

DesCartes: A Continuum of Learning®

Reading

Goal: Informational Text

RIT Score Range: < 161
Statements Last Updated: Aug 7, 2012

Skills and Concepts to Develop (50% Probability*) < 161	Skills and Concepts to Introduce (27% Probability*) 161 - 170
Informational Text: Key Ideas and Details	Informational Text: Key Ideas and Details
	<ul style="list-style-type: none"> • Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction • Locates directions in informational text • Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Makes predictions (term not used) about the content of books based on their titles
Informational Text: Craft and Structure	Informational Text: Craft and Structure
<ul style="list-style-type: none"> • Locates information in text based on classification indicator (term not used) • Gives an example of an event that is real 	<ul style="list-style-type: none"> • Identifies the function of a dictionary • Identifies examples of thank you notes
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> announcement, category, note, schedule, sign, thank-you note
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) < 161	Skills and Concepts to Develop (50% Probability*) 161 - 170	Skills and Concepts to Introduce (27% Probability*) 171 - 180
Informational Text: Key Ideas and Details	Informational Text: Key Ideas and Details <ul style="list-style-type: none"> Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction Locates directions in informational text Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events Makes predictions (term not used) about the content of books based on their titles 	Informational Text: Key Ideas and Details <ul style="list-style-type: none"> Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Paraphrases information in informational text Identifies the main idea of informational text (3 to 6 simple sentences) Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase Analyzes informational text to identify a title representing the main idea Follows simple directions in informational text Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations
Informational Text: Craft and Structure <ul style="list-style-type: none"> Locates information in text based on classification indicator (term not used) Gives an example of an event that is real 	Informational Text: Craft and Structure <ul style="list-style-type: none"> Identifies the function of a dictionary Identifies examples of thank you notes 	Informational Text: Craft and Structure <ul style="list-style-type: none"> Locates information in a table of contents or title page 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) Recognizes the types of information likely to be found in a newspaper Identifies the function of a dictionary Identifies the characteristics thank you notes Identifies the characteristics of lists
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> announcement, category, note, schedule, sign, thank-you note	<i>New Vocabulary:</i> author's purpose, business letter, label, news, newspaper, short story, source
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

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Skills and concepts to Enhance (73% Probability*) 161 - 170	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction Locates directions in informational text Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events Makes predictions (term not used) about the content of books based on their titles 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Paraphrases information in informational text Identifies the main idea of informational text (3 to 6 simple sentences) Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase Analyzes informational text to identify a title representing the main idea Follows simple directions in informational text Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Locates information in short advertisements (1 to 3 paragraphs) Paraphrases information in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text (how-to) Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence Analyzes informational text to identify a title representing the main idea Analyzes passages of informational text to determine the best topic sentence Restates supporting details in informational text (1 to 3 paragraphs) Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Describes comparisons made in informational text Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) Identifies facts and opinions in informational text Gives examples of informational sentences that are facts Distinguishes between facts and propaganda in advertisements 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)
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Identifies the function of a dictionary 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Locates information in a table of contents or title page in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Locates information using an index in informational text

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Skills and concepts to Enhance (73% Probability*) 161 - 170	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Informational Text: Craft and Structure <ul style="list-style-type: none"> Identifies examples of thank you notes 	Informational Text: Craft and Structure <ul style="list-style-type: none"> 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) Recognizes the types of information likely to be found in a newspaper Identifies the function of a dictionary Identifies the characteristics thank you notes Identifies the characteristics of lists 	Informational Text: Craft and Structure <ul style="list-style-type: none"> Locates information in a table of contents or title page in informational text Locates and summarizes information found in a Venn Diagram Orders sentences to create a paragraph that makes sense in informational text Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) Explains that the purpose of an informational advertisement is to sell a product Infers the author's viewpoint (term not used) in short paragraphs of informational text Infers the author's purpose (term not used) in writing an informational passage (persuasive) 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) Classifies literary texts as nonfiction Identifies the characteristics of informational magazines Identifies the characteristics of dictionaries Identifies the characteristics of informal notes Identifies the characteristics of letters Classifies text as a journal entry Identifies the characteristics of lists Describes the functions of a table of contents in informational texts Locates information using a table of contents in literary text Uses as bibliography to locate information in informational text Identifies the characteristics of a list
<i>New Vocabulary:</i> announcement, category, note, schedule, sign, thank-you note	<i>New Vocabulary:</i> author's purpose, business letter, label, news, newspaper, short story, source	<i>New Vocabulary:</i> almanac, bibliography, caption, catalog, characteristics, encyclopedia, fiction, manual, order of events, persuade, purpose, recipe, reference material, resource, thesaurus, Venn diagram
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

