage support the main idea* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text • Analyzes informational text to identify a title representing the main idea (term not used) • Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage • Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences • Deletes sentences that do not support the main idea* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences)* • Extrapolates (term not used) based on patterns described in short informational texts (1-3 paragraphs	on supporting details in informational text* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text (1-3 complex paragraphs) to determine main idea • Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) • Makes predictions from short informational texts (1-3 paragraphs containing complex sentences)* • Evaluates predictions based on content in informational text*

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	containing complex sentences)* • Makes predictions from informational texts (1-5 simple sentences) describing situations*	
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Explains why an author uses a given comparison in literary text* • Distinguishes facts located in a passage of literary text • Identifies sequence of events in literary text (last) • Identifies a missing step in a sequence of events in literary text* • Paraphrases sequence of events in literary text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Distinguishes the most logical cause for a given event from other possible reasons in informational text* • Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) • Gives examples of informational sentences that are facts • Classifies statements as fact or opinion in informational text* • Distinguishes between facts and propaganda in advertisements* • Orders sentences to create a paragraph that makes sense in informational text* • Describes the functions of a table of contents in informational texts* • Locates information using a table of contents in literary text • Uses as bibliography to locate information in informational text* • Identifies the characteristics of a list*	• Distinguishes between a result of a given event and other non-related events in literary text* • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 paragraphs)* • Distinguishes facts located in a passage of literary text • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Determines events as examples of cause and effect in informational text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Describes the utility of Venn diagrams in comparing and contrasting in informational text* • Describes contrasts made in informational text • Makes comparative judgments about characters in informational text* • Explains how the author makes a given comparison in informational text* • Compares arguments or assertions made in informational text* • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Describes characteristics of sentences that are opinions in informational text* • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in	• Determines events as examples of cause and effect in literary text* • Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Identifies sequence of events in literary text (first and last) • Identifies chronological order of events in literary text* • Locates the portion of a sentence that gives the effect for a given cause in informational text* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Speculates as to the cause for a given real-life effect in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect* • Explains how the author makes a given comparison in informational text* • Compares characteristics to evaluate informational text* • Gives examples of sentences in informational text that are opinions • Classifies statements as examples of fact and opinion in informational text • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and generalizations (term not used) in informational text • Distinguishes between facts and opinions that are unsubstantiated by informational text* • Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts*

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	short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and propaganda in advertisements* • Identifies sequence of events in informational text (first)* • Orders directions sequentially in informational text • Completes an analogy found in informational text* • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text* • Identifies and uses structures of glossaries in informational text*	• Identifies sequence of events in informational text (first)* • Identifies words used to denote sequence in informational text* • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text* • Assesses alphabetical order of a dictionary* • Completes an analogy found in informational text* • Analyzes the supporting detail that does not support the proposition* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Identifies and uses structures of glossaries in informational text* • Identifies features of charts in informational text*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Summarizes facts and details in literary texts (short paragraph) • Restates supporting details in literary text (1 to 3 paragraphs) • Infers the author's viewpoint (term not used) in short paragraphs of literary text • Evaluates the author's viewpoint or attitude in literary text* • Analyzes the author's purpose for writing a literary story* • Infers the author's specific purpose (term not used) for writing a literary passage (to entertain)* • Makes inferences based upon supporting details in literary text • Makes inferences from literary texts (1-3 paragraphs) describing situations • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions (term not used) based on supporting details in literary texts • Draws conclusions based on supporting details in literary text • Draws conclusions based on information found in literary text* • Paraphrases information in informational text* • Paraphrases information found in complex	• Summarizes information using supporting details in literary text • Restates supporting details in literary text (1 to 3 paragraphs) • Examines the author's attitude or feelings based on descriptive language used in a literary text* • Infers the author's viewpoint (term not used) in poems* • Determines the idea that an author wants to convey (intent) in a given literary paragraph* • Classifies the purpose of a short literary passage (1-2 sentences) as "to entertain"* • Examines author's techniques that influence mood in literary text* • Makes inferences from literary texts describing events • Makes inferences based upon supporting details in literary text • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions based on supporting details in literary text • Evaluates conclusions drawn from supporting details in literary text* • Summarizes informational text (1-2 paragraphs)* • Summarizes (1-3 complex paragraphs) informational text*	• Restates supporting details in literary text (1 to 3 paragraphs) • Evaluates literary passages to select the best summary • Makes inferences to determine an author's bias or viewpoint (terms not used) from paragraphs of literary text containing one or more complex sentences* • Makes inferences to determine an author's bias or viewpoint or attitude (terms used) from paragraphs of literary text containing one or more complex sentences* • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of literary text* • Examines the author's purpose in a literary text (to persuade)* • Examines the author's purpose in a literary text (to describe)* • Evaluates author's style and its effects on literary text* • Makes inferences from information found in literary text* • Infers meaning in literary text (4-6 paragraphs)* • Infers a title using information found in literary text* • Makes inferences (term not used) from literary passages (1-3 paragraphs)* • Summarizes informational text (1-2 paragraphs)*

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informational text* • Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product* • Selects an example of propaganda (term not used) in an advertisement* • Infers the author's viewpoint (term not used) in short paragraphs of informational text* • Evaluates the author's viewpoint or attitude in informational text* • Infers the author's specific purpose for writing a complex informational text* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Makes inferences from short informational texts (1-3 paragraphs) • Infers the contents of an informational book based on its title* • Draws conclusions using information supplied in informational text (3-5 simple sentences)	• Restates information found in informational text • Paraphrases information found in complex informational text* • Synthesizes information found in informational text • Infers an author's bias from short paragraphs of informational text (1-4 sentences)* • Identifies the use of propaganda in informational text* • Distinguishes between facts and propaganda in informational advertisements* • Analyzes persuasive language used in informational text* • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" • Infers the author's purpose (term not used) in writing an informational passage (persuasive)* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Identifies techniques used by the author to play with the sound of words* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers meaning in informational text* • Infers character traits using informational text* • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Evaluates conclusions from informational text*	• Summarizes informational texts (1-3 paragraphs containing complex sentences)* • Summarizes complex informational text • Explains how one's experiences and values affect the interpretation of facts in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant)* • Evaluates validity of information in informational text • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of informational text* • Evaluates the author's viewpoint or attitude in informational text using complex sentences and difficult vocabulary* • Analyzes when the author's purpose is to inform in informational text* • Infers the author's specific/main purpose for an informational passage (to inform) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers the meaning of terminology in informational text* • Infers information in technical text* • Draws conclusions based on information supplied by informational texts • Draws conclusions from short informational texts (1-3 paragraphs containing complex sentences) • Evaluates to select the most appropriate conclusion

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		drawn from short informational texts (1-3 paragraphs containing complex sentences)*
New Vocabulary: bibliography, catalog, characteristics, conversation, describe, describes, encyclopedia, entertain, fiction, infer, inform, labels, manual, order of events, persuade, poet, primary source, purpose, recipe, resolve, summarize, topic, Venn diagram	*New Vocabulary:* argue, arguments, brochure, characterize, fact and opinion, guide words, job announcement, memoir, narrate, pamphlet, reference book, review, science book, statements, summary	*New Vocabulary:* annotated bibliography, aphorism, autobiography, evaluate, field guide, guide letters, instruction, memorandum, persuasion, picture book, research paper, thesis paper
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Analyzes literary text to identify a title representing the main idea of literary text • Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Analyzes passages (5 paragraphs) and rephrases the main idea of literary text* • Analyzes passages (5-10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text* • Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence* • Recognizes details that support the main idea in literary text* • Identifies which supporting detail does not belong in a literary paragraph* • Makes predictions from literary texts (1-3 paragraphs) • Evaluates predictions about what will happen next from literary texts (1-3 paragraphs) • Evaluates predictions from literary texts (1-3 paragraphs) • Locates information in an informational schedule* • Locates information not found in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Recognizes details that support the main idea in literary text* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates information and draws conclusions from complex informational text • Locates and interprets information in a schedule, index, or label* • Locates and summarizes information in informational passages containing compound subjects or objects • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a table of contents that uses Roman numerals* • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines the intended meaning of a sentence based	• Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes how detail is used in a literary text to set the scene* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates and interprets information in a schedule, index, or label* • Locates and paraphrases information in complex informational text • Locates information in an index containing multiple entries for a single topic • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a glossary found in informational text* • Locates information in a table of contents that uses Roman numerals* • Distinguishes between appropriate and inappropriate main idea for a given title in informational text* • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)

