DesCartes
(Combined)

Subject: Language Usage
Goal: Write, Plan, Revise, Edit, Produce

Subject: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
RIT Score Range: Below 171

Skills and Concepts to Develop Below 171	Skills and Concepts to Introduce 171 - 180
Write for a Variety of Readers	**Write for a Variety of Readers**
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**
• Selects appropriate adjectives to add simple details when revising and editing* • Arranges words into sentences	• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**
	• Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation*
New Vocabulary: none	*New Vocabulary:* draft, edit, sequence, spelling, to describe, word order
New Signs and Symbols: ? question mark	*New Signs and Symbols:* , comma, . period, " quotation mark (left), " quotation mark (right)

Subject: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Selects appropriate adjectives to add simple details when revising and editing* • Arranges words into sentences	• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic	• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)* • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)* • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) • Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* • Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our

* 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.

		books. It was raining. We read our books, for it was raining.)* • Combines sentences to improve clarity using a compound predicate (term not used) • Orders sentences in directions for clarity* • Revises and combines sentences for clarity* • Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
	• Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation*	• Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure*
New Vocabulary: none	*New Vocabulary:* draft, edit, sequence, spelling, to describe, word order	*New Vocabulary:* brainstorm, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process
New Signs and Symbols: ? question mark	*New Signs and Symbols:* **,** comma, **.** period, " quotation mark (left), " quotation mark (right)	*New Signs and Symbols:* **'** apostrophe

* 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: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
		• Identifies the appropriate audience for use of slang words* • Selects appropriate vocabulary for a given audience • Considers audience when selecting topic* • Uses form appropriate to audience • Chooses expository text as the appropriate form of writing for a particular purpose
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Brainstorms topics described by a given set of supporting details • Chooses the appropriate word choice to convey a particular mood or tone • Revises word order for fluency* • Arranges words into sentences • Identifies ending sentences for paragraphs appropriate to topic • Identifies beginning sentences for paragraphs appropriate to topic	• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)* • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)* • Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)	• Recognizes that the writing process begins with the step of brainstorming • Brainstorms supporting details for a given topic • Brainstorms and evaluates topics described by a given set of supporting details* • Uses webs as a prewriting strategy • Records key thoughts as a prewriting strategy • Uses note taking as a prewriting strategy • Identifies the main topic for an outline • Interprets outlines • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies writing sample that is most appropriate for a given purpose • Identifies which sentence is appropriate for a given purpose* • Uses appropriate word choice relative to purpose* • Revises by adding detail* • Revises by deleting information that does not relate to topic* • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday,

* 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.

- Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* - Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* - Combines sentences to improve clarity using a compound predicate (term not used) - Orders sentences in directions for clarity* - Revises and combines sentences for clarity* - Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)	went to the river to swim.) - Combines sentences to improve clarity using a compound subject (term not used) - Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.) - Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)* - Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)* - Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.) - Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)* - Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.) - Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)* - Revises sentence for grammar* - Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used) - Identifies run-on sentences that need revision* - Changes word order of sentences from present to past tense* - Arranges word order of a sentence into an alternate form by changing verb placement (term not used)* - Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) - Arranges word order of sentences by altering the placement of adverb clauses (term not used)

* 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.

		• Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form)
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
• Recognizes errors in punctuation* • Edits for ending punctuation (question mark) • Recognizes errors in spelling, capitalization, and punctuation*	• Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure*	• Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols*
New Vocabulary: draft, edit, sequence, spelling, to describe, word order	*New Vocabulary:* brainstorm, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process	*New Vocabulary:* abbreviation, book report, comparison, main heading, memo, pamphlet, resumé, slang
New Signs and Symbols: **,** comma, **.** period, " quotation mark (left), " quotation mark (right)	*New Signs and Symbols:* **'** apostrophe	*New Signs and Symbols:* none