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Skills and concepts to Enhance (73% Probability*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Paraphrases information in informational text Identifies the main idea of informational text (3 to 6 simple sentences) Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase Analyzes informational text to identify a title representing the main idea Follows simple directions in informational text Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Locates information in short advertisements (1 to 3 paragraphs) Paraphrases information in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text (how-to) Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence Analyzes informational text to identify a title representing the main idea Analyzes passages of informational text to determine the best topic sentence Restates supporting details in informational text (1 to 3 paragraphs) Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Describes comparisons made in informational text Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) Identifies facts and opinions in informational text Gives examples of informational sentences that are facts Distinguishes between facts and propaganda in advertisements 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates and summarizes information in informational passages containing compound subjects or objects Locates and paraphrases information in informational text (5-6 paragraphs) Summarizes informational text (1-2 paragraphs) Summarizes (1-3 complex paragraphs) informational text Restates information found in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Determines which sentences in an informational passage support the main idea Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text Analyzes informational text to identify a title representing the main idea (term not used) Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences Deletes sentences that do not support the main idea Restates supporting details in informational text (1 to 3 paragraphs) Follows directions in informational text Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Makes inferences as to the possible effects for a given action based on information contained in informational text Describes contrasts made in informational text Identifies facts and opinions in informational text

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Skills and concepts to Enhance (73% Probability*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
Informational Text: Key Ideas and Details	Informational Text: Key Ideas and Details	Informational Text: Key Ideas and Details <ul style="list-style-type: none"> • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or 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 propaganda in advertisements • 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 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: Craft and Structure <ul style="list-style-type: none"> • Locates information in a table of contents or title page 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) • Recognizes the types of information likely to be found in a newspaper • Identifies the function of a dictionary • Identifies the characteristics thank you notes • Identifies the characteristics of lists 	Informational Text: Craft and Structure <ul style="list-style-type: none"> • Locates information using an index in informational text • Locates information in a table of contents or title page in informational text • Locates and summarizes information found in a Venn Diagram • Orders sentences to create a paragraph that makes sense in informational text • Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product • Infers the author's viewpoint (term not used) in short paragraphs of informational text • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • 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) • Classifies literary texts as nonfiction 	Informational Text: Craft and Structure <ul style="list-style-type: none"> • Locates information in an informational schedule • Locates and interprets information in a schedule, index, or label • Locates information in a simple index • Locates information found in a simple chart in informational text • Explains how the author makes a given comparison in informational text • Describes characteristics of sentences that are opinions in informational text • Identifies sequence of events in informational text (first) • Orders directions sequentially in informational text • Identifies a pair of words with a similar relationship to a given analogy • Infers an author's bias from short paragraphs of informational text (1-4 sentences) • Distinguishes between facts and propaganda in informational advertisements • Analyzes persuasive language used in informational text • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)