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incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates and summarizes information in informational passages containing compound subjects or objects • Locates and paraphrases information in informational text (5-6 paragraphs) • Locates information in a simple index • Locates information using the guide words in a dictionary • Locates information found in a simple chart in informational text* • Identifies the main idea of informational text • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines which sentences in an informational passage support the main idea* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text • Analyzes informational text to identify a title representing the main idea (term not used) • Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage • Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences • Deletes sentences that do not support the main idea* • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text* • Locates information in informational text containing directions • Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences)* • Extrapolates (term not used) based on patterns described in short informational texts (1-3 paragraphs	on supporting details in informational text* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text (1-3 complex paragraphs) to determine main idea • Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) • Makes predictions from short informational texts (1-3 paragraphs containing complex sentences)* • Evaluates predictions based on content in informational text*	• Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text to identify a statement best representing the main idea of the passage • Evaluates statements to choose the one which best represents the main idea of an informational paragraph (complex)* • Locates information in informational text containing complex directions • Evaluates predictions based on content in informational text* • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)

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containing complex sentences)* • Makes predictions from informational texts (1-5 simple sentences) describing situations*		
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Distinguishes between a result of a given event and other non-related events in literary text* • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 paragraphs)* • Distinguishes facts located in a passage of literary text • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Determines events as examples of cause and effect in informational text* • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Describes the utility of Venn diagrams in comparing and contrasting in informational text* • Describes contrasts made in informational text • Makes comparative judgments about characters in informational text* • Explains how the author makes a given comparison in informational text* • Compares arguments or assertions made in informational text* • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Describes characteristics of sentences that are opinions in informational text* • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in	• Determines events as examples of cause and effect in literary text* • Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Identifies sequence of events in literary text (first and last) • Identifies chronological order of events in literary text* • Locates the portion of a sentence that gives the effect for a given cause in informational text* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Speculates as to the cause for a given real-life effect in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect* • Explains how the author makes a given comparison in informational text* • Compares characteristics to evaluate informational text* • Gives examples of sentences in informational text that are opinions • Classifies statements as examples of fact and opinion in informational text • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and generalizations (term not used) in informational text • Distinguishes between facts and opinions that are unsubstantiated by informational text* • Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts*	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • Locates the portion of a sentence that gives the cause for a given effect in informational text* • Makes inferences as to the possible effects for a given action based on information contained in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect* • Recognizes that compare and contrast is a useful strategy for informational texts* • Locates examples of compare and contrast in informational text* • Explains how the author makes a given comparison in informational text* • Compares or contrasts (terms not used) characteristics of objects/concepts described in informational text (1-5 paragraphs) • Classifies statements as examples of opposing opinion in informational text* • Distinguishes between facts and opinions that are unsubstantiated by informational text* • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text* • Orders and paraphrases a sequence of events in informational text • Identifies sequential order of events (more than three) in informational text* • Identifies the organizational pattern of main idea plus supporting details in informational text • Identifies the characteristics of directions* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Understands text features of textbooks (author biography)*

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short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and propaganda in advertisements* • Identifies sequence of events in informational text (first)* • Orders directions sequentially in informational text • Completes an analogy found in informational text* • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text* • Identifies and uses structures of glossaries in informational text*	• Identifies sequence of events in informational text (first)* • Identifies words used to denote sequence in informational text* • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text* • Assesses alphabetical order of a dictionary* • Completes an analogy found in informational text* • Analyzes the supporting detail that does not support the proposition* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Identifies and uses structures of glossaries in informational text* • Identifies features of charts in informational text*	
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Summarizes information using supporting details in literary text • Restates supporting details in literary text (1 to 3 paragraphs) • Examines the author's attitude or feelings based on descriptive language used in a literary text* • Infers the author's viewpoint (term not used) in poems* • Determines the idea that an author wants to convey (intent) in a given literary paragraph* • Classifies the purpose of a short literary passage (1-2 sentences) as "to entertain"* • Examines author's techniques that influence mood in literary text* • Makes inferences from literary texts describing events • Makes inferences based upon supporting details in literary text • Draws conclusions from literary text (1-3 paragraphs) • Draws conclusions based on supporting details in literary text • Evaluates conclusions drawn from supporting details in literary text* • Summarizes informational text (1-2 paragraphs)* • Summarizes (1-3 complex paragraphs) informational text*	• Restates supporting details in literary text (1 to 3 paragraphs) • Evaluates literary passages to select the best summary • Makes inferences to determine an author's bias or viewpoint (terms not used) from paragraphs of literary text containing one or more complex sentences* • Makes inferences to determine an author's bias or viewpoint or attitude (terms used) from paragraphs of literary text containing one or more complex sentences* • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of literary text* • Examines the author's purpose in a literary text (to persuade)* • Examines the author's purpose in a literary text (to describe)* • Evaluates author's style and its effects on literary text* • Makes inferences from information found in literary text* • Infers meaning in literary text (4-6 paragraphs)* • Infers a title using information found in literary text* • Makes inferences (term not used) from literary passages (1-3 paragraphs)* • Summarizes informational text (1-2 paragraphs)*	• Summarizes information in literary text with extensive dialogue* • Summarizes information in literary text based on supporting details* • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of literary text* • Infers author's viewpoint/attitude in literary text • Interprets assertion in literary text* • Analyzes devices used by an author to accomplish his or her purpose in literary text* • Infers the author's purpose for using a specific literary genre* • Makes inferences from information found in literary text* • Makes inferences from literary passages (1-3 paragraphs) • Makes inferences from information in complicated literary texts* • Makes inferences in long literary passages • Infers the meaning of phrases found in literary text* • Draws conclusions from literary text (3-5 paragraphs)* • Summarize informational text (complex paragraph) to identify a title* • Summarizes complex informational text

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• Restates information found in informational text • Paraphrases information found in complex informational text* • Synthesizes information found in informational text • Infers an author's bias from short paragraphs of informational text (1-4 sentences)* • Identifies the use of propaganda in informational text* • Distinguishes between facts and propaganda in informational advertisements* • Analyzes persuasive language used in informational text* • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" • Infers the author's purpose (term not used) in writing an informational passage (persuasive)* • Infers the author's specific purpose (term not used) for an informational passage (to inform)* • Identifies techniques used by the author to play with the sound of words* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers meaning in informational text* • Infers character traits using informational text* • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Evaluates conclusions from informational text*	• Summarizes informational texts (1-3 paragraphs containing complex sentences)* • Summarizes complex informational text • Explains how one's experiences and values affect the interpretation of facts in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant)* • Evaluates validity of information in informational text • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of informational text* • Evaluates the author's viewpoint or attitude in informational text using complex sentences and difficult vocabulary* • Analyzes when the author's purpose is to inform in informational text* • Infers the author's specific/main purpose for an informational passage (to inform) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers the meaning of terminology in informational text* • Infers information in technical text* • Draws conclusions based on information supplied by informational texts • Draws conclusions from short informational texts (1-3 paragraphs containing complex sentences) • Evaluates to select the most appropriate conclusion	• Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (broad generalizations--using specific examples to describe the general phenomenon)* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Evaluates validity of information in informational text • Infers author's viewpoint/attitude in informational text • Classifies the purpose of a short informational passage (3-8 sentences) as "to inform" • Infers the author's specific purpose for an informational passage (persuasive) • Infers the specific purpose of short informational passages (announcements/advertisements)* • Infers the author's purpose (term not used) in writing an informational passage (advertisement)* • Infers the author's feelings toward the subject of informational text* • Infers the author's intended purpose for an informational passage (to inform) • Infers the author's specific/main purpose for an informational passage (to inform) • Evaluates the author's main purpose for an informational passage (inform)* • Explains techniques used by an author to create a specific image in informational text* • Interprets the mood created by the author in informational text* • Describes ideas that are implied in an informational passage* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences from information found in informational text* • Makes inferences from information in complicated informational texts