* 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: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
	• Identifies the appropriate audience for use of slang words* • Selects appropriate vocabulary for a given audience • Considers audience when selecting topic* • Uses form appropriate to audience • Chooses expository text as the appropriate form of writing for a particular purpose	• Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Distinguishes between main topic and supporting details (using a set of words)* • Brainstorms supporting details for a given topic • Uses webs as a prewriting strategy • Evaluates notes used to plan a story* • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies which sentence is appropriate for a given purpose* • Evaluates writing samples for clarity and completeness of information • Revises sentences to improve more word choice* • Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)* • Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)* • Combines sentences to improve clarity using a compound subject (term not used) • Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)*	• Recognizes that the writing process begins with the step of brainstorming • Brainstorms supporting details for a given topic • Brainstorms and evaluates topics described by a given set of supporting details* • Uses webs as a prewriting strategy • Records key thoughts as a prewriting strategy • Uses note taking as a prewriting strategy • Identifies the main topic for an outline • Interprets outlines • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies writing sample that is most appropriate for a given purpose • Identifies which sentence is appropriate for a given purpose* • Uses appropriate word choice relative to purpose* • Revises by adding detail* • Revises by deleting information that does not relate to topic* • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning	• Orders the steps of the writing process* • Defines proofreading • Describes editing process • Describes the process of brainstorming* • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines • Understands that the process of revision includes revising for audience understanding* • Revises by adding detail* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer

* 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.

- Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
- Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
- Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
- Combines sentences to improve clarity using a compound predicate (term not used)
- Orders sentences in directions for clarity*
- Revises and combines sentences for clarity*
- Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)

that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)
- Combines sentences to improve clarity using a compound subject (term not used)
- Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
- Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)*
- Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
- Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)
- Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
- Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)
- Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)*
- Revises sentence for grammar*
- Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)
- Identifies run-on sentences that need revision*
- Changes word order of sentences from present to past tense*
- Arranges word order of a sentence into an alternate form by changing verb placement (term not used)*
- Arranges word order of sentences into alternate forms,

players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
- Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*
- Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)*
- Explains how syntax (term not used) affects meaning of a sentence
- Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
- Arranges word order of sentences by rephrasing adjective clauses (term not used)*
- Arranges word order of sentences by altering the placement of adjective clauses (term not used)
- Arranges word order of sentences by changing the placement of a direct quote within a sentence*
- Arranges sentences into alternate forms with correct syntax (term not used)*
- Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)
- Evaluates the syntax (term not used) of sentences (word order, form)
- Evaluates the syntax (word order, form) of sentences
- Determines the most appropriate thesis statement for a given scenario
- Uses multi-paragraph organization to develop ideas*

* 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.

	adding dependent clauses (term not used) • Arranges word order of sentences by altering the placement of adverb clauses (term not used) • Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form)	
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
• Uses indentations at the beginning of paragraphs • Recognizes a sentence that uses plurals correctly* • Edits for grade appropriate conventional spelling • Edits for proper spelling, punctuation, and sentence structure*	• Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols*	• Recognizes complete sentences • Identifies run-on sentences (term not used) while editing work • Uses editing symbols (caret)*
New Vocabulary: brainstorm, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process	*New Vocabulary:* abbreviation, book report, comparison, main heading, memo, pamphlet, resumé, slang	*New Vocabulary:* caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement, word choice
New Signs and Symbols: ' apostrophe	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
• Identifies the appropriate audience for use of slang words* • Selects appropriate vocabulary for a given audience • Considers audience when selecting topic* • Uses form appropriate to audience • Chooses expository text as the appropriate form of writing for a particular purpose	• Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose	• Identifies the form of writing that is most appropriate for a given purpose* • Selects writing form appropriate to topic and purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Recognizes that the writing process begins with the step of brainstorming • Brainstorms supporting details for a given topic • Brainstorms and evaluates topics described by a given set of supporting details* • Uses webs as a prewriting strategy • Records key thoughts as a prewriting strategy • Uses note taking as a prewriting strategy • Identifies the main topic for an outline • Interprets outlines • Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience* • Identifies writing sample that is most appropriate for a given purpose • Identifies which sentence is appropriate for a given purpose* • Uses appropriate word choice relative to purpose* • Revises by adding detail* • Revises by deleting information that does not relate to topic* • Evaluates writing samples for clarity and completeness of information • Identifies multiple sentences with the same meaning	• Orders the steps of the writing process* • Defines proofreading • Describes editing process • Describes the process of brainstorming* • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines • Understands that the process of revision includes revising for audience understanding* • Revises by adding detail* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer	• Recognizes the steps of the writing process* • Identifies the process of revising* • Uses prewriting strategies to plan written work • Uses organizing as a prewriting strategy • Describes process of revision • Identifies suitable research questions • Gathers research information from analyzing original documents* • Describes the writing tasks organized by a particular graphic organizer • Identifies the appropriate style for a summary* • Explains how and why outlines are used • Revises compositions for clarity in purpose* • Evaluates writing samples for descriptive word choice* • Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* • Identifies combining sentences as a revision technique* • Combines sentences to improve clarity by using a compound sentence (term not used)* • Rewrites sentences in question form* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer

* 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.