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Skills and concepts to Enhance (73% Probability*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
Informational Text: Craft and Structure	Informational Text: Craft and Structure <ul style="list-style-type: none"> • Identifies the characteristics of informational magazines • Identifies the characteristics of dictionaries • Identifies the characteristics of informal notes • Identifies the characteristics of letters • Classifies text as a journal entry • Identifies the characteristics of lists • Describes the functions of a table of contents in informational texts • Locates information using a table of contents in literary text • Uses as bibliography to locate information in informational text • Identifies the characteristics of a list 	Informational Text: Craft and Structure <ul style="list-style-type: none"> • 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 purpose (term not used) in writing an informational passage (advertisement) • Infers the author's specific purpose (term not used) for an informational passage (to inform) • Identifies techniques used by the author to play with the sound of words • Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of weather reports • Recognizes characteristics of advertisements • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text • Identifies and uses structures of glossaries in informational text • Critiques the use of maps in informational text
<i>New Vocabulary:</i> author's purpose, business letter, label, news, newspaper, short story, source	<i>New Vocabulary:</i> almanac, bibliography, caption, catalog, characteristics, encyclopedia, fiction, manual, order of events, persuade, purpose, recipe, reference material, resource, thesaurus, Venn diagram	<i>New Vocabulary:</i> analogy, anthology, argue, brochure, classified ad, coupon, guide words, job announcement, pamphlet, reference, reference book, reports, review, science book, summary
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

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Skills and concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects Locates information in short advertisements (1 to 3 paragraphs) Paraphrases information in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text (how-to) Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence Analyzes informational text to identify a title representing the main idea Analyzes passages of informational text to determine the best topic sentence Restates supporting details in informational text (1 to 3 paragraphs) Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Describes comparisons made in informational text Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) Identifies facts and opinions in informational text Gives examples of informational sentences that are facts Distinguishes between facts and propaganda in advertisements 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates and summarizes information in informational passages containing compound subjects or objects Locates and paraphrases information in informational text (5-6 paragraphs) Summarizes informational text (1-2 paragraphs) Summarizes (1-3 complex paragraphs) informational text Restates information found in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Determines which sentences in an informational passage support the main idea Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text Analyzes informational text to identify a title representing the main idea (term not used) Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences Deletes sentences that do not support the main idea Restates supporting details in informational text (1 to 3 paragraphs) Follows directions in informational text Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Makes inferences as to the possible effects for a given action based on information contained in informational text Describes contrasts made in informational text Identifies facts and opinions in informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates information and draws conclusions from complex informational text Locates and summarizes information in informational passages containing compound subjects or objects Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarizes informational text (1-2 paragraphs) Summarizes informational texts (1-3 paragraphs containing complex sentences) Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text (1-3 complex paragraphs) to determine main idea Identifies details in an informational text Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) Follows directions in informational text Makes inferences as to the possible effects for a given action based on information contained in informational text Speculates as to the cause for a given real-life effect in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Analyzes informational text to make contrasts in informational text Identifies facts and opinions in informational text

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Skills and concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
<p>Informational Text: Key Ideas and Details</p>	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or 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 propaganda in advertisements • 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 character traits using informational text • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences) • Evaluates conclusions from informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or opinion in informational text • 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 • Analyzes the supporting detail that does not support the proposition • 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 meaning 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 conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates information using an index in informational text • Locates information in a table of contents or title page in informational text • Locates and summarizes information found in a Venn Diagram • Orders sentences to create a paragraph that makes sense in informational text • Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product • Infers the author's viewpoint (term not used) in short paragraphs of informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates information in an informational schedule • Locates and interprets information in a schedule, index, or label • Locates information in a simple index • Locates information found in a simple chart in informational text • Explains how the author makes a given comparison in informational text • Describes characteristics of sentences that are opinions in informational text • Identifies sequence of events in informational text (first) • Orders directions sequentially in informational text • Identifies a pair of words with a similar relationship to a given analogy 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in a table of contents that uses Roman numerals • Explains how the author makes a given comparison in informational text • Compares characteristics to evaluate informational text • Identifies sequence of events in informational text (first) • Identifies words used to denote sequence in informational text • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text • Identifies chronological order of events in informational text

