

**Poway Unified School District**  
in Collaboration with  
**Northwest Evaluation Association**

**MAPs**  
**Learning Continuum**  
***Reading***



## **Purpose, Design, and Use of the Learning Continuum**

The Learning Continuum began as a cooperative partnership with one of NWEA's member districts, Allentown, Pennsylvania. Its development is an example of how a spark of an idea can become a tool that benefits teachers across the country .

The purpose of this document is to help guide instruction based on reports from an Achievement Level Test or computerized Measure of Academic Progress. The Learning Continuum enhances a teacher's ability to provide targeted instruction for individuals or groups of children. It is not intended to be a replacement for district curriculum or standards that are already in place.

The Learning Continuum was developed by looking at curriculum from an analytical point of view. We researched each and every item in our item banks (over 15,000 items) in math, reading, and language usage. As we reviewed each item, we looked at the difficulty of the items, the skills and concepts being assessed, and any new vocabulary or symbols that were introduced. By doing this, a learning continuum of these skills and concepts began to unfold. Thus, this document.

Subjects are broken into main goal strands. Within those goal strands, each of the skills and concepts are listed by ten-point RIT bands. Skills and concepts appear at the earliest goal strand where they were prominently seen. Within each RIT range are the sub strands (subgoals) with the skills and concepts listed beneath them.

Given a student's (RIT) achievement score (e.g. Mathematics RIT score of 187), teachers will identify the portion of the Learning Continuum ( e.g. Mathematics RIT scores between 181-190) that represents the child's instructional level. The skills and concepts listed at RIT ranges below that should be ones the student knows and hopefully has mastered.

The Learning Continuum will continue to grow and change as new items are written, field tested, and added to the NWEA item banks. We encourage you to use this document and give us input on its usefulness in the classroom and for curriculum planning. Please" send us ideas and suggestions that might make this Learning Continuum more useful in the future.

# MAPs Learning Continuum Reading

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**Word Analysis and Vocabulary Development -Students understand relationships between words and can use component structures and clues from context to decipher word meaning.**

### **Skills and Concepts**

**ITEMS IN BOLD PRINT REPRESENT COMMON VOCABULARY AT THIS RANGE**

#### **RIT Scores below 150**

##### *Contextual Meaning and Vocabulary*

- Associate single words with pictures
- Recognize initial consonant h/p
- Recognize short vowels a/o
- Recognize plurals
- Recognize basic sight words

#### **RIT Scores between 151 and 160**

##### *Contextual Meaning and Vocabulary*

- Use context to find the meaning of an unfamiliar word using simple vocabulary
- Use context to find a missing word in a simple sentence
- Make inferences from context
- Define multiple words with multiple association
- Recognize beginning sounds ch/cl/c/s
- Match a picture with a sentence
- Use context to determine which of 4 words means the same as underlined word in sentence (synonym)
- Demonstrate acquisition of basic vocabulary

##### *Antonyms, Homonyms, Synonyms*

- Recognize word pairs with similar meanings

##### *Word Components*

- Identify the correct prefix (un-, dis-, in-, con-) to use with simple base words
- Recognize the correct use of the plural "s" ending
- Know the two word meanings of simple contractions, such as "it's = it is"
- Match upper and lower case letters

#### **RIT Scores between 161 and 170**

##### *Contextual Meaning and Vocabulary*

- Use context to find the meaning of an unfamiliar word in short sentences
- Use context to find a missing word in simple and compound sentences
- Use context to find multiple meanings when given a word list
- Use word context to define evaluative meaning
- Recognize short vowels a/i
- Recognize ending sounds n/t
- Use a picture to identify a word or sentence
- Use context to find the opposite meaning of a word
- Use word endings -et, -er, -le, -e to find word meaning

### *Multiple Meanings*

- Use multiple meanings to define simple words

### *Antonyms, Homonyms, Synonyms*

- Find the opposite meaning of simple words
- Identify simple homonyms
- Recognize the correct usage of simple homonyms
- Recognize word pairs with similar meanings in longer sentences

### *Word Components*

- Use picture clues to form simple compound words
- Identify compound words
- Find the root word
- Recognize when to change y to I and add ending
- Identify the correct usage of prefixes (non-, un-, dis-, re-) with the same base word
- Know the meaning of the prefix "un"
- Identify the correct suffix or prefix to use with the same base word (-less, -ful, -ing, -er)
- Know the meaning of the suffix "-er"
- Know the two word meanings of simple contractions such as "you're = you are"
- Recognize vowel digraphs ew, eu, oi, ey
- Recognize beginning sounds cr, bl, kn
- Identify simple rhyming words
- Combine simple word family endings with beginning sounds to form words
- Put upper case letters in alphabetical order