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	drawn from short informational texts (1-3 paragraphs containing complex sentences)*	• Infers the meaning of terminology in informational text* • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*
New Vocabulary: argue, arguments, brochure, characterize, fact and opinion, guide words, job announcement, memoir, narrate, pamphlet, reference book, review, science book, statements, summary	*New Vocabulary:* annotated bibliography, aphorism, autobiography, evaluate, field guide, guide letters, instruction, memorandum, persuasion, picture book, research paper, thesis paper	*New Vocabulary:* chronological, contrast, coupon, headline, intent
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text* • Recognizes details that support the main idea in literary text* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates information and draws conclusions from complex informational text • Locates and interprets information in a schedule, index, or label* • Locates and summarizes information in informational passages containing compound subjects or objects • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a table of contents that uses Roman numerals* • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines the intended meaning of a sentence based	• Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes how detail is used in a literary text to set the scene* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates and interprets information in a schedule, index, or label* • Locates and paraphrases information in complex informational text • Locates information in an index containing multiple entries for a single topic • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a glossary found in informational text* • Locates information in a table of contents that uses Roman numerals* • Distinguishes between appropriate and inappropriate main idea for a given title in informational text* • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)	• Locates information in long literary passages • Locates and paraphrases information found in literary text* • Identifies main idea in literary passages (1 to 3 paragraphs) • Analyzes poems to determine the main idea in literary text* • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Evaluates statements to choose the one which best represents the main idea of a poem (complex)* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates, interprets, and draws conclusions from complex informational text • Locates, interprets, and draws conclusions from charts and tables • Locates and paraphrases information in complex informational text • Analyzes a passage of informational text to determine how a title is supported by details within the passage* • Analyzes informational text (paragraph containing complex sentence structure plus more difficult vocabulary) to identify a title best representing the main idea (term not used) • Locates information in informational text containing complex recipe directions • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)

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on supporting details in informational text* • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text (1-3 complex paragraphs) to determine main idea • Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) • Makes predictions from short informational texts (1-3 paragraphs containing complex sentences)* • Evaluates predictions based on content in informational text*	• Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text to identify a statement best representing the main idea of the passage • Evaluates statements to choose the one which best represents the main idea of an informational paragraph (complex)* • Locates information in informational text containing complex directions • Evaluates predictions based on content in informational text* • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)	
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Determines events as examples of cause and effect in literary text* • Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • Distinguishes between examples of fact and opinion paraphrased from passages of literary text* • Identifies sequence of events in literary text (first and last) • Identifies chronological order of events in literary text* • Locates the portion of a sentence that gives the effect for a given cause in informational text* • Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events • Speculates as to the cause for a given real-life effect in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect*	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • Locates the portion of a sentence that gives the cause for a given effect in informational text* • Makes inferences as to the possible effects for a given action based on information contained in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect* • Recognizes that compare and contrast is a useful strategy for informational texts* • Locates examples of compare and contrast in informational text* • Explains how the author makes a given comparison in informational text* • Compares or contrasts (terms not used) characteristics of objects/concepts described in informational text (1-5 paragraphs) • Classifies statements as examples of opposing opinion in informational text*	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • Compares characters in literary texts (1-10 complex paragraphs)* • Compares poems to determine the common theme in literary text • Compares the tone of complex literary passages or poems • Gives examples of cause and effect in informational text • Identifies the topics being compared in informational text* • Compares content/concepts described in informational passages (2 or more complex passages)* • Analyzes informational text to make comparisons in informational text* • Orders and paraphrases a sequence of events in informational text • Describes the analogy found in an informational passage*

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• Explains how the author makes a given comparison in informational text* • Compares characteristics to evaluate informational text* • Gives examples of sentences in informational text that are opinions • Classifies statements as examples of fact and opinion in informational text • Distinguishes between fact and opinion in informational text • Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text • Distinguishes between examples of fact and opinion paraphrased from passages of informational text • Distinguishes between facts and generalizations (term not used) in informational text • Distinguishes between facts and opinions that are unsubstantiated by informational text* • Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts* • Identifies sequence of events in informational text (first)* • Identifies words used to denote sequence in informational text* • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text* • Assesses alphabetical order of a dictionary* • Completes an analogy found in informational text* • Analyzes the supporting detail that does not support the proposition* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Identifies and uses structures of glossaries in informational text* • Identifies features of charts in informational text*	• Distinguishes between facts and opinions that are unsubstantiated by informational text* • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text* • Orders and paraphrases a sequence of events in informational text • Identifies sequential order of events (more than three) in informational text* • Identifies the organizational pattern of main idea plus supporting details in informational text • Identifies the characteristics of directions* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Understands text features of textbooks (author biography)*	• Critiques the usefulness of diagrams, graphs, and charts*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Restates supporting details in literary text (1 to 3 paragraphs) • Evaluates literary passages to select the best summary • Makes inferences to determine an author's bias or viewpoint (terms not used) from paragraphs of literary	• Summarizes information in literary text with extensive dialogue* • Summarizes information in literary text based on supporting details* • Infers the author's viewpoint (term not used) in	• Summarizes the plot of a story* • Summarizes information in literary text based on supporting details* • Summarizes information found in poetry* • Evaluates complex literary passages to select the best

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text containing one or more complex sentences* • Makes inferences to determine an author's bias or viewpoint or attitude (terms used) from paragraphs of literary text containing one or more complex sentences* • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of literary text* • Examines the author's purpose in a literary text (to persuade)* • Examines the author's purpose in a literary text (to describe)* • Evaluates author's style and its effects on literary text* • Makes inferences from information found in literary text* • Infers meaning in literary text (4-6 paragraphs)* • Infers a title using information found in literary text* • Makes inferences (term not used) from literary passages (1-3 paragraphs)* • Summarizes informational text (1-2 paragraphs)* • Summarizes informational texts (1-3 paragraphs containing complex sentences)* • Summarizes complex informational text • Explains how one's experiences and values affect the interpretation of facts in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant)* • Evaluates validity of information in informational text • Infers the author's viewpoint (term not used) in	passages (containing one or more complex sentences) of literary text* • Infers author's viewpoint/attitude in literary text • Interprets assertion in literary text* • Analyzes devices used by an author to accomplish his or her purpose in literary text* • Infers the author's purpose for using a specific literary genre* • Makes inferences from information found in literary text* • Makes inferences from literary passages (1-3 paragraphs) • Makes inferences from information in complicated literary texts* • Makes inferences in long literary passages • Infers the meaning of phrases found in literary text* • Draws conclusions from literary text (3-5 paragraphs)* • Summarize informational text (complex paragraph) to identify a title* • Summarizes complex informational text • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (broad generalizations--using specific examples to describe the general phenomenon)* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Evaluates validity of information in informational text • Infers author's viewpoint/attitude in informational text • Classifies the purpose of a short informational passage (3-8 sentences) as "to inform" • Infers the author's specific purpose for an informational passage (persuasive) • Infers the specific purpose of short informational passages (announcements/advertisements)* • Infers the author's purpose (term not used) in writing an informational passage (advertisement)*	summary* • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude in literary text • Evaluates author's style in literary text* • Infers using information in literary text • Infers a similar meaning in a literary text* • Draws conclusions (term not used) by formulating questions using literary texts* • Evaluates passages to determine the bias found in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial)* • Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)* • Describes characteristics to consider when evaluating the validity of informational text* • Infers author's viewpoint/attitude in informational text • Interprets assertion in informational text • Infers the author's specific purpose for an informational passage (gather support)* • Infers the author's specific purpose for an informational passage (persuasive) • Makes inferences about the genre of a sample text* • Infers information that best contradicts a given assertion* • Evaluates to select the most valid inference that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary) • Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary)

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passages (containing one or more complex sentences) of informational text* • Evaluates the author's viewpoint or attitude in informational text using complex sentences and difficult vocabulary* • Analyzes when the author's purpose is to inform in informational text* • Infers the author's specific/main purpose for an informational passage (to inform) • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Infers the meaning of terminology in informational text* • Infers information in technical text* • Draws conclusions based on information supplied by informational texts • Draws conclusions from short informational texts (1-3 paragraphs containing complex sentences) • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*	• Infers the author's feelings toward the subject of informational text* • Infers the author's intended purpose for an informational passage (to inform) • Infers the author's specific/main purpose for an informational passage (to inform) • Evaluates the author's main purpose for an informational passage (inform)* • Explains techniques used by an author to create a specific image in informational text* • Interprets the mood created by the author in informational text* • Describes ideas that are implied in an informational passage* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences from information found in informational text* • Makes inferences from information in complicated informational texts • Infers the meaning of terminology in informational text* • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*	
New Vocabulary: annotated bibliography, aphorism, autobiography, evaluate, field guide, guide letters, instruction, memorandum, persuasion, picture book, research paper, thesis paper	*New Vocabulary:* chronological, contrast, coupon, headline, intent	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce Above 230
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**	**Prediction; Locate Main Ideas, Details**
• Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes how detail is used in a literary text to set the scene* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • Locates information in informational text* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates and interprets information in a schedule, index, or label* • Locates and paraphrases information in complex informational text • Locates information in an index containing multiple entries for a single topic • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* • Locates information in a glossary found in informational text* • Locates information in a table of contents that uses Roman numerals* • Distinguishes between appropriate and inappropriate main idea for a given title in informational text* • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)	• Locates information in long literary passages • Locates and paraphrases information found in literary text* • Identifies main idea in literary passages (1 to 3 paragraphs) • Analyzes poems to determine the main idea in literary text* • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Evaluates statements to choose the one which best represents the main idea of a poem (complex)* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates, interprets, and draws conclusions from complex informational text • Locates, interprets, and draws conclusions from charts and tables • Locates and paraphrases information in complex informational text • Analyzes a passage of informational text to determine how a title is supported by details within the passage* • Analyzes informational text (paragraph containing complex sentence structure plus more difficult vocabulary) to identify a title best representing the main idea (term not used) • Locates information in informational text containing complex recipe directions • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)	• Locates, interprets, and draws conclusions from complex informational text