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Skills and concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • 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) • Classifies literary texts as nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of dictionaries • Identifies the characteristics of informal notes • Identifies the characteristics of letters • Classifies text as a journal entry • Identifies the characteristics of lists • Describes the functions of a table of contents in informational texts • Locates information using a table of contents in literary text • Uses as bibliography to locate information in informational text • Identifies the characteristics of a list 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Infers an author's bias from short paragraphs of informational text (1-4 sentences) • Distinguishes between facts and propaganda in informational advertisements • Analyzes persuasive language used in informational text • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences) • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • Infers the author's purpose (term not used) in writing an informational passage (advertisement) • Infers the author's specific purpose (term not used) for an informational passage (to inform) • Identifies techniques used by the author to play with the sound of words • Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of weather reports • Recognizes characteristics of advertisements • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text • Identifies and uses structures of glossaries in informational text • Critiques the use of maps in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Identifies a pair of words with a similar relationship to a given analogy • Explains how one's experiences and values affect the interpretation of facts in informational text • Identifies the use of propaganda in informational text • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes persuasive/loaded language used in informational text • Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) • Evaluates validity of information in informational text • Determines author's assumptions 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 • 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 assumptions about the audience when writing a persuasive informational passage (advertisement) • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • Infers the author's specific/main purpose for an informational passage (to inform) • Classifies informational text as persuasive • Identifies the characteristics of an encyclopedia • Identifies the characteristics of a thesaurus • Recognizes characteristics of advertisements • Evaluates electronic informational sources (Internet) • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Identifies and uses structure of bibliographies in informational text • Identifies and uses structures of glossaries in informational text • Critiques the use of maps in informational text

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Informational Text: Craft and Structure	Informational Text: Craft and Structure	Informational Text: Craft and Structure
<i>New Vocabulary:</i> almanac, bibliography, caption, catalog, characteristics, encyclopedia, fiction, manual, order of events, persuade, purpose, recipe, reference material, resource, thesaurus, Venn diagram	<i>New Vocabulary:</i> analogy, anthology, argue, brochure, classified ad, coupon, guide words, job announcement, pamphlet, reference, reference book, reports, review, science book, summary	<ul style="list-style-type: none"> • Classifies a literary text as a biography <i>New Vocabulary:</i> assumption, exposition, instruction, persuasion, persuasive
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates and summarizes information in informational passages containing compound subjects or objects Locates and paraphrases information in informational text (5-6 paragraphs) Summarizes informational text (1-2 paragraphs) Summarizes (1-3 complex paragraphs) informational text Restates information found in informational text Paraphrases information found in complex informational text Identifies the main idea of informational text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Determines which sentences in an informational passage support the main idea Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text Analyzes informational text to identify a title representing the main idea (term not used) Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences Deletes sentences that do not support the main idea Restates supporting details in informational text (1 to 3 paragraphs) Follows directions in informational text Follows directions by choosing the correct order in a passage of informational text Locates and paraphrases directions in informational text Locates information in informational text containing directions Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences) Makes inferences as to the possible effects for a given action based on information contained in informational text Describes contrasts made in informational text Identifies facts and opinions in informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates information and draws conclusions from complex informational text Locates and summarizes information in informational passages containing compound subjects or objects Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarizes informational text (1-2 paragraphs) Summarizes informational texts (1-3 paragraphs containing complex sentences) Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text (1-3 complex paragraphs) to determine main idea Identifies details in an informational text Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) Follows directions in informational text Makes inferences as to the possible effects for a given action based on information contained in informational text Speculates as to the cause for a given real-life effect in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Analyzes informational text to make contrasts in informational text Identifies facts and opinions in informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses Locates and paraphrases information in complex informational text Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarize informational text (complex paragraph) to identify a title Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text to identify a statement best representing the main idea of the passage Identifies details in an informational text Follows directions in informational text Locates information in informational text containing complex directions Makes inferences as to the possible effects for a given action based on information contained in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Locates examples of compare and contrast in informational text Compares arguments or assertions made in informational text Compares or contrasts (terms not used) characteristics of objects/concepts described in informational text (1-5 paragraphs) Analyzes informational text to make contrasts in informational text Classifies statements as fact or opinion in informational text Distinguishes between facts and opinions that are unsubstantiated by informational text 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)