## **RIT Scores between 171 and 180**

### *Contextual Meaning and Vocabulary*

- Use context through complex sentences and phrases to find the meaning of an unfamiliar word
- Use context and inference to find a missing word
- Use context to find the meaning of idiomatic phrases
- Use context to find meaning of compound words
- Recognize beginning blends gr/fr/sc
- Recognize medial vowel sounds owl short i, -ed ending
- Use a picture to identify a word
- Use context to determine which of 4 words means the same as underlined word from paragraph of 20-30 words
- Choose the compound word that is missing in a sentence
- Use context to find the opposite meaning of a word
- Demonstrate acquisition of more specific vocabulary

### *Multiple Meanings*

- Understand the correct meaning of a word that can have multiple meanings
- Use context to understand multiple meanings within a passage

### *Antonyms, Homonyms, Synonyms*

- Find the opposite meaning of a word
- Recognize pairs of word opposites
- Identify simple homonyms
- Recognize the correct usage of simple homonyms
- Recognize word pairs with similar meanings in complex sentences and paragraphs

### *Word Components*

- Identify compound words
- Know the meaning of simple compound words
- Find the root word when used with simple prefixes and suffixes
- Identify the correct usage of prefixes: un-, con-, dis-, in-, extra-, over-, re-, trans-, pre-, de-
- Know the meaning of prefixes: dis-, un-, re-
- Identify the correct usage of suffixes: -er, -less, -ful, -ary, -able, -y
- Know the meaning of suffixes: -er, -less, -ful, -ary, -able, -y
- Know the correct usage of comparative suffixes: -er, -est
- Recognize which letters are vowels
- Match the words in phrases and simple sentences
- Put words in alphabetical order
- Recognize one-syllable rhyming words

### **RIT Scores between 181 and 190**

#### *Contextual Meaning and Vocabulary*

- Find a sentence which does not use a multiple meaning word correctly
- Use context to determine the meaning of a word in a paragraph
- Choose which of four sentences best expresses the meaning of idiomatic expression
- Find the synonym for word underlined in sentence
- Choose a compound word that is missing in the sentence
- Demonstrate knowledge of increased vocabulary within the context of a sentence or paragraph

#### *Antonyms, Homonyms, Synonyms*

- Identify the word which is opposite of \_\_\_\_\_.
- Identify words that are not antonyms (defined in question). Identify the antonym in context
- Find the pairs of 2 and 3 syllable words that sound alike
- Identify which two words are synonyms as defined in a multiple sentence question

#### *Word Components*

- Identify compound words
- Identify the root or base word in a multi-syllable word
- Find the word with the correct prefix in a complex sentence
- Identify word using correct suffix to complete sentence
- Identify the two words that make up a contraction
- Divide words into syllables

### **RIT Scores between 191 and 200**

#### *Contextual Meaning and Vocabulary*

- Use context to determine meaning of specific word in paragraph of 30-60 words
- Identify which of four words is the defined synonym for underlined word in sentence
- Choose which of four definitions means the same as a compound word from paragraph of 30-60 words
- Know vocabulary with/without context
- Find pairs of words that are synonyms (defined in question)
- Find groups of words with meaning that is similar to

### *Word Components*

- Identify and/or form compound words
- Given a root word definition find word that means \_\_\_\_\_
- Given a prefix definition, identify the word meaning \_\_\_\_\_, with a variety of prefixes from which to choose
- Given the root meaning, identify word meaning \_\_\_\_\_, with a variety of suffixes from which to choose
- Find the word that rhymes with a non-phonetic spelling
- Identify same ending sound within a list of several words
- Identify same ending sounds

### **RIT Scores between 201 and 210**

#### *Contextual Meaning and Vocabulary*

- After reading a paragraph of 50- 75 words, use context to determine meaning of a specific word in paragraph
- Given a complex sentence, determine which of four words is synonym (not defined) for underlined word
- Knowledge of vocabulary with or without context within a complex paragraph

#### *Multiple Meanings*

- Use context of an advertising passage to figure out a word that has multiple meanings

#### *Antonyms, Homonyms, Synonyms*

- Identify sentence which means the opposite in a paragraph of 50-75 words
- Choose word missing in the sentence when all choices are homonyms

#### *Word Components*

- Form multi-syllable compound words
- Identify base or root word in multi-syllable words
- Identify word that, with correct prefix, becomes its own antonym
- Identify suffix which will give new meaning to specified word