- that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)
- Combines sentences to improve clarity using a compound subject (term not used)
- Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
- Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)*
- Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
- Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)
- Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
- Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)
- Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)*
- Revises sentence for grammar*
- Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)
- Identifies run-on sentences that need revision*
- Changes word order of sentences from present to past tense*
- Arranges word order of a sentence into an alternate form by changing verb placement (term not used)*
- Arranges word order of sentences into alternate forms,

- players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
- Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*
- Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)*
- Explains how syntax (term not used) affects meaning of a sentence
- Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
- Arranges word order of sentences by rephrasing adjective clauses (term not used)*
- Arranges word order of sentences by altering the placement of adjective clauses (term not used)
- Arranges word order of sentences by changing the placement of a direct quote within a sentence*
- Arranges sentences into alternate forms with correct syntax (term not used)*
- Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)
- Evaluates the syntax (term not used) of sentences (word order, form)
- Evaluates the syntax (word order, form) of sentences
- Determines the most appropriate thesis statement for a given scenario
- Uses multi-paragraph organization to develop ideas*

- players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
- Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)
- Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)*
- Changes word order of sentences from first person to third person point of view*
- Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)*
- Evaluates the syntax (word order, form) of sentences
- Determines the most appropriate thesis statement for a given scenario
- Analyzes writing to revise multiple-paragraph compositions
- Evaluates which sentence will best serve as a topic sentence for a given subject

* 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.

adding dependent clauses (term not used) • Arranges word order of sentences by altering the placement of adverb clauses (term not used) • Arranges word order of sentences by reversing the subject and verb (terms not used)* • Evaluates the syntax (term not used) of sentences (word order, form)		
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
• Recognizes complete sentences • Edits for complete and correct sentences* • Edits paragraphs to show the start of new paragraphs with indentations • Edits for proper capitalization* • Edits for ending punctuation (period) • Recognizes that a dictionary is a useful tool for the editing process* • Identifies multiple proofreading symbols*	• Recognizes complete sentences • Identifies run-on sentences (term not used) while editing work • Uses editing symbols (caret)*	• Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic* • Identifies run-on sentences (term not used) while editing work • Edits for proper punctuation • Edits a paragraph for spelling • Edits a sentence for spelling*
New Vocabulary: abbreviation, book report, comparison, main heading, memo, pamphlet, resumé, slang	*New Vocabulary:* caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement, word choice	*New Vocabulary:* alphabetical order, compose, contrast, documentation, expository writing, prewrite, prewriting
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

* 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: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
• Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose	• Identifies the form of writing that is most appropriate for a given purpose* • Selects writing form appropriate to topic and purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose	• Evaluates the level of detail and information appropriate for a given audience*
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Orders the steps of the writing process* • Defines proofreading • Describes editing process • Describes the process of brainstorming* • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines • Understands that the process of revision includes revising for audience understanding* • Revises by adding detail* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer	• Recognizes the steps of the writing process* • Identifies the process of revising* • Uses prewriting strategies to plan written work • Uses organizing as a prewriting strategy • Describes process of revision • Identifies suitable research questions • Gathers research information from analyzing original documents* • Describes the writing tasks organized by a particular graphic organizer • Identifies the appropriate style for a summary* • Explains how and why outlines are used • Revises compositions for clarity in purpose* • Evaluates writing samples for descriptive word choice* • Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* • Identifies combining sentences as a revision technique* • Combines sentences to improve clarity by using a compound sentence (term not used)* • Rewrites sentences in question form* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer	• Recognizes the last step of the writing process within a given writing scenario* • Uses clustering as a prewriting strategy* • Understands that the process of revision includes revising for audience interest* • Uses the writing process to align content with purpose* • Distinguishes examples of thesis statements from other written text*

WI 3.2.1
* 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.

players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*	players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*	
• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)* • Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)* • Explains how syntax (term not used) affects meaning of a sentence • Arranges word order of sentences into alternate forms, adding dependent clauses (term not used) • Arranges word order of sentences by rephrasing adjective clauses (term not used)* • Arranges word order of sentences by altering the placement of adjective clauses (term not used) • Arranges word order of sentences by changing the placement of a direct quote within a sentence* • Arranges sentences into alternate forms with correct syntax (term not used)* • Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both) • Evaluates the syntax (term not used) of sentences (word order, form) • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Uses multi-paragraph organization to develop ideas*	• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.) • Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)* • Changes word order of sentences from first person to third person point of view* • Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)* • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Analyzes writing to revise multiple-paragraph compositions • Evaluates which sentence will best serve as a topic sentence for a given subject	
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
• Recognizes complete sentences • Identifies run-on sentences (term not used) while editing work • Uses editing symbols (caret)*	• Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic* • Identifies run-on sentences (term not used) while editing work • Edits for proper punctuation • Edits a paragraph for spelling • Edits a sentence for spelling*	• Identifies the thesis statement for a given passage* • Recognizes examples of proofreading for grammar* • Uses editing symbols (spelling)* • Evaluates for pronoun and sentence revision*
New Vocabulary: caret, cluster, freewrite, language, parallelism, rough draft, syntax, thesis statement, word	*New Vocabulary:* alphabetical order, compose, contrast, documentation, expository writing, prewrite, prewriting	*New Vocabulary:* none