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Gives examples of informational sentences that are facts • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or 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 propaganda in advertisements • 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 character traits using informational text • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences) • Evaluates conclusions from informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or opinion in informational text • 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 • Analyzes the supporting detail that does not support the proposition • 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 meaning 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 conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Makes inferences from information found in informational text • Makes inferences from information in complicated informational texts • Infers meaning in informational text • Infers the meaning of terminology in informational text • Evaluates conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) • Draws conclusions using information supplied in a list
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates information in an informational schedule • Locates and interprets information in a schedule, index, or label • Locates information in a simple index • Locates information found in a simple chart in informational text • Explains how the author makes a given comparison in informational text • Describes characteristics of sentences that are opinions in informational text • Identifies sequence of events in informational text (first) • Orders directions sequentially in informational text • Identifies a pair of words with a similar relationship to a given analogy 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in a table of contents that uses Roman numerals • Explains how the author makes a given comparison in informational text • Compares characteristics to evaluate informational text • Identifies sequence of events in informational text (first) • Identifies words used to denote sequence in informational text • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text • Identifies chronological order of events in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in an index containing multiple entries for a single topic • Locates information in a table of contents that uses Roman numerals • Recognizes that compare and contrast is a useful strategy for informational texts • Explains how the author makes a given comparison in informational text • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text • Orders and paraphrases a sequence of events in informational text

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Infers an author's bias from short paragraphs of informational text (1-4 sentences) • Distinguishes between facts and propaganda in informational advertisements • Analyzes persuasive language used in informational text • Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences) • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • Infers the author's purpose (term not used) in writing an informational passage (advertisement) • Infers the author's specific purpose (term not used) for an informational passage (to inform) • Identifies techniques used by the author to play with the sound of words • Identifies the characteristics of nonfiction • Identifies the characteristics of informational magazines • Identifies the characteristics of an atlas • Identifies the characteristics of an encyclopedia • Identifies the characteristics of weather reports • Recognizes characteristics of advertisements • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Locates information using a table of contents in literary text • Recognizes the characteristics of glossaries in informational text • Identifies and uses structures of glossaries in informational text • Critiques the use of maps in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Identifies a pair of words with a similar relationship to a given analogy • Explains how one's experiences and values affect the interpretation of facts in informational text • Identifies the use of propaganda in informational text • Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes persuasive/loaded language used in informational text • Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) • Evaluates validity of information in informational text • Determines author's assumptions 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 • 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 assumptions about the audience when writing a persuasive informational passage (advertisement) • Infers the author's purpose (term not used) in writing an informational passage (persuasive) • Infers the author's specific/main purpose for an informational passage (to inform) • Classifies informational text as persuasive • Identifies the characteristics of an encyclopedia • Identifies the characteristics of a thesaurus • Recognizes characteristics of advertisements • Evaluates electronic informational sources (Internet) • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Identifies and uses structure of bibliographies in informational text • Identifies and uses structures of glossaries in informational text • Critiques the use of maps in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Identifies sequential order of events (more than three) in informational text • Identifies chronological order of events in informational text • Identifies a pair of words with a similar relationship to a given analogy • Identifies the organizational pattern of main idea plus supporting details in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Identifies the use of propaganda 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 (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) • Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) • Evaluates validity of information in informational text • Determines author's assumptions in informational text • Infers author's viewpoint/attitude in informational text • Evaluates the author's viewpoint or 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 feelings toward the subject of informational text • Infers the author's intended purpose for an informational passage (to inform) • Infers the author's specific/main purpose for an informational passage (to inform) • Evaluates the author's main purpose for an informational passage (inform) • Explains techniques used by an author to create a specific image in informational text