### **RIT Scores between 211 and 220**

#### *Contextual Meaning and Vocabulary*

- After reading a sentence with a paragraph of 75-100 words, use the context of the sentence to find the meaning of specific word
- After reading a story, find the word in the story which means about the same as underlined word
- Increased vocabulary within the story or passage

#### *Antonyms, Homonyms, Synonyms*

- Find words with opposite meanings within the context of a story or passage

**Literal Reading Comprehension -Students can recall, identify, classify, and sequence details, facts, and stated main ideas from a variety of written materials, and can interpret directions.**

## **Skills and Concepts**

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**ITEMS IN BOLD PRINT REPRESENT COMMON VOCABULARY AT THIS RANGE**

### **RIT Scores below 150**

- No items found

### **RIT Scores between 151 and 160**

#### *Sequencing*

- LAST, AFTER
- Read approximately 30 word passages
- Follow straightforward sequence of events
- Use clue words supplied: first, next, last, before, after, later. ..
- Identify what happened after another event
- Identify what happened last in a sequence of events

#### *Reading for Detail*

- Read short passages -up to 40 words
- Locate answers by finding exact words from question

### **RIT Scores between 161 and 170**

#### *Reading Directions*

- Read short simple sentences
- Follow 3-6 steps, no more than 60 words
- Find literal detail in simple directions
- Determine the purpose of simple directions

#### *Sequencing*

- FIRST, LAST, AFTER
- Read up to 70 word passages where clue words are rarely supplied
- Identify what happened after another event
- Identify what happened first or last
- Recognize first or last in a subset of events from a passage

#### *Locating Information*

- Use a sign: understand the meaning of information
- Use a title: determine the content of a book
- Use a simple index (one word descriptors, each on one page): page numbers where information can be found
- Use a table of contents: identify which story is found on a particular page

#### *Reading for Detail*

- Read short passages up to 50 words, which range from very short, simple sentences to longer more complex sentences
- Locate answers by finding exact words in passage
- Recognize pronoun substitutions for nouns
- Combine details from two simple sentences to arrive at answer

- Understand the meaning of details to generalize an answer
- Discriminate between similar sentences and details to find an answer
- Isolate details necessary to answer question when given many details

### **RIT Scores between 171 and 180**

#### *Reading Directions*

- Read some complex sentences in passages that include up to 7 steps, 60 words
- Determine what 10 do before or after specific steps
- Understand directions in a simple label
- Find detail in simple directions

#### *Sequencing*

- FIRST, LAST, BEFORE, AFTER, SECOND, SIMULTANEOUSLY
- Read up to 150 word passages with clue words rarely given
- Determine first or last event from list of events in scrambled order
- Recognize simultaneous events (when this happens, something else happens)
- Recognize first in order of events when written not in actual order of occurrence
- Identify what happens first in a subset of events from a longer passage
- Recognize what happens after another event when reading a schedule
- Identify what happens next or second, clue words supplied
- Paraphrase events, recognizing first or last in order
- Discriminate small but import details in ordering events

#### *Locating Information*

- Use table of contents:
  - Find page number for a particular story
  - In which part of a book information can be found

#### *Reading for Detail*

- Read longer passages, some up to 100 words; at upper RIT ranges, passages contain less familiar content and more difficult vocabulary
- Isolate details necessary to answer a question when given many details
- Find exact words in a passage to answer a question
- Recognize pronoun substitution for noun
- In a letter, understand "r" and the author are the same person
- Recognize important details when in a sentence with complex phrasing (no longer simple, straight forward sentences)
- Combine details from several sentences or rephrase details to answer a question
- Identify the speaker in a short one-speaker passage
- Use important details to generalize an answer
- In a longer passage with longer, more complex sentences and more difficult vocabulary, locate important details necessary to answer a question
- Understand the relationship between details
- Discriminate between details that ~ and are not stated in a passage
- Use reasoning, word clues, and recognition of pronoun meaning to identify speaker in a short passage containing more than one person

#### *Cause and Effect*

- Read short passages with relatively simple sentences and basic vocabulary where cause and effect are stated in same sentence with some clue words supplied (because, so. . .)
- Determine cause and effect relationship in a passage containing extraneous information

- Identify causes and effects stated in different sentences
- Identify causes and effects implied, not stated directly
- Read longer passages containing less familiar content

### **RIT Scores between 181 and 190**

#### *Reading Directions*

- Read more complex sentences with up to 9 steps and 100 words
- Find literal detail in "how to" directions
- Understand literal detail in directions to a place using "left" or "right" or compass directions
- Determine what to do before or after certain steps
- Understand directions on a typical label
- Infer the purpose of written directions
- Find the detail in a typical recipe .
- Determine the order of simple directions