* 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.

choice		
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
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
Write for a Variety of Readers	**Write for a Variety of Readers**	**Write for a Variety of Readers**
• Identifies the form of writing that is most appropriate for a given purpose* • Selects writing form appropriate to topic and purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose	• Evaluates the level of detail and information appropriate for a given audience*	• Evaluates the relevance of potential research questions*
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**	**Plan and Revise Clear and Effective Writing**
• Recognizes the steps of the writing process* • Identifies the process of revising* • Uses prewriting strategies to plan written work • Uses organizing as a prewriting strategy • Describes process of revision • Identifies suitable research questions • Gathers research information from analyzing original documents* • Describes the writing tasks organized by a particular graphic organizer • Identifies the appropriate style for a summary* • Explains how and why outlines are used • Revises compositions for clarity in purpose* • Evaluates writing samples for descriptive word choice* • Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)* • Identifies combining sentences as a revision technique* • Combines sentences to improve clarity by using a compound sentence (term not used)* • Rewrites sentences in question form* • Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)* • Revises sentences by using an adverb clause to combine	• Recognizes the last step of the writing process within a given writing scenario* • Uses clustering as a prewriting strategy* • Understands that the process of revision includes revising for audience interest* • Uses the writing process to align content with purpose • Distinguishes examples of thesis statements from other written text*	• Describes the structure of formal outlines* • Evaluates the format of outlines* • Revises sentences for fluency • Uses evidence in support of a thesis statement

* 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.

sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.) • Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)* • Changes word order of sentences from first person to third person point of view* • Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)* • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Analyzes writing to revise multiple-paragraph compositions • Evaluates which sentence will best serve as a topic sentence for a given subject		
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**	**Edit and Publish, Produce Multiple Drafts**
• Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic* • Identifies run-on sentences (term not used) while editing work • Edits for proper punctuation • Edits a paragraph for spelling • Edits a sentence for spelling*	• Identifies the thesis statement for a given passage* • Recognizes examples of proofreading for grammar* • Uses editing symbols (spelling)* • Evaluates for pronoun and sentence revision*	• Defines thesis statement* • Edits for errors in usage* • Uses editing symbols (run-on)*
New Vocabulary: alphabetical order, compose, contrast, documentation, expository writing, prewrite, prewriting	*New Vocabulary:* none	*New Vocabulary:* dash, formal outline, supporting evidence, works cited
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* ¶ paragraph

* 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: Language Usage
Goal Strand: Write, Plan, Revise, Edit, Produce
RIT Score Range: Above 230

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop Above 230
Write for a Variety of Readers	**Write for a Variety of Readers**
• Evaluates the level of detail and information appropriate for a given audience*	• Evaluates the relevance of potential research questions*
Plan and Revise Clear and Effective Writing	**Plan and Revise Clear and Effective Writing**
• Recognizes the last step of the writing process within a given writing scenario* • Uses clustering as a prewriting strategy* • Understands that the process of revision includes revising for audience interest* • Uses the writing process to align content with purpose • Distinguishes examples of thesis statements from other written text*	• Describes the structure of formal outlines* • Evaluates the format of outlines* • Revises sentences for fluency • Uses evidence in support of a thesis statement
Edit and Publish, Produce Multiple Drafts	**Edit and Publish, Produce Multiple Drafts**
• Identifies the thesis statement for a given passage* • Recognizes examples of proofreading for grammar* • Uses editing symbols (spelling)* • Evaluates for pronoun and sentence revision*	• Defines thesis statement* • Edits for errors in usage* • Uses editing symbols (run-on)*
New Vocabulary: none	*New Vocabulary:* dash, formal outline, supporting evidence, works cited
New Signs and Symbols: none	*New Signs and Symbols:* ¶ paragraph

* 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.