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• Analyzes informational text (complex paragraph) to identify a title best representing the main idea* • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage* • Evaluates informational text to identify a statement best representing the main idea of the passage • Evaluates statements to choose the one which best represents the main idea of an informational paragraph (complex)* • Locates information in informational text containing complex directions • Evaluates predictions based on content in informational text* • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)		
Text Structure, Features	**Text Structure, Features**	**Text Structure, Features**
• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • Locates the portion of a sentence that gives the cause for a given effect in informational text* • Makes inferences as to the possible effects for a given action based on information contained in informational text* • Evaluates information supplied in informational text to determine the most likely cause for a given effect* • Recognizes that compare and contrast is a useful strategy for informational texts* • Locates examples of compare and contrast in informational text* • Explains how the author makes a given comparison in informational text* • Compares or contrasts (terms not used) characteristics of objects/concepts described in informational text (1-5 paragraphs) • Classifies statements as examples of opposing opinion in informational text* • Distinguishes between facts and opinions that are unsubstantiated by informational text* • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • Compares characters in literary texts (1-10 complex paragraphs)* • Compares poems to determine the common theme in literary text • Compares the tone of complex literary passages or poems • Gives examples of cause and effect in informational text • Identifies the topics being compared in informational text* • Compares content/concepts described in informational passages (2 or more complex passages)* • Analyzes informational text to make comparisons in informational text* • Orders and paraphrases a sequence of events in informational text • Describes the analogy found in an informational passage* • Critiques the usefulness of diagrams, graphs, and charts*	• Determines the organizational structure of a complex literary passage as cause and effect* • Compares content/concepts described in literary passages (2 or more complex passages or poems)* • Contrasts tone used in literary text (complex passages/ poems)*

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informational text* • Orders and paraphrases a sequence of events in informational text • Identifies sequential order of events (more than three) in informational text* • Identifies the organizational pattern of main idea plus supporting details in informational text • Identifies the characteristics of directions* • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized* • Understands text features of textbooks (author biography)*		
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**	**Comprehend Purpose, Summarize, Conclude, Infer**
• Summarizes information in literary text with extensive dialogue* • Summarizes information in literary text based on supporting details* • Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of literary text* • Infers author's viewpoint/attitude in literary text • Interprets assertion in literary text* • Analyzes devices used by an author to accomplish his or her purpose in literary text* • Infers the author's purpose for using a specific literary genre* • Makes inferences from information found in literary text* • Makes inferences from literary passages (1-3 paragraphs) • Makes inferences from information in complicated literary texts* • Makes inferences in long literary passages • Infers the meaning of phrases found in literary text* • Draws conclusions from literary text (3-5 paragraphs)* • Summarize informational text (complex paragraph) to identify a title* • Summarizes complex informational text • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)* • Analyzes persuasive/loaded language used in	• Summarizes the plot of a story* • Summarizes information in literary text based on supporting details* • Summarizes information found in poetry* • Evaluates complex literary passages to select the best summary* • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude in literary text • Evaluates author's style in literary text* • Infers using information in literary text • Infers a similar meaning in a literary text* • Draws conclusions (term not used) by formulating questions using literary texts* • Evaluates passages to determine the bias found in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial)* • Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)* • Describes characteristics to consider when evaluating the validity of informational text* • Infers author's viewpoint/attitude in informational text • Interprets assertion in informational text • Infers the author's specific purpose for an informational passage (gather support)* • Infers the author's specific purpose for an informational passage (persuasive)	• Makes inference about the author's use of figurative language in literary text • Summarizes directions in complex informational text* • Evaluates passages to determine the stereotype found in informational text* • Describes techniques used by an author to create imagery in informational text* • Describes techniques used by an author (level of English, person) in informational text*

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informational text* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (broad generalizations--using specific examples to describe the general phenomenon)* • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Evaluates validity of information in informational text • Infers author's viewpoint/attitude in informational text • Classifies the purpose of a short informational passage (3-8 sentences) as "to inform" • Infers the author's specific purpose for an informational passage (persuasive) • Infers the specific purpose of short informational passages (announcements/advertisements)* • Infers the author's purpose (term not used) in writing an informational passage (advertisement)* • Infers the author's feelings toward the subject of informational text* • Infers the author's intended purpose for an informational passage (to inform) • Infers the author's specific/main purpose for an informational passage (to inform) • Evaluates the author's main purpose for an informational passage (inform)* • Explains techniques used by an author to create a specific image in informational text* • Interprets the mood created by the author in informational text* • Describes ideas that are implied in an informational passage* • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences from information found in informational text* • Makes inferences from information in complicated informational texts • Infers the meaning of terminology in informational text* • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*	• Makes inferences about the genre of a sample text* • Infers information that best contradicts a given assertion* • Evaluates to select the most valid inference that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary) • Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary)	

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New Vocabulary: chronological, contrast, coupon, headline, intent	*New Vocabulary:* none	*New Vocabulary:* standard English, stereotype
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Reading Strategies and Comprehension
RIT Score Range: Above 230

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop Above 230
Prediction; Locate Main Ideas, Details	**Prediction; Locate Main Ideas, Details**
• Locates information in long literary passages • Locates and paraphrases information found in literary text* • Identifies main idea in literary passages (1 to 3 paragraphs) • Analyzes poems to determine the main idea in literary text* • Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex) • Evaluates statements to choose the one which best represents the main idea of a poem (complex)* • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses* • Locates, interprets, and draws conclusions from complex informational text • Locates, interprets, and draws conclusions from charts and tables • Locates and paraphrases information in complex informational text • Analyzes a passage of informational text to determine how a title is supported by details within the passage* • Analyzes informational text (paragraph containing complex sentence structure plus more difficult vocabulary) to identify a title best representing the main idea (term not used) • Locates information in informational text containing complex recipe directions • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)	• Locates, interprets, and draws conclusions from complex informational text
Text Structure, Features	**Text Structure, Features**
• Describes contrasts made among characters in literary	• Determines the organizational structure of a complex

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texts (1-10 complex paragraphs)* • Compares characters in literary texts (1-10 complex paragraphs)* • Compares poems to determine the common theme in literary text • Compares the tone of complex literary passages or poems • Gives examples of cause and effect in informational text • Identifies the topics being compared in informational text* • Compares content/concepts described in informational passages (2 or more complex passages)* • Analyzes informational text to make comparisons in informational text* • Orders and paraphrases a sequence of events in informational text • Describes the analogy found in an informational passage* • Critiques the usefulness of diagrams, graphs, and charts*	literary passage as cause and effect* • Compares content/concepts described in literary passages (2 or more complex passages or poems)* • Contrasts tone used in literary text (complex passages/ poems)*
Comprehend Purpose, Summarize, Conclude, Infer	**Comprehend Purpose, Summarize, Conclude, Infer**
• Summarizes the plot of a story* • Summarizes information in literary text based on supporting details* • Summarizes information found in poetry* • Evaluates complex literary passages to select the best summary* • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude in literary text • Evaluates author's style in literary text* • Infers using information in literary text • Infers a similar meaning in a literary text* • Draws conclusions (term not used) by formulating questions using literary texts* • Evaluates passages to determine the bias found in informational text* • Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial)* • Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)*	• Makes inference about the author's use of figurative language in literary text • Summarizes directions in complex informational text* • Evaluates passages to determine the stereotype found in informational text* • Describes techniques used by an author to create imagery in informational text* • Describes techniques used by an author (level of English, person) in informational text*