#### *Sequencing*

- Determine correct order of events when presented in scrambled order
- Paraphrase order of events in a longer passage (up to 150 words)
- Use clue words and reasoning skills to determine order of events when written out of order of occurrence (understanding flashbacks)

#### *Locating Information*

- Use an index:
  - More complex with main topics and subtopics
  - Information on multiple pages
- Use a table of contents:
  - Understand that page number listed is the beginning page and that information continues on subsequent pages
  - Use chapter title to determine content and page number to read
- Use a title: use word clues to determine content
- Use a weather report: paraphrase information
- Use a sign or announcement: understand the meaning of information
- Use a bibliography:
  - How to read
  - Understand the meaning of (ed.) for editor

#### *Reading for Detail*

- Read passages frequently around 100 words, containing a variety of descriptive sentences and vocabulary, rich with detail
- Isolate small but significant details necessary to answer a question
- Understand sentences containing explanatory phrases set off by commas (my dog, Spot. . my friends, Jane and Sally...), recognizing that they are not items in a list
- Understand relationships between details, combining details from several sentences to form an answer
- Recognize and understand pronouns substituted for nouns
- Note he/she pronoun use to determine gender
- Isolate significant detail, combine with prior knowledge to answer a question
- Discriminate between details which ~ and are not stated in a passage
- Determine who is the speaker in a passage

### *Cause and Effect*

- At lower RITs, read simpler passages, vocabulary, and content; at higher RITs, read more complex content in passages
- Identify basic cause and effect relationships, stated in same or adjoining sentences
- Use clue word "because" supplied in answer choices to help focus thinking
- Identify implied cause and effect relationships

### *Compare and Contrast*

- Given factual paragraph, compare information (how are they alike?)

## **RIT Scores between 191 and 200**

### *Reading Directions*

- Read some adult vocabulary, vocabulary difficulty increases as RIT increases with up to 12 steps and 200 words
- Determine what to do before or after certain steps
- Find literal detail in "how to" directions
- Understand literal detail in directions to a place using "left" or "right" or compass directions
- Understand specific detail in a typical recipe
- Analyze detail in directions:
  - Determine important information in directions
  - Determine missing steps in a set of directions
  - Given directions and actions taken, determine which part of directions not followed correctly
- Understand directions on a label containing adult vocabulary
- Determine purpose of directions
- Understand directions in a recipe written in paragraph rather than list format
- Understand directions on a test or worksheet

### *Sequencing*

- Determine order of events in a passage containing more difficult vocabulary, more complex phrasing, or less familiar content
- Determine sequence of events in a passage containing a flashback
- Paraphrase order of events in passage containing more complex vocabulary, phrasing, or figurative language
- Use re-reading and cross checking to determine specific order of events
- Determine which event comes before another
- Determine which events occur simultaneously
- Use reasoning and word clues to determine sequence of events in a passage contain a flashback
- Determine order of events when presented in a scrambled order (more complex sentences, less direct language than previous RIT levels)
- Determine which comes last from up to 9 events presented in scrambled order
- Determine which occurs first AND last from events presented in scrambled order
- Find first in a subset of events in the middle of a passage
- Use re-reading and cross-checking to identify the order of events in a passage up to 200 words

### *Locating Information*

- Use a table of contents:
  - Locate information on multiple pages
  - Use chapter summaries to help locate information

- Understand that page number listed is the beginning page and that information continues on subsequent pages
  - Use clue words from chapter title to determine contents
- Use a list of facts: use to find information
- Use a schedule:
  - Understand the format, how days, events, and times are listed
  - Read to understand how long particular events last
  - Understand when events start
- Use an index:
  - Information listed on multiple pages
  - Meaning of "see" and "see also"
  - Organized in main topics and subtopics
  - How drawings, photos, and maps are listed
  - Difference between pages separated by commas or by hyphens (45,48, 50-53)
- Use an advertisement:
  - Determine what is being advertised
  - Locate and understand specific details in ad
- Use reference materials: determine best source of information (dictionary, encyclopedia, television program guide, almanac, field guide, atlas)
- Use a recipe:
  - Determine number served
  - Determine amounts of ingredients
- Use a glossary: understand relationship between dictionary and glossary
- Use a title: use clue words to determine content

