DesCartes
(Combined)

Subject: Reading
Goal: Evaluate and Extend Text

Subject: Reading
Goal Strand: Evaluate and Extend Text
RIT Score Range: Below 151

Skills and Concepts to Develop Below 151	Skills and Concepts to Introduce 151 - 160
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**
• 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)
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**
	• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**
New Vocabulary: paragraphs	*New Vocabulary:* classify, riddle
New Signs and Symbols: none	*New Signs and Symbols:* none

Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• 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 predictions about what will happen next in a literary text (1-5 simple 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
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
	• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*	• Classifies words based on stated characteristics in informational text • Makes predictions (term not used) about the content of books based on their titles* • Draws conclusions from short informational text (1-3 sentences)
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
New Vocabulary: paragraphs	*New Vocabulary:* classify, riddle	*New Vocabulary:* American literature
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)	• Makes predictions about what will happen next in a literary text (1-5 simple 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	• Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • 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 • 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
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• Classifies words based on stated characteristics in informational text • Locates information in text based on classification indicator (term not used)*	• Classifies words based on stated characteristics in informational text • Makes predictions (term not used) about the content of books based on their titles* • Draws conclusions from short informational text (1-3 sentences)	• Classifies statements as fact or opinion in informational text* • 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

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		sentences)
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
		• Locates bias in informational texts*
New Vocabulary: classify, riddle	*New Vocabulary:* American literature	*New Vocabulary:* bias, fable, personal essay, persuasive essay, speaker
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Makes predictions about what will happen next in a literary text (1-5 simple 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	• Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • 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 • 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	• Explains why an author uses a given comparison in literary text* • 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 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) • 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*
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• Classifies words based on stated characteristics in informational text • Makes predictions (term not used) about the content	• Classifies statements as fact or opinion in informational text* • Infers the author's viewpoint (term not used) in short	• Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text

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of books based on their titles* • Draws conclusions from short informational text (1-3 sentences)	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)	(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* • 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 predictions (term not used) from informational texts (1-3 paragraphs) describing situations* • Makes predictions from informational texts (1-5 simple sentences) describing situations* • 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)
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
	• Locates bias in informational texts*	• 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*
New Vocabulary: American literature	*New Vocabulary:* bias, fable, personal essay, persuasive essay, speaker	*New Vocabulary:* catalog, conversation, describes, fiction, infer, manual, poet, purpose, topic
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • 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 • 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	• Explains why an author uses a given comparison in literary text* • 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 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) • 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*	• Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 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"* • 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) • 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*
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• Classifies statements as fact or opinion in informational text* • Infers the author's viewpoint (term not used) in short	• Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text	• Describes the utility of Venn diagrams in comparing and contrasting in informational text* • Describes contrasts made in informational text

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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)	(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* • 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 predictions (term not used) from informational texts (1-3 paragraphs) describing situations* • Makes predictions from informational texts (1-5 simple sentences) describing situations* • 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)	• 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 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* • 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)* • 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 containing complex sentences)* • Makes predictions from informational texts (1-5 simple sentences) describing situations* • 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*

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		• Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Evaluates conclusions from informational text*
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
• Locates bias in informational texts*	• 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 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*
New Vocabulary: bias, fable, personal essay, persuasive essay, speaker	*New Vocabulary:* catalog, conversation, describes, fiction, infer, manual, poet, purpose, topic	*New Vocabulary:* argue, arguments, brochure, characterize, narrate, statements
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Explains why an author uses a given comparison in literary text* • 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 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) • 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*	• Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 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"* • 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) • 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*	• Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • 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 the likelihood of occurrence of a particular event using information supplied in a 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)*
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text	• Describes the utility of Venn diagrams in comparing and contrasting in informational text* • Describes contrasts made in informational text	• Explains how the author makes a given comparison in informational text* • Compares characteristics to evaluate informational

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(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*
- 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 predictions (term not used) from informational texts (1-3 paragraphs) describing situations*
- Makes predictions from informational texts (1-5 simple sentences) describing situations*
- 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)

- 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 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*
- 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)*
- 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 containing complex sentences)*
- Makes predictions from informational texts (1-5 simple sentences) describing situations*
- 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*

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*
- 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 predictions from short informational texts (1-3 paragraphs containing complex sentences)*
- Evaluates predictions based on content in informational text*
- 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