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• Describes characteristics to consider when evaluating the validity of informational text* • Infers author's viewpoint/attitude in informational text • Interprets assertion in informational text • Infers the author's specific purpose for an informational passage (gather support)* • Infers the author's specific purpose for an informational passage (persuasive) • Makes inferences about the genre of a sample text* • Infers information that best contradicts a given assertion* • Evaluates to select the most valid inference that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary) • Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary)	
New Vocabulary: none	*New Vocabulary:* standard English, stereotype
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
Understand Literary Elements	**Understand Literary Elements**
• Analyzes short literary passages (1-5 sentences) describing events and rephrases the theme of the text (term not used) in the form of a short sentence	• Identifies the setting in a literary passage • Identifies main characters in literary text • Identifies a character's feelings in simple literary texts* • Describes the lesson learned in a literary text* • Identifies how the conflict (term not used) of the plot is resolved • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies the conflict (term not used) in a 3-6 paragraph literary passage
Understand Literary Techniques	**Understand Literary Techniques**
	• Identifies examples of rhyming words in literary text
New Vocabulary: none	*New Vocabulary:* character, main character, plot, setting, text
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 171 - 180

Skills and Concepts to Enhance Below 171	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Analyzes short literary passages (1-5 sentences) describing events and rephrases the theme of the text (term not used) in the form of a short sentence	• Identifies the setting in a literary passage • Identifies main characters in literary text • Identifies a character's feelings in simple literary texts* • Describes the lesson learned in a literary text* • Identifies how the conflict (term not used) of the plot is resolved • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies the conflict (term not used) in a 3-6 paragraph literary passage	• Identifies the setting in a literary passage • Defines setting* • Identifies characters in literary texts • Identifies main characters in literary text • Analyzes how characters are introduced in literary text • Infers a character's identity in a literary text • Identifies a character's feelings in simple literary texts* • Identifies the theme in a literary text* • Describes the lesson learned in a literary text* • Analyzes literary passages (5-15 paragraphs) to determine the moral* • Infers the point of view (term not used) for a literary text* • Infers the narrator in literary texts • Identifies the narrator in a literary passage • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies internal conflicts in a literary text* • Identifies the conflict in a short (3 to 5 sentences) literary text • Determines the resolution (term not used) in a 3-6 paragraph literary passage
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
	• Identifies examples of rhyming words in literary text	• Identifies examples of rhyming words in literary text • Analyzes author's use of dialogue (term defined) in literary text* • Identifies sentences that describe feelings* • Identifies the mood of a short literary passage • Determines the meaning of a simile in a literary text* • Analyzes the author's use of expressions and idioms in literary texts*
New Vocabulary: none	*New Vocabulary:* character, main character, plot, setting, text	*New Vocabulary:* develop, make-believe, mood, moral, point of view, suspense, theme
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Identifies the setting in a literary passage • Identifies main characters in literary text • Identifies a character's feelings in simple literary texts* • Describes the lesson learned in a literary text* • Identifies how the conflict (term not used) of the plot is resolved • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies the conflict (term not used) in a 3-6 paragraph literary passage	• Identifies the setting in a literary passage • Defines setting* • Identifies characters in literary texts • Identifies main characters in literary text • Analyzes how characters are introduced in literary text • Infers a character's identity in a literary text • Identifies a character's feelings in simple literary texts* • Identifies the theme in a literary text* • Describes the lesson learned in a literary text* • Analyzes literary passages (5-15 paragraphs) to determine the moral* • Infers the point of view (term not used) for a literary text* • Infers the narrator in literary texts • Identifies the narrator in a literary passage • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies internal conflicts in a literary text* • Identifies the conflict in a short (3 to 5 sentences) literary text • Determines the resolution (term not used) in a 3-6 paragraph literary passage	• Infers the setting of a literary passage based on information in the passage • Identifies the development of character in a literary text* • Analyzes character traits (term not used) in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Infers a character's feelings in simple literary text* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes poems to identify the theme* • Recognizes the author's use of the first person as a technique to create interest in literary text* • Infers the point of view for a third person narrative (term not used)* • Infers the speaker for a literary text* • Identifies the narrator in a literary passage • Determines a narrator's feelings and/or emotions based on the information found in literary texts* • Identifies the conflict in a short (3 to 5 sentences) literary text • Infers the conflict (term not used) in a literary text* • Analyzes the conflict (term not used) in a literary text* • Describes the use of resolution in plot*
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Identifies examples of rhyming words in literary text	• Identifies examples of rhyming words in literary text • Analyzes author's use of dialogue (term defined) in literary text* • Identifies sentences that describe feelings* • Identifies the mood of a short literary passage • Determines the meaning of a simile in a literary text* • Analyzes the author's use of expressions and idioms in literary texts*	• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Analyzes repetition used by an author to add emphasis in literary text* • Analyzes description used by an author to introduce characters in literary text* • Analyzes literary text to determine a particular feeling or mood (term not used) • Identifies sentences that describe feelings* • Analyzes literary text to determine a character's mood*

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		• Identifies the mood in a poem* • Infers the meaning of figurative language in literary text* • Infers the meaning of figurative language (synecdoche, term not used)*
New Vocabulary: character, main character, plot, setting, text	*New Vocabulary:* develop, make-believe, mood, moral, point of view, suspense, theme	*New Vocabulary:* British literature, climax, resolution, rising action, viewpoint
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Identifies the setting in a literary passage • Defines setting* • Identifies characters in literary texts • Identifies main characters in literary text • Analyzes how characters are introduced in literary text • Infers a character's identity in a literary text • Identifies a character's feelings in simple literary texts* • Identifies the theme in a literary text* • Describes the lesson learned in a literary text* • Analyzes literary passages (5-15 paragraphs) to determine the moral* • Infers the point of view (term not used) for a literary text* • Infers the narrator in literary texts • Identifies the narrator in a literary passage • Identifies the conflict (term not used) in short (3 to 5 sentences) literary texts • Identifies internal conflicts in a literary text* • Identifies the conflict in a short (3 to 5 sentences) literary text • Determines the resolution (term not used) in a 3-6 paragraph literary passage	• Infers the setting of a literary passage based on information in the passage • Identifies the development of character in a literary text* • Analyzes character traits (term not used) in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Infers a character's feelings in simple literary text* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes poems to identify the theme* • Recognizes the author's use of the first person as a technique to create interest in literary text* • Infers the point of view for a third person narrative (term not used)* • Infers the speaker for a literary text* • Identifies the narrator in a literary passage • Determines a narrator's feelings and/or emotions based on the information found in literary texts* • Identifies the conflict in a short (3 to 5 sentences) literary text • Infers the conflict (term not used) in a literary text* • Analyzes the conflict (term not used) in a literary text* • Describes the use of resolution in plot*	• Describes the plot of a story* • Identifies the development of plot in a literary text* • Analyzes events important to plot development in literary text* • Analyzes a literary passage and defines setting • Recognizes how characters are developed in literary texts* • Explains how the author introduces characters in literary text* • Assesses character development in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine the theme • Identifies the point of view used in a literary passage* • Infers who is speaking or thinking in literary texts* • Recognizes the author's use of conflict as a technique to create interest in literary texts* • Describes the conflict implied in literary texts* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Infers the conflict (term not used) in a literary text* • Infers the conflict in a literary text* • Analyzes to determine the problem presented in literary texts*
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Identifies examples of rhyming words in literary text • Analyzes author's use of dialogue (term defined) in literary text* • Identifies sentences that describe feelings* • Identifies the mood of a short literary passage	• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Analyzes repetition used by an author to add emphasis in literary text* • Analyzes description used by an author to introduce	• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Identifies rhyme as a literary device* • Recognizes examples of alliteration* • Analyzes the author's use of onomatopoeia (term not