#### *Reading for Detail*

- Read passages contain rich detail, vocabulary, description, and complex phrasing with extensive vocabulary necessary to understand meaning of detail
- Isolate small but significant detail necessary to answer a question
- Understand relationships between details, combining details from several sentences to form an answer
- Isolate significant detail, combine with prior knowledge to answer a question
- Discriminate between details which are and are not stated in a passage
- Locate specific details in a passage to discriminate between similar answer choices
- Recognize significant details when paraphrased
- Recognize and understand detail referenced by "this, that, these, or those"
- Recognize and understand characters when referred to alternately by name and by descriptive phrases
- Understand and interpret significant details

#### *Cause and Effect*

- Read passages with complexity of content and vocabulary, that include some clue words like "since" and "so" and "because"
- Identify "cause" presented at beginning of passage relating to "effect" presented at end of passage

### **RIT Scores between 201 and 210**

#### *Reading Directions*

- Find detail in a typical adult language recipe
- Understand complex directions involving multiple variables (if you want this, do that, if you want something else, do something else...)

- Understand typical medicine or product labels
- Understand vocabulary specific to typical recipes and product labels
- Find detail in complex, multi-step directions containing adult language
- Paraphrase complex directions
- Understand complex directions-must find one detail, then re-read to incorporate previous information
- Use skills progressing from 201-210
  - Skim, scan to locate details
  - Re-read specific parts
  - Combine two or more sets of information to complete understanding
  - Paraphrase

### *Sequencing*

- Read longer and more complex sentences where the content becomes less familiar and the difficulty of the vocabulary increases (soon after this happened, that happened)
- Read passages where word clues are less direct: from "first, later, and finally" to "after the frost", "in the spring", "when they had eaten lunch"
- Use indirect word clues to determine sequence of sentences from scrambled order
- Determine which event came second or next from sentences in scrambled order
- Determine first AND last event from sentences in scrambled order
- Determine sequence of key events from complex paragraph
- Determine events that occur after or simultaneously in longer, more complex paragraph
- Determine first event from a sequence of events written in the middle of a paragraph
- Use key words to paraphrase order of events
- Use re-reading and cross checking to identify order of events
- In a paragraph of unfamiliar content and vocabulary , determine what comes next, after another event
- Use direct word clues to determine what comes before
- Determine what comes first in a paragraph containing a flashback

### *Locating Information*

- Use a table of contents:
  - Use chapter summaries to determine contents
  - Use clue words from chapter title to determine contents
  - Determine the LAST page of a chapter (if chapter 2 begins on p. 20, chapter 1 ends on p. 19)
- Use an announcement: (lengthy and detailed, containing common abbreviations, and adult level vocabulary)
  - Find and understand information
- Use an advertisement:
  - Find and understand specific information
  - Determine what is being advertised
  - Understand abbreviations and shortened phrases in a classified ad
- Use a food label: determine the relative amounts of ingredients
- Use reference materials:
  - Determine the best source of information (encyclopedia, catalog, advertisement, magazine article, picture book)
  - Understand information contained in a dictionary entry
- Use a recipe: determine amounts of ingredients
- Use an index:

- ❑ Organized into main topics and subtopics
- ❑ Information on multiple pages
- Use a bibliography:
  - ❑ How it is organized
  - ❑ How to read information (author, title, publisher, etc.)
  - ❑ Recognizing simple listing of magazines
- Use a list: meaning of information

#### *Reading for Detail*

- Read passages that contain rich and varied detail, often unfamiliar content, extensive vocabulary, complex sentence phrasing
- Recognize and understand a variety of word referents
- Recognize and understand sentences containing explanatory phrases, sometimes set off by commas
- Discriminate between details which ~ and are not stated in a passage
- Recognize significant details when paraphrased
- Understand and interpret significant details
- Isolate small but significant detail necessary to answer a question in long, detail-filled passages

#### *Cause and Effect*

- Read slightly longer passages, with more difficult content and vocabulary which use clue words "since" and "because of"
- Demonstrate combining several pieces of information to understand the cause and effect relationship
- Identify which is the "cause" and which is the "effect" when given a situation

#### *Compare and Contrast*

- Contrast information (how are they different?) when given a factual paragraph
- Locate appropriate information to compare or contrast in longer passages with unfamiliar content

### **RIT Scores between 211 and 220**

#### *Reading Directions*

- Synthesize/paraphrase directions
- Follow multi-step directions where the outcome is not obvious containing adult vocabulary
- Follow detail in typical medicine or product label
- Synthesize intention of directions
- Understand small but significant detail in directions