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	• Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* • Evaluates conclusions from informational text*	containing complex sentences)*
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
• 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 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*	• 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* • 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)*
New Vocabulary: catalog, conversation, describes, fiction, infer, manual, poet, purpose, topic	*New Vocabulary:* argue, arguments, brochure, characterize, narrate, statements	*New Vocabulary:* aphorism, autobiography, evaluate, field guide, memorandum, persuasion, picture book, research paper, thesis paper
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Compares short literary texts to determine the common theme* • Contrasts (term not used) characters in literary text (1-3 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"* • 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) • 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*	• Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • 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 the likelihood of occurrence of a particular event using information supplied in a 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)*	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • 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* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • 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)*
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• 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*	• 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	• 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)

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- 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 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*
- 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)*
- 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 containing complex sentences)*
- Makes predictions from informational texts (1-5 simple sentences) describing situations*
- 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*

- 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*
- 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 predictions from short informational texts (1-3 paragraphs containing complex sentences)*
- Evaluates predictions based on content in informational text*
- 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)*

- Classifies statements as examples of opposing opinion in informational text*
- Distinguishes between facts and opinions that are unsubstantiated by informational text*
- 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)*
- 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)
- 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)*

Evaluate and Extend Author's Use of Language	Evaluate and Extend Author's Use of Language	Evaluate and Extend Author's Use of Language
• Infers an author's bias from short paragraphs of	• Makes inferences to determine an author's bias or	• Classifies examples of propaganda to determine the

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Blank cells indicate data are limited or unavailable for this range or document version.

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*	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* • 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)*	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)
New Vocabulary: argue, arguments, brochure, characterize, narrate, statements	*New Vocabulary:* aphorism, autobiography, evaluate, field guide, memorandum, persuasion, picture book, research paper, thesis paper	*New Vocabulary:* contrast, coupon, intent
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

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Subject: Reading
Goal Strand: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Compares short literary texts to determine the common theme* • Compares settings used in literary texts* • 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 the likelihood of occurrence of a particular event using information supplied in a 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)*	• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • 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* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • 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)*	• 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 • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude 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*
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• 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	• 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	• 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* • 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)*

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.
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• 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* • 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 predictions from short informational texts (1-3 paragraphs containing complex sentences)* • Evaluates predictions based on content in informational text* • 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)*	unsubstantiated by informational text* • 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)* • 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) • 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)*	• Infers the author's specific purpose for an informational passage (persuasive) • 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) • 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)
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
• 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	• 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	• 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)*

* 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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literary text containing one or more complex sentences* • 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)*	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 specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)*
New Vocabulary: aphorism, autobiography, evaluate, field guide, memorandum, persuasion, picture book, research paper, thesis paper	*New Vocabulary:* contrast, coupon, 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: Evaluate and Extend Text
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
Evaluate and Extend Literary Text	**Evaluate and Extend Literary Text**	**Evaluate and Extend Literary Text**
• Describes contrasts made among characters in literary texts (1-10 complex paragraphs)* • 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* • Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text • 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)*	• 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 • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude 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*	• Compares content/concepts described in literary passages (2 or more complex passages or poems)* • Contrasts tone used in literary text (complex passages/ poems)* • Makes inference about the author's use of figurative language in literary text
Evaluate and Extend Informational Text	**Evaluate and Extend Informational Text**	**Evaluate and Extend Informational Text**
• 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	• 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* • 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)*	

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.
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unsubstantiated by informational text* • 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)* • 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) • 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)*	• Infers the author's specific purpose for an informational passage (persuasive) • 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) • 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)	
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**	**Evaluate and Extend Author's Use of Language**
• 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	• 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 passages to determine the stereotype found in informational text*

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 specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)*	
New Vocabulary: contrast, coupon, intent	*New Vocabulary:* none	*New Vocabulary:* stereotype
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

Subject: Reading
Goal Strand: Evaluate and Extend Text
RIT Score Range: Above 230

Skills and Concepts to Enhance 221 - 230	Skills and Concepts to Develop Above 230
Evaluate and Extend Literary Text	**Evaluate and Extend Literary 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 • Analyzes literary text to determine viewpoint of the author • Infers author's viewpoint/attitude 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*	• Compares content/concepts described in literary passages (2 or more complex passages or poems)* • Contrasts tone used in literary text (complex passages/poems)* • Makes inference about the author's use of figurative language in literary text
Evaluate and Extend Informational Text	**Evaluate and Extend 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* • 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) • 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) • Makes inferences about the genre of a sample 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.

• 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)	
Evaluate and Extend Author's Use of Language	**Evaluate and Extend Author's Use of Language**
• 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)*	• Evaluates passages to determine the stereotype found in informational text*
New Vocabulary: none	*New Vocabulary:* stereotype
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.
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