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• Determines the meaning of a simile in a literary text* • Analyzes the author's use of expressions and idioms in literary texts*	characters in literary text* • Analyzes literary text to determine a particular feeling or mood (term not used) • Identifies sentences that describe feelings* • Analyzes literary text to determine a character's mood* • Identifies the mood in a poem* • Infers the meaning of figurative language in literary text* • Infers the meaning of figurative language (synecdoche, term not used)*	used) in literary text* • Defines dialogue* • Recognizes author's use of suspense to create interest in literary text • Analyzes the meaning of images used in literary text* • Analyzes the author's use of descriptive language in literary text* • Analyzes literary text to determine which words describe a particular sensation (term not used) • Infers the use of symbolism found in literary text* • Identifies examples of literal statements in literary texts* • Analyzes authors use of foreshadowing (term not used) in literary text* • Analyzes literary text to determine the author's mood • Analyzes tone used to create humor in literary text* • Defines simile* • Gives examples of similes in literary text • Identifies extended metaphors (term not used) in poetry* • Infers the meaning of metaphors (term not used) in literary text* • Identifies idioms in literary texts*
New Vocabulary: develop, make-believe, mood, moral, point of view, suspense, theme	*New Vocabulary:* British literature, climax, resolution, rising action, viewpoint	*New Vocabulary:* alliteration, dialogue, exposition, falling action, feeling, figurative language, idiom, literary device, literary element, personification, scene, simile, symbolism
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Infers the setting of a literary passage based on information in the passage • Identifies the development of character in a literary text* • Analyzes character traits (term not used) in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Infers a character's feelings in simple literary text* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes poems to identify the theme* • Recognizes the author's use of the first person as a technique to create interest in literary text* • Infers the point of view for a third person narrative (term not used)* • Infers the speaker for a literary text* • Identifies the narrator in a literary passage • Determines a narrator's feelings and/or emotions based on the information found in literary texts* • Identifies the conflict in a short (3 to 5 sentences) literary text • Infers the conflict (term not used) in a literary text* • Analyzes the conflict (term not used) in a literary text* • Describes the use of resolution in plot*	• Describes the plot of a story* • Identifies the development of plot in a literary text* • Analyzes events important to plot development in literary text* • Analyzes a literary passage and defines setting • Recognizes how characters are developed in literary texts* • Explains how the author introduces characters in literary text* • Assesses character development in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine the theme • Identifies the point of view used in a literary passage* • Infers who is speaking or thinking in literary texts* • Recognizes the author's use of conflict as a technique to create interest in literary texts* • Describes the conflict implied in literary texts* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Infers the conflict (term not used) in a literary text* • Infers the conflict in a literary text* • Analyzes to determine the problem presented in literary texts*	• Defines plot* • Analyzes setting in literary texts • Describes how characters are developed in literary texts* • Assesses character development in literary text • Infers the reason behind a character's actions • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* • Identifies the qualities (emotional and/or physical) of a character in literary texts* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Infers the point of view for a first person literary text (term not used)* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Makes inferences to determine the problem and/or solution in literary texts*
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Analyzes repetition used by an author to add emphasis in literary text* • Analyzes description used by an author to introduce	• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Identifies rhyme as a literary device* • Recognizes examples of alliteration* • Analyzes the author's use of onomatopoeia (term not	• Analyzes the author's use of rhythm in literary text* • Identifies alliteration in literary text • Recognizes dialogue in literary text • Analyzes the use of dialogue in advancing plot in literary text*

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characters in literary text* • Analyzes literary text to determine a particular feeling or mood (term not used) • Identifies sentences that describe feelings* • Analyzes literary text to determine a character's mood* • Identifies the mood in a poem* • Infers the meaning of figurative language in literary text* • Infers the meaning of figurative language (synecdoche, term not used)*	used) in literary text* • Defines dialogue* • Recognizes author's use of suspense to create interest in literary text • Analyzes the meaning of images used in literary text* • Analyzes the author's use of descriptive language in literary text* • Analyzes literary text to determine which words describe a particular sensation (term not used) • Infers the use of symbolism found in literary text* • Identifies examples of literal statements in literary texts* • Analyzes authors use of foreshadowing (term not used) in literary text* • Analyzes literary text to determine the author's mood • Analyzes tone used to create humor in literary text* • Defines simile* • Gives examples of similes in literary text • Identifies extended metaphors (term not used) in poetry* • Infers the meaning of metaphors (term not used) in literary text* • Identifies idioms in literary texts*	• Analyzes literary texts to determine how suspense is achieved* • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text* • Recognizes the author's use of imagery as a technique to create interest in literary text* • Analyzes descriptions used to begin a story* • Analyzes literary text to determine a particular feeling or mood • Recognizes the author's use of the present tense as a technique to create interest in literary text* • Defines simile* • Identifies similes in literary text • Gives examples of similes in literary text • Identifies metaphors in literary text • Infers the meaning of metaphors in literary text • Defines personification • Recognizes figurative language used to describe setting* • Identifies figurative language in literary text*
New Vocabulary: British literature, climax, resolution, rising action, viewpoint	*New Vocabulary:* alliteration, dialogue, exposition, falling action, feeling, figurative language, idiom, literary device, literary element, personification, scene, simile, symbolism	*New Vocabulary:* assonance, characterization, consonance, flashback, homophone, imagery, irony, onomatopoeia, pun, word play
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Describes the plot of a story* • Identifies the development of plot in a literary text* • Analyzes events important to plot development in literary text* • Analyzes a literary passage and defines setting • Recognizes how characters are developed in literary texts* • Explains how the author introduces characters in literary text* • Assesses character development in literary text • Determines a character's feelings and/or emotions based on the information found in literary texts* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine the theme • Identifies the point of view used in a literary passage* • Infers who is speaking or thinking in literary texts* • Recognizes the author's use of conflict as a technique to create interest in literary texts* • Describes the conflict implied in literary texts* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Infers the conflict (term not used) in a literary text* • Infers the conflict in a literary text* • Analyzes to determine the problem presented in literary texts*	• Defines plot* • Analyzes setting in literary texts • Describes how characters are developed in literary texts* • Assesses character development in literary text • Infers the reason behind a character's actions • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* • Identifies the qualities (emotional and/or physical) of a character in literary texts* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Infers the point of view for a first person literary text (term not used)* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Makes inferences to determine the problem and/or solution in literary texts*	• Analyzes techniques used by an author to develop characters in literary text* • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Describes characteristics of a character from information found in simple literary text* • Evaluates the relative importance of given themes in a literary story* • Identifies first person point of view in a literary text*
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Recognizes the author's use of rhyme as a technique to increase the interest of a literary text* • Identifies rhyme as a literary device* • Recognizes examples of alliteration* • Analyzes the author's use of onomatopoeia (term not	• Analyzes the author's use of rhythm in literary text* • Identifies alliteration in literary text • Recognizes dialogue in literary text • Analyzes the use of dialogue in advancing plot in literary text*	• Identifies alliteration in literary text • Recognizes examples of onomatopoeia in literary text* • Analyzes the use of dialogue in advancing plot in literary text* • Recognizes examples of imagery in literary text*