#### *Sequencing*

- Read passages that contain unfamiliar content, adult vocabulary, few word clues, longer sentences, and complex phrasing
- Paraphrase sentence order from passage with phrases like "just before this happened, that happened" and "after this happens but before that happens"
- Determine last, first, and next, paraphrasing events from passage
- Use indirect word clues to determine the order of scrambled sentences
- Determine what comes after another event
- Determine the sequence of events in a subset of events in the middle of a passage
- Determine which event comes before another
- Paraphrase the sequence of events in a complex passage

### *Locating Information*

- Read passages that are lengthy, detailed, and contain adult vocabulary. They are typical examples one would find everyday, not specific to children
- Use an announcement: find and understand specific information
- Use a handbook: find and understand specific information
- Use a shipping and handling chart: recognize, know it by name
- Use a phone book:
  - Yellow pages: how to read, find, and understand specific information
  - White pages: how to use guide letters
- Use a catalogue:
  - Use summary information to determine which product to purchase
  - Find and understand specific information
- Use an index:
  - Organization of topics
  - Using increased specificity of terms to locate information
  - Understand page list format, difference between use of commas and hyphens (43,57,60-62)
- Use a bibliography:
  - Find and-understand information in an annotated bibliography
  - Understand the organization
- Use a glossary: how to use
- Use a field guide: find and understand specific information
- Use a dictionary: how to use to find word meaning

### *Reading for Detail*

- Read passages that contain rich and varied detail, often unfamiliar content, extensive vocabulary, complex sentence phrasing
- Locate small but significant detail in a detail-filled passage
- Understand and interpret significant detail
- Understand and paraphrase significant detail
- Discriminate between details which ~ and are not stated in a passage
- Locate more than one detail in a detail-filled passage

### *Cause and Effect*

- Read longer passages, with more difficult content and vocabulary
- Identify which is not the effect of a stated cause

### *Compare and Contrast*

- Locate multiple pieces of information to compare or contrast
- Determine what information is being compared

## **RIT Scores between 221 and 230**

### *Reading Directions*

- Understand intent of directions
- Synthesize complex directions

### *Sequencing*

- Summarize events in correct order
- Use reasoning to determine the correct order of scrambled sentences
- Determine what comes ~ in passages with complex phrasing (just before he did this, he did that)

- Use word clues and reasoning to determine what comes first when sentences contain flashbacks or are not written in exact time order

#### *Locating Information*

- Read passages where details being located are more specific and less obvious, requiring careful reading or re-reading
- Use an announcement:
  - Find and combine specific pieces of information
  - Find and understand specific, detailed information
  - Compare specific pieces of information
- Use a weather report: Find and understand small but significant details
- Use sports scores: Understand commonly used abbreviations
- Use a recipe: Find and understand small but significant details

#### *Reading for Detail*

- Read passages that contain rich and varied detail, generally unfamiliar content, extensive vocabulary, complex sentence phrasing
- Isolate information nQ1 stated in a detail-filled passage
- Paraphrase and interpret significant detail
- Locate specific detail in a long, detail-filled passage
- Locate and interpret several details in a detail-filled passage

#### *Cause and Effect*

- Read passages with more difficult, less familiar content and vocabulary

### **RIT Scores between 231 and 240**

#### *Reading Directions*

- Synthesize/paraphrase directions

#### *Reading for Detail*

- Read passages that contain rich and varied detail, generally unfamiliar content, extensive vocabulary, complex sentence phrasing
- Locate, paraphrase, and interpret multiple details in a detail-filled passage

**Interpretive Reading Comprehension -Students can make reasonable predictions before, during, and after reading, can draw inferences necessary for understanding, can recognize cause-effect relationships, and can summarize and synthesize information from a variety of written materials.**

### **Skills and Concepts**

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#### **RIT Scores below 150**

No items available

#### **RIT Scores between 151 and 160**

##### *Inference*

- Use simple details to make simple inferences

##### *Main Idea*

- Determine the main idea of a simple factual section

##### *Cause-effect*

- Identify or determine simple cause and effect relationships

#### **RIT Scores between 161 and 170**

##### *Inference*

- Infer the qualities or purposes of a list

##### *Main Idea*

- Determine the main idea of a simple story

##### *Cause-effect*

- Identify, determine, or infer simple cause and effect relationships in simple situations

##### *Prediction*

- Predict future events based on the simple details of a story

##### *Drawing Conclusion*

- Draw conclusions based on information in a story about events taking place

#### **RIT Scores between 171 and 180**

##### *Inference*

- Make inferences by noting specific details in multi-paragraph selection
- Infer the qualities or purposes of a list
- Make inferences using details in an advertisement
- Infer characteristics and qualities of main characters
- Infer answers to riddles by noting details