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
Informational Text: Craft and Structure	Informational Text: Craft and Structure	Informational Text: Craft and Structure
	<ul style="list-style-type: none"> • Classifies a literary text as a biography 	<ul style="list-style-type: none"> • Interprets the mood created by the author in informational text • Classifies informational text as persuasive • Classifies text as a true story • Classifies informational text as a book review • Identifies the characteristics of journals and other specialized periodicals • Classifies text as personal writing • Recognizes characteristics of advertisements • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized • Understands text features of textbooks (author biography) • Critiques the use of maps in informational text • Determines the organizational structure of a complex literary passage as cause and effect • Classifies a literary text as a biography
<i>New Vocabulary:</i> analogy, anthology, argue, brochure, classified ad, coupon, guide words, job announcement, pamphlet, reference, reference book, reports, review, science book, summary	<i>New Vocabulary:</i> assumption, exposition, instruction, persuasion, persuasive	<i>New Vocabulary:</i> headline, intent, stereotype, tale
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates information and draws conclusions from complex informational text Locates and summarizes information in informational passages containing compound subjects or objects Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarizes informational text (1-2 paragraphs) Summarizes informational texts (1-3 paragraphs containing complex sentences) Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Identifies the main idea in short informational text (1 to 3 paragraphs) Identifies the main idea of informational text (complex sentences and paragraphs) Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text (1-3 complex paragraphs) to determine main idea Identifies details in an informational text Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) Follows directions in informational text Makes inferences as to the possible effects for a given action based on information contained in informational text Speculates as to the cause for a given real-life effect in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Analyzes informational text to make contrasts in informational text Identifies facts and opinions in informational text 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses Locates and paraphrases information in complex informational text Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarize informational text (complex paragraph) to identify a title Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text to identify a statement best representing the main idea of the passage Identifies details in an informational text Follows directions in informational text Locates information in informational text containing complex directions Makes inferences as to the possible effects for a given action based on information contained in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Locates examples of compare and contrast in informational text Compares arguments or assertions made in informational text Compares or contrasts (terms not used) characteristics of objects/ concepts described in informational text (1-5 paragraphs) Analyzes informational text to make contrasts in informational text Classifies statements as fact or opinion in informational text Distinguishes between facts and opinions that are unsubstantiated by informational text 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses Locates, interprets, and draws conclusions from complex informational text Locates and paraphrases information in complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Locates information in informational text containing complex recipe directions Identifies the topics being compared in informational text Compares content/concepts described in informational passages (2 or more complex passages) Compares arguments or assertions made in informational text Analyzes informational text to make contrasts in informational text Analyzes informational text to make comparisons in informational text Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences) 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) Infers meaning in informational 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)

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Gives examples of sentences in informational text that are opinions • Classifies statements as fact or opinion in informational text • 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 • Analyzes the supporting detail that does not support the proposition • 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 meaning 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 conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Makes inferences from information found in informational text • Makes inferences from information in complicated informational texts • Infers meaning in informational text • Infers the meaning of terminology in informational text • Evaluates conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) • Draws conclusions using information supplied in a list 	<p>Informational Text: Key Ideas and Details</p>
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in a table of contents that uses Roman numerals • Explains how the author makes a given comparison in informational text • Compares characteristics to evaluate informational text • Identifies sequence of events in informational text (first) • Identifies words used to denote sequence in informational text • Orders and paraphrases a sequence of events in informational text • Evaluates to select the best order of directions to yield a specific product in informational text • Identifies chronological order of events in informational text • Identifies a pair of words with a similar relationship to a given analogy 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in an index containing multiple entries for a single topic • Locates information in a table of contents that uses Roman numerals • Recognizes that compare and contrast is a useful strategy for informational texts • Explains how the author makes a given comparison in informational text • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text • Orders and paraphrases a sequence of events in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates, interprets, and draws conclusions from charts and tables • Orders and paraphrases a sequence of events in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Evaluates passages to determine the bias found in informational text • Identifies the use of propaganda 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) • Determines author's assumptions in informational text