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used) in literary text* • Defines dialogue* • Recognizes author's use of suspense to create interest in literary text • Analyzes the meaning of images used in literary text* • Analyzes the author's use of descriptive language in literary text* • Analyzes literary text to determine which words describe a particular sensation (term not used) • Infers the use of symbolism found in literary text* • Identifies examples of literal statements in literary texts* • Analyzes authors use of foreshadowing (term not used) in literary text* • Analyzes literary text to determine the author's mood • Analyzes tone used to create humor in literary text* • Defines simile* • Gives examples of similes in literary text • Identifies extended metaphors (term not used) in poetry* • Infers the meaning of metaphors (term not used) in literary text* • Identifies idioms in literary texts*	• Analyzes literary texts to determine how suspense is achieved* • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text* • Recognizes the author's use of imagery as a technique to create interest in literary text* • Analyzes descriptions used to begin a story* • Analyzes literary text to determine a particular feeling or mood • Recognizes the author's use of the present tense as a technique to create interest in literary text* • Defines simile* • Identifies similes in literary text • Gives examples of similes in literary text • Identifies metaphors in literary text • Infers the meaning of metaphors in literary text • Defines personification • Recognizes figurative language used to describe setting* • Identifies figurative language in literary text*	• Recognizes examples of imagery (term not used) in literary text* • Analyzes the use of imagery in literary text • Identifies examples of sensory language in literary texts • Recognizes examples of irony in literary text • Interprets the use of irony found in literary text* • Identifies connotations in text* • Identifies foreshadowing in literary texts* • Describes techniques and details used by an author to create mood in a literary text • Describes tone in literary text as ironic* • Identifies similes in literary text • Defines metaphor • Gives examples of metaphors in literary text • Identifies metaphors in literary text • Identifies personification in literary text
New Vocabulary: alliteration, dialogue, exposition, falling action, feeling, figurative language, idiom, literary device, literary element, personification, scene, simile, symbolism	*New Vocabulary:* assonance, characterization, consonance, flashback, homophone, imagery, irony, onomatopoeia, pun, word play	*New Vocabulary:* first person, second person, sonnet, third person
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce 231 - 240
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Defines plot* • Analyzes setting in literary texts • Describes how characters are developed in literary texts* • Assesses character development in literary text • Infers the reason behind a character's actions • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Infers the reason behind a character's feelings/emotions* • Identifies the qualities (emotional and/or physical) of a character in literary texts* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Infers the point of view for a first person literary text (term not used)* • Identifies the conflict in a literary passage (3 to 6 paragraphs) • Makes inferences to determine the problem and/or solution in literary texts*	• Analyzes techniques used by an author to develop characters in literary text* • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Describes characteristics of a character from information found in simple literary text* • Evaluates the relative importance of given themes in a literary story* • Identifies first person point of view in a literary text*	• Analyzes how detail is used in a literary text to define character* • Evaluates statements to choose the one which best represents the theme of a parable or allegory* • Evaluates statements to choose the one which best represents the theme of a literary paragraph (complex)
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Analyzes the author's use of rhythm in literary text* • Identifies alliteration in literary text • Recognizes dialogue in literary text • Analyzes the use of dialogue in advancing plot in literary text* • Analyzes literary texts to determine how suspense is achieved* • Recognizes the author's use of descriptive language as a technique to create interest in literary text* • Analyzes the author's use of imagery in literary text* • Recognizes the author's use of imagery as a technique to create interest in literary text* • Analyzes descriptions used to begin a story*	• Identifies alliteration in literary text • Recognizes examples of onomatopoeia in literary text* • Analyzes the use of dialogue in advancing plot in literary text* • Recognizes examples of imagery in literary text* • Recognizes examples of imagery (term not used) in literary text* • Analyzes the use of imagery in literary text • Identifies examples of sensory language in literary texts • Recognizes examples of irony in literary text • Interprets the use of irony found in literary text* • Identifies connotations in text* • Identifies foreshadowing in literary texts*	• Recognizes examples of onomatopoeia in literary text* • Identifies allusion in literary text* • Analyzes the mood in a poem* • Describes tone in literary texts as containing elevated language* • Describes the tone of a literary text* • Interprets the use of oxymoron in literary text* • Evaluates literary text to determine the meaning of metaphors* • Identifies when figurative language is not present in literary text*

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• Analyzes literary text to determine a particular feeling or mood • Recognizes the author's use of the present tense as a technique to create interest in literary text* • Defines simile* • Identifies similes in literary text • Gives examples of similes in literary text • Identifies metaphors in literary text • Infers the meaning of metaphors in literary text • Defines personification • Recognizes figurative language used to describe setting* • Identifies figurative language in literary text*	• Describes techniques and details used by an author to create mood in a literary text • Describes tone in literary text as ironic* • Identifies similes in literary text • Defines metaphor • Gives examples of metaphors in literary text • Identifies metaphors in literary text • Identifies personification in literary text	
New Vocabulary: assonance, characterization, consonance, flashback, homophone, imagery, irony, onomatopoeia, pun, word play	*New Vocabulary:* first person, second person, sonnet, third person	*New Vocabulary:* standard English, symbolize
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 231 - 240

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop 231 - 240	Skills and Concepts to Introduce 241 - 250
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Analyzes techniques used by an author to develop characters in literary text* • Evaluates character development in literary text* • Infers the qualities (emotional and/or physical) of a character based on information found in literary texts • Describes characteristics of a character from information found in simple literary text* • Evaluates the relative importance of given themes in a literary story* • Identifies first person point of view in a literary text*	• Analyzes how detail is used in a literary text to define character* • Evaluates statements to choose the one which best represents the theme of a parable or allegory* • Evaluates statements to choose the one which best represents the theme of a literary paragraph (complex)	
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Identifies alliteration in literary text • Recognizes examples of onomatopoeia in literary text* • Analyzes the use of dialogue in advancing plot in literary text* • Recognizes examples of imagery in literary text* • Recognizes examples of imagery (term not used) in literary text* • Analyzes the use of imagery in literary text • Identifies examples of sensory language in literary texts • Recognizes examples of irony in literary text • Interprets the use of irony found in literary text* • Identifies connotations in text* • Identifies foreshadowing in literary texts* • Describes techniques and details used by an author to create mood in a literary text • Describes tone in literary text as ironic* • Identifies similes in literary text • Defines metaphor • Gives examples of metaphors in literary text • Identifies metaphors in literary text • Identifies personification in literary text	• Recognizes examples of onomatopoeia in literary text* • Identifies allusion in literary text* • Analyzes the mood in a poem* • Describes tone in literary texts as containing elevated language* • Describes the tone of a literary text* • Interprets the use of oxymoron in literary text* • Evaluates literary text to determine the meaning of metaphors* • Identifies when figurative language is not present in literary text*	• Describes poetic meter* • Recognizes examples of paradox in literary texts*
New Vocabulary: first person, second person, sonnet, third person	*New Vocabulary:* standard English, symbolize	*New Vocabulary:* iambic pentameter, metric feet, synecdoche
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: 241 - 250

Skills and Concepts to Enhance 231 - 240	Skills and Concepts to Develop 241 - 250	Skills and Concepts to Introduce Above 250
Understand Literary Elements	**Understand Literary Elements**	**Understand Literary Elements**
• Analyzes how detail is used in a literary text to define character* • Evaluates statements to choose the one which best represents the theme of a parable or allegory* • Evaluates statements to choose the one which best represents the theme of a literary paragraph (complex)		
Understand Literary Techniques	**Understand Literary Techniques**	**Understand Literary Techniques**
• Recognizes examples of onomatopoeia in literary text* • Identifies allusion in literary text* • Analyzes the mood in a poem* • Describes tone in literary texts as containing elevated language* • Describes the tone of a literary text* • Interprets the use of oxymoron in literary text* • Evaluates literary text to determine the meaning of metaphors* • Identifies when figurative language is not present in literary text*	• Describes poetic meter* • Recognizes examples of paradox in literary texts*	• Recognizes examples of antithesis in literary texts*
New Vocabulary: standard English, symbolize	*New Vocabulary:* iambic pentameter, metric feet, synecdoche	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Literature: Literary Elements and Techniques
RIT Score Range: Above 250

Skills and Concepts to Enhance 241 - 250	Skills and Concepts to Develop Above 250
Understand Literary Elements	**Understand Literary Elements**
Understand Literary Techniques	**Understand Literary Techniques**
• Describes poetic meter* • Recognizes examples of paradox in literary texts*	• Recognizes examples of antithesis in literary texts*
New Vocabulary: iambic pentameter, metric feet, synecdoche	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: Below 161

Skills and Concepts to Develop Below 161	Skills and Concepts to Introduce 161 - 170
Fiction Characteristics	**Fiction Characteristics**
Nonfiction Characteristics	**Nonfiction Characteristics**
• Gives an example of an event that is real*	• Identifies the function of a dictionary* • Identifies examples of thank you notes*
New Vocabulary: none	*New Vocabulary:* note, thank-you note
New Signs and Symbols: none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 161 - 170