##### *Main Idea*

- Look at details to determine and refine the main idea of 30-50 word paragraph
- Identify the topic sentence in a simple paragraph
- Create a topic sentence for a simple paragraph
- Determine the main idea by selecting the best title for a story or passage
- Refine and explain the main idea of a selection

##### *Prediction*

- Predict future events based on a multi-paragraph passage

##### *Drawing Conclusion*

- Draw conclusions based on information in a story as to what will probably happen next

## **RIT Scores between 181 and 190**

### *Main Idea*

- Identify the main idea of a poem
- Identify topic sentence
- Infer best title for a story or passage
- Make inferences about main idea of a personal note
- Determine main idea in different genre
- Determine main idea from a variety of nonfiction

### *Cause-effect*

- Determine cause and effect in a 100-150 word passage

### *Prediction*

- Predict what will happen next in a multi-paragraph passage
- Infer conclusion from prior information

### *Summarize*

- Summarize a short passage of 100-150 words

### *Application Transfer*

- Generalize from specific information within the passage

### *Drawing Conclusion*

- Draw conclusion based on interpretation of information read

## **RIT Scores between 191 and 200**

### *Main Idea*

- Infer main idea from textbook page
- Infer main idea of article from newspaper or magazine
- Infer main idea from a variety of genre

### *Compare-contrast*

- Compare and contrast animate and inanimate

### *Cause-effect*

- Determine cause and effect of a variety of events

### *Summarize*

- Summarize a longer passage by outlining

### *Application Transfer*

- Generalize a statement from specific information within the passage

### *Drawing Conclusion*

- Draw a conclusion based on interpretation of information read

## **RIT Scores between 201 and 210**

### *Inference*

- Make inferences from announcements
- Make inferences about directions on labels
- Make inferences about a character type within a variety of literature
- Make inferences from information found on book flap
- Make inferences from textbook technical reading

### *Main Idea*

- Identify main idea in magazine articles or stories from other sources

### *Prediction*

- Predict future events based on prior conclusions drawn

*Drawing Conclusion*

- Form a conclusion based on interpretation of information from a variety of sources

**RIT Scores between 211 and 220**

*Inference*

- Make inferences from catalog selections
- Make inferences from handbooks
- Make inferences from a science fiction passage

*Main Idea*

- Identify why author chose title
- Identify main idea in newspaper and other articles

*Prediction*

- Identify conclusion to story
- Create prediction for recipe
- Predict outcome from advertisement

*Summarize*

- Restate lengthy passage through summarizing

*Application Transfer*

- List specific information in systematic order and give a general summary

*Drawing Conclusion*

- Draw a conclusion from the passage by inferring the interpretation of the information read

**Evaluative Reading Comprehension -Students understand fact, opinion, bias, assumptions, and elements of persuasion, and can evaluate the quality and validity of written material. Students can compare works, evaluate conclusions, and apply what is learned to real life experiences.**

*The main difference in items at higher RIT levels is in sentence and passage length, complexity of detail and content, and difficulty of vocabulary*

## **Skills and Concepts**

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### **RIT Scores below 150**

*Classify, Thinking Skills*

- Identify common words, generally nouns
- Identify word that belongs in broad category based on type
- Identify word not like the others, based on type

### **RIT Scores between 151 and 160**

*Classify, Thinking Skills*

- Identify general category name for specific word based on type
- Identify items belonging to a category based on use
- Identify items that do not belong to a category based on use

### **RIT Scores between 161 and 170**

*Classify, Thinking Skills*

- At beginning of range, distracters very different from correct answer choices
- As RIT increases, distracters become more similar, requiring the use of more specific vocabulary
- Identify which item is not like the others based on type or use
- Identify which item is not a member of a broad category or group
- Complete a simple analogy, matching a common tool to the user
- Identify which item is a member of a category based on type or use
- Identify category name for a specific item

*Fact and Opinion*

- Read information presented in one or two very simple statements
- Distinguish fact from that which is inferred

### **RIT Scores between 171 and 180**

*Bias, Assumptions, Stereotype*

- Read simple text, generally less than 50 words, basic vocabulary, where the speaker//writer's opinions stated directly and obviously
- Determine speaker/writer's opinion or way of thinking about a topic
- Understand meaning of the word "bias"

*Classify, Thinking Skills*

- Identify which are not members of a group based on defined characteristics
- Identify the group name or category in which it belongs when given a noun
- Identify which noun is not like the others
- Identify which word belongs in the same category when given a list of descriptive words

- Identify another member of the group when given a group name
- Identify which sentence is not on a specific topic
- Generalize how items or ideas are alike
- Find relationships between words based on analogous relationships (things to eat -hunger)