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Explains how one's experiences and values affect the interpretation of facts in informational text Identifies the use of propaganda in informational text Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) Analyzes persuasive/loaded language used in informational text Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good) Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings) Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) Evaluates validity of information in informational text Determines author's assumptions 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 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 assumptions about the audience when writing a persuasive informational passage (advertisement) Infers the author's purpose (term not used) in writing an informational passage (persuasive) Infers the author's specific/main purpose for an informational passage (to inform) Classifies informational text as persuasive Identifies the characteristics of an encyclopedia Identifies the characteristics of a thesaurus Recognizes characteristics of advertisements Evaluates electronic informational sources (Internet) Identifies the purpose of variations of text appearance (e.g., color, size, bold print) Identifies and uses structure of bibliographies in informational text Identifies and uses structures of glossaries in informational text Critiques the use of maps in informational text Classifies a literary text as a biography 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Identifies sequential order of events (more than three) in informational text Identifies chronological order of events in informational text Identifies a pair of words with a similar relationship to a given analogy Identifies the organizational pattern of main idea plus supporting details in informational text Evaluates passages to determine the stereotype found in informational text Locates bias in informational texts Identifies the use of propaganda 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 (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) Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) Evaluates validity of information in informational text Determines author's assumptions in informational text Infers author's viewpoint/attitude in informational text Evaluates the author's viewpoint or 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 feelings toward the subject of informational text Infers the author's intended purpose for an informational passage (to inform) Infers the author's specific/main purpose for an informational passage (to inform) Evaluates the author's main purpose for an informational passage (inform) Explains techniques used by an author to create a specific image in informational text 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> 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) Infers the author's feelings toward the subject of informational text Interprets the mood created by the author in informational text Identifies characteristics of reference materials Critiques the usefulness of diagrams, graphs, and charts Determines the organizational structure of a complex literary passage as cause and effect

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 201 - 210	Skills and Concepts to Develop (50% Probability*) 211 - 220	Skills and Concepts to Introduce (27% Probability*) 221 - 230
Informational Text: Craft and Structure	Informational Text: Craft and Structure	Informational Text: Craft and Structure
	<ul style="list-style-type: none"> • Interprets the mood created by the author in informational text • Classifies informational text as persuasive • Classifies text as a true story • Classifies informational text as a book review • Identifies the characteristics of journals and other specialized periodicals • Classifies text as personal writing • Recognizes characteristics of advertisements • Identifies the purpose of variations of text appearance (e.g., color, size, bold print) • Identifies and uses structure of bibliographies in informational text • Describes how an index is organized • Understands text features of textbooks (author biography) • Critiques the use of maps in informational text • Determines the organizational structure of a complex literary passage as cause and effect • Classifies a literary text as a biography 	
<i>New Vocabulary:</i> assumption, exposition, instruction, persuasion, persuasive	<i>New Vocabulary:</i> headline, intent, stereotype, tale	<i>New Vocabulary:</i> contradict
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) > 230
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information not found in informational text Locates information in informational text Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses Locates and paraphrases information in complex informational text Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary Summarize informational text (complex paragraph) to identify a title Summarizes complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage Evaluates informational text to identify a statement best representing the main idea of the passage Identifies details in an informational text Follows directions in informational text Locates information in informational text containing complex directions Makes inferences as to the possible effects for a given action based on information contained in informational text Evaluates information supplied in informational text to determine the most likely cause for a given effect Locates examples of compare and contrast in informational text Compares arguments or assertions made in informational text Compares or contrasts (terms not used) characteristics of objects/ concepts described in informational text (1-5 paragraphs) Analyzes informational text to make contrasts in informational text Classifies statements as fact or opinion in informational text Distinguishes between facts and opinions that are unsubstantiated by informational text 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses Locates, interprets, and draws conclusions from complex informational text Locates and paraphrases information in complex informational text Synthesizes information found in informational text to identify the social and cultural significance of text Locates information in informational text containing complex recipe directions Identifies the topics being compared in informational text Compares content/concepts described in informational passages (2 or more complex passages) Compares arguments or assertions made in informational text Analyzes informational text to make contrasts in informational text Analyzes informational text to make comparisons in informational text Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences) 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) Infers meaning in informational 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> Locates, interprets, and draws conclusions from complex informational text