Skills and Concepts to Enhance Below 161	Skills and Concepts to Develop 161 - 170	Skills and Concepts to Introduce 171 - 180
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
		• Classifies stories as "make-believe"* • Classifies literary texts as stories that could happen • Distinguishes among titles to recognize a literary text that is "real"* • Identifies the characteristics of fairy tales • Classifies literary text as a fairy tale*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Gives an example of an event that is real*	• Identifies the function of a dictionary* • Identifies examples of thank you notes*	• Recognizes the types of information likely to be found in a newspaper • Identifies the function of a dictionary* • Identifies the characteristics thank you notes* • Identifies the characteristics of lists*
New Vocabulary: none	*New Vocabulary:* note, thank-you note	*New Vocabulary:* business letter, fable, genre, historical fiction, legend, news, newspaper, nonfiction, science fiction, short story, source, tall tale
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
	• Classifies stories as "make-believe"* • Classifies literary texts as stories that could happen • Distinguishes among titles to recognize a literary text that is "real"* • Identifies the characteristics of fairy tales • Classifies literary text as a fairy tale*	• Distinguishes among genres to recognize realistic stories • Classifies stories as "make-believe"* • Identifies a "make-believe" statement using literary text* • Classifies literary text as a story • Identifies the characteristics of poems* • Gives examples of fairy tales* • Classifies literary text as a fairy tale*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Identifies the function of a dictionary* • Identifies examples of thank you notes*	• Recognizes the types of information likely to be found in a newspaper • Identifies the function of a dictionary* • Identifies the characteristics thank you notes* • Identifies the characteristics of lists*	• Classifies literary texts as nonfiction* • Identifies the characteristics of informational magazines • Identifies the characteristics of dictionaries • Identifies characteristics of manuals* • Identifies the characteristics of informal notes* • Identifies the characteristics of letters* • Classifies text as a journal entry* • Identifies the characteristics of lists*
New Vocabulary: note, thank-you note	*New Vocabulary:* business letter, fable, genre, historical fiction, legend, news, newspaper, nonfiction, science fiction, short story, source, tall tale	*New Vocabulary:* almanac, anecdote, caption, encyclopedia, fiction, magazine, myth, novel, reference material, resource, rhythm, stanza, thesaurus
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
• Classifies stories as "make-believe"* • Classifies literary texts as stories that could happen • Distinguishes among titles to recognize a literary text that is "real"* • Identifies the characteristics of fairy tales • Classifies literary text as a fairy tale*	• Distinguishes among genres to recognize realistic stories • Classifies stories as "make-believe"* • Identifies a "make-believe" statement using literary text* • Classifies literary text as a story • Identifies the characteristics of poems* • Gives examples of fairy tales* • Classifies literary text as a fairy tale*	• Recognizes characteristics of fiction* • Classifies literary text as a story • Identifies the characteristics of poems* • Identifies the plot of a legend* • Defines fable* • Distinguishes among literary genres to recognize a fantasy • Classifies literary texts as plays • Recognizes characteristics of plays* • Distinguishes among genres to recognize literary magazine articles* • Classifies literary text as a memoir*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Recognizes the types of information likely to be found in a newspaper • Identifies the function of a dictionary* • Identifies the characteristics thank you notes* • Identifies the characteristics of lists*	• Classifies literary texts as nonfiction* • Identifies the characteristics of informational magazines • Identifies the characteristics of dictionaries • Identifies characteristics of manuals* • Identifies the characteristics of informal notes* • Identifies the characteristics of letters* • Classifies text as a journal entry* • Identifies the characteristics of lists*	• Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of textbooks* • Identifies the characteristics of weather reports*
New Vocabulary: business letter, fable, genre, historical fiction, legend, news, newspaper, nonfiction, science fiction, short story, source, tall tale	*New Vocabulary:* almanac, anecdote, caption, encyclopedia, fiction, magazine, myth, novel, reference material, resource, rhythm, stanza, thesaurus	*New Vocabulary:* anthology, memoir, reference, reference book
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 191 - 200

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
• Distinguishes among genres to recognize realistic stories • Classifies stories as "make-believe"* • Identifies a "make-believe" statement using literary text* • Classifies literary text as a story • Identifies the characteristics of poems* • Gives examples of fairy tales* • Classifies literary text as a fairy tale*	• Recognizes characteristics of fiction* • Classifies literary text as a story • Identifies the characteristics of poems* • Identifies the plot of a legend* • Defines fable* • Distinguishes among literary genres to recognize a fantasy • Classifies literary texts as plays • Recognizes characteristics of plays* • Distinguishes among genres to recognize literary magazine articles* • Classifies literary text as a memoir*	• Classifies stories as fiction • Identifies characteristics of narrative text* • Classifies literary text as folk tale* • Classifies literary texts as fables* • Classifies literary texts as myths* • Classifies literary text as a tall tale* • Classifies literary texts as science fiction* • Recognizes the characteristics of biographies • Classifies text as historical fiction*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Classifies literary texts as nonfiction* • Identifies the characteristics of informational magazines • Identifies the characteristics of dictionaries • Identifies characteristics of manuals* • Identifies the characteristics of informal notes* • Identifies the characteristics of letters* • Classifies text as a journal entry* • Identifies the characteristics of lists*	• Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of textbooks* • Identifies the characteristics of weather reports*	• Identifies the characteristics of an encyclopedia • Identifies the characteristics of a thesaurus • Identifies the characteristics of textbooks* • Evaluates electronic informational sources (Internet)*
New Vocabulary: almanac, anecdote, caption, encyclopedia, fiction, magazine, myth, novel, reference material, resource, rhythm, stanza, thesaurus	*New Vocabulary:* anthology, memoir, reference, reference book	*New Vocabulary:* autobiography, book review, satire
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
• Recognizes characteristics of fiction* • Classifies literary text as a story • Identifies the characteristics of poems* • Identifies the plot of a legend* • Defines fable* • Distinguishes among literary genres to recognize a fantasy • Classifies literary texts as plays • Recognizes characteristics of plays* • Distinguishes among genres to recognize literary magazine articles* • Classifies literary text as a memoir*	• Classifies stories as fiction • Identifies characteristics of narrative text* • Classifies literary text as folk tale* • Classifies literary texts as fables* • Classifies literary texts as myths* • Classifies literary text as a tall tale* • Classifies literary texts as science fiction* • Recognizes the characteristics of biographies • Classifies text as historical fiction*	• Defines genre • Classifies stories as fiction • Classifies literary text as folk tale* • Classifies literary texts as science fiction* • Classifies a literary text as an autobiography* • Identifies the characteristics of historical fiction*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of textbooks* • Identifies the characteristics of weather reports*	• Identifies the characteristics of an encyclopedia • Identifies the characteristics of a thesaurus • Identifies the characteristics of textbooks* • Evaluates electronic informational sources (Internet)*	• Classifies informational text as persuasive* • Classifies text as a true story* • Identifies the characteristics of editorials* • Classifies informational text as a book review • Identifies the characteristics of journals and other specialized periodicals* • Classifies text as personal writing* • Recognizes characteristics of advertisements*
New Vocabulary: anthology, memoir, reference, reference book	*New Vocabulary:* autobiography, book review, satire	*New Vocabulary:* foreshadowing, persuasive, tale
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce Above 220
Fiction Characteristics	**Fiction Characteristics**	**Fiction Characteristics**
• Classifies stories as fiction • Identifies characteristics of narrative text* • Classifies literary text as folk tale* • Classifies literary texts as fables* • Classifies literary texts as myths* • Classifies literary text as a tall tale* • Classifies literary texts as science fiction* • Recognizes the characteristics of biographies • Classifies text as historical fiction*	• Defines genre • Classifies stories as fiction • Classifies literary text as folk tale* • Classifies literary texts as science fiction* • Classifies a literary text as an autobiography* • Identifies the characteristics of historical fiction*	• Classifies literary text as narrative • Identifies the characteristics of fables*
Nonfiction Characteristics	**Nonfiction Characteristics**	**Nonfiction Characteristics**
• Identifies the characteristics of an encyclopedia • Identifies the characteristics of a thesaurus • Identifies the characteristics of textbooks* • Evaluates electronic informational sources (Internet)*	• Classifies informational text as persuasive* • Classifies text as a true story* • Identifies the characteristics of editorials* • Classifies informational text as a book review • Identifies the characteristics of journals and other specialized periodicals* • Classifies text as personal writing* • Recognizes characteristics of advertisements*	• Recognizes characteristics of satirical essays* • Identifies the characteristics of book reviews* • Recognizes phonetic pronunciation as used in dictionaries* • Identifies characteristics of reference materials* • Recognizes characteristics of advertisements*
New Vocabulary: autobiography, book review, satire	*New Vocabulary:* foreshadowing, persuasive, tale	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Variety of Literary Works
RIT Score Range: Above 220

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop Above 220
Fiction Characteristics	**Fiction Characteristics**
• Defines genre • Classifies stories as fiction • Classifies literary text as folk tale* • Classifies literary texts as science fiction* • Classifies a literary text as an autobiography* • Identifies the characteristics of historical fiction*	• Classifies literary text as narrative • Identifies the characteristics of fables*
Nonfiction Characteristics	**Nonfiction Characteristics**
• Classifies informational text as persuasive* • Classifies text as a true story* • Identifies the characteristics of editorials* • Classifies informational text as a book review • Identifies the characteristics of journals and other specialized periodicals* • Classifies text as personal writing* • Recognizes characteristics of advertisements*	• Recognizes characteristics of satirical essays* • Identifies the characteristics of book reviews* • Recognizes phonetic pronunciation as used in dictionaries* • Identifies characteristics of reference materials* • Recognizes characteristics of advertisements*
New Vocabulary: foreshadowing, persuasive, tale	*New Vocabulary:* none
New Signs and Symbols: none	*New Signs and Symbols:* none

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