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) > 230
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Makes inferences from information found in informational text • Makes inferences from information in complicated informational texts • Infers meaning in informational text • Infers the meaning of terminology in informational text • Evaluates conclusions from informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) • Draws conclusions using information supplied in a list 	<p>Informational Text: Key Ideas and Details</p>	<p>Informational Text: Key Ideas and Details</p>
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates and interprets information in a schedule, index, or label • Locates information in an index containing multiple entries for a single topic • Locates information in a table of contents that uses Roman numerals • Recognizes that compare and contrast is a useful strategy for informational texts • Explains how the author makes a given comparison in informational text • Identifies sequence of events in informational text (last) • Identifies sequential or chronological order in informational text • Orders and paraphrases a sequence of events in informational text • Identifies sequential order of events (more than three) in informational text • Identifies chronological order of events in informational text • Identifies a pair of words with a similar relationship to a given analogy • Identifies the organizational pattern of main idea plus supporting details in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Identifies the use of propaganda 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 (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) 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates, interprets, and draws conclusions from charts and tables • Orders and paraphrases a sequence of events in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Evaluates passages to determine the bias found in informational text • Identifies the use of propaganda 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) • Determines author's assumptions in 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) • Infers the author's feelings toward the subject of informational text • Interprets the mood created by the author in informational text • Identifies characteristics of reference materials • Critiques the usefulness of diagrams, graphs, and charts • Determines the organizational structure of a complex literary passage as cause and effect 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Describes techniques used by an author (level of English, person) in informational text • Determines the organizational structure of a complex literary passage as cause and effect

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) > 230
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant) Evaluates validity of information in informational text Determines author's assumptions in informational text Infers author's viewpoint/attitude in informational text Evaluates the author's viewpoint or 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 feelings toward the subject of informational text Infers the author's intended purpose for an informational passage (to inform) Infers the author's specific/main purpose for an informational passage (to inform) Evaluates the author's main purpose for an informational passage (inform) Explains techniques used by an author to create a specific image in informational text Interprets the mood created by the author in informational text Classifies informational text as persuasive Classifies text as a true story Classifies informational text as a book review Identifies the characteristics of journals and other specialized periodicals Classifies text as personal writing Recognizes characteristics of advertisements Identifies the purpose of variations of text appearance (e.g., color, size, bold print) Identifies and uses structure of bibliographies in informational text Describes how an index is organized Understands text features of textbooks (author biography) Critiques the use of maps in informational text Determines the organizational structure of a complex literary passage as cause and effect Classifies a literary text as a biography 	<p>Informational Text: Craft and Structure</p>	<p>Informational Text: Craft and Structure</p>

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) > 230
<i>New Vocabulary:</i> headline, intent, stereotype, tale	<i>New Vocabulary:</i> contradict	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 221 - 230	Skills and Concepts to Develop (50% Probability*) > 230
<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses • Locates, interprets, and draws conclusions from complex informational text • Locates and paraphrases information in complex informational text • Synthesizes information found in informational text to identify the social and cultural significance of text • Locates information in informational text containing complex recipe directions • Identifies the topics being compared in informational text • Compares content/concepts described in informational passages (2 or more complex passages) • Compares arguments or assertions made in informational text • Analyzes informational text to make contrasts in informational text • Analyzes informational text to make comparisons in informational text • Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences) • 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) • Infers meaning in informational 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) 	<p>Informational Text: Key Ideas and Details</p> <ul style="list-style-type: none"> • Locates, interprets, and draws conclusions from complex informational text
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Locates, interprets, and draws conclusions from charts and tables • Orders and paraphrases a sequence of events in informational text • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Evaluates passages to determine the bias found in informational text • Identifies the use of propaganda in informational text • Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial) 	<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Evaluates passages to determine the stereotype found in informational text • Locates bias in informational texts • Describes techniques used by an author (level of English, person) in informational text • Determines the organizational structure of a complex literary passage as cause and effect

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.

Skills and concepts to Enhance (73% Probability*) 221 - 230	Skills and Concepts to Develop (50% Probability*) > 230
<p>Informational Text: Craft and Structure</p> <ul style="list-style-type: none"> • Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving) • Determines author's assumptions in 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) • Infers the author's feelings toward the subject of informational text • Interprets the mood created by the author in informational text • Identifies characteristics of reference materials • Critiques the usefulness of diagrams, graphs, and charts • Determines the organizational structure of a complex literary passage as cause and effect 	<p>Informational Text: Craft and Structure</p>
<p><i>New Vocabulary:</i> contradict</p>	<p><i>New Vocabulary:</i> None</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. 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.