*Fact and Opinion*

- Read information presented in short simple paragraph

**RIT Scores between 181 and 190**

*Persuasive Elements*

- Read simple, short text and basic vocabulary
- Determine what the writer wants the reader to notice, care about, or feel
- Determine which words persuade the reader or catch the reader's attention
- Determine the purpose of an advertisement
- Determine to which senses certain words appeal

*Bias, Assumptions, Stereotype*

- Read simple text, generally less than 50 words, basic vocabulary where the speaker/writer's opinions stated directly and obviously
- Determine speaker/writer's opinion or way of thinking about a topic
- Understand meaning of the word "bias"

*Classify, Thinking Skills*

- Apply logic to analyze simple relationships
- Identify which sentence does not relate to a story topic
- Identify analogous relationships between words
- Identify lists of words that all belong to the group when given a category name
- Distinguish between factual and inferential observations when given a simple situation
- Determine probable common use of a list of items
- Tell how items on a list are all alike
- Identify items that belong in a named group
- Classify types of writing based on purpose
- Identify which items do not belong to a group, based on secondary attributes
- Identify how phrases are alike based on what they tell
- Identify which word is not a member of a group or category based on specific definitions

*Evaluate Validity*

- Determine why a simple story is fiction
- Determine which statement is untrue based on information given in a short, simple passage
- Determine which person would be more likely to have more relevant information when given an event described by different people

*Fact and Opinion*

- Read information presented in short simple paragraph where the paragraphs get longer with more detail and vocabulary as RIT increases
- Given a short paragraph, distinguish a factual statement about the information from statements of opinion
- Distinguish statements of fact from statements of opinion

**RIT Scores between 191 and 200**

*Persuasive Elements*

- Read simple, short text and basic vocabulary
- Determine the purpose of an advertisement or other persuasive writing

- Determine what the writer wants the reader to notice or care about
- Recognize techniques used in ads or other persuasive writing to persuade readers
- Distinguish facts from persuasive elements in an advertisement

*Bias, Assumptions, Stereotype*

- Read longer passages, up to 100 words, where situations are still fairly straightforward, with basic vocabulary
- Infer speaker/writer's opinion or way of thinking
- Understand meaning of the word "bias"
- Infer errors in a character's thinking that lead to stereotyping when given a basic scenario
- Infer who is speaking/writing based on his/her opinions or way of thinking

*Classify, Thinking Skills*

- Identify words belonging to the same category based on attributes of the words themselves
- Distinguish between factual and inferential observations when given a simple situation
- Identify which item belongs to a group based on secondary attributes
- Identify which item does not belong based on secondary attributes when given a category name
- Tell how a list of items are alike
- Identify possible common use for a list of items
- Identify which sentence does not relate to a more specific topic when given sentences all relating to a general topic
- Identify which word is a member of a group or category based on information in a passage or specific definitions
- Identify which items belong in a common group when given words that may have multiple meanings
- Determine simple logical relationships (if- then)
- Determine where information will most likely be found based on attributes
- Determine category names for words in up to three different categories
- Determine how sentences are all alike (main topic )
- Determine which would not be attributes of another item when given words, some with multiple meanings
- Determine analogous relationships

*Evaluate Validity*

- Determine the most qualified source of information
- Determine which facts best support a conclusion or an opinion
- Determine the most valid conclusion when given a simple event or situation
- Distinguish what is true or factual from what might be inferred when given a simple passage
- Determine the validity of opinions based on facts given in a short simple passage

*Fact and Opinion*

- As RIT increases, difficulty of vocabulary increases, longer sentences or passages are used, and content becomes less familiar and more difficult
- Distinguish a statement of fact from an opinion
- Distinguish what is fact from that which is inferred when given a short passage
- Know the meaning of the words "fact" and "opinion"
- Determine if statements are true, false, fact, or opinion
- Identify factual statements made based on information found in a longer passage
- Identify word clues that signal an opinion

## **RIT Scores between 201 and 210**

### *Inference*

- Infer/evaluate content based on small sample of writing
- Infer/evaluate what is important to a character
- Infer/evaluate character's feelings or interests

### *Persuasive Elements*

- Read generally short text, some longer with slightly more difficult vocabulary
- Determine what the writer wants the reader to notice or care about
- Recognize persuasive techniques or methods
- Determine to whom an ad will appeal
- Distinguish facts from persuasive elements
- Determine how an ad gets your attention
- Determine the effectiveness of persuasive arguments
- Determine the action the ad persuades the reader to take

### *Bias, Assumptions, Stereotype*

- Read longer passages, generally less than 150 words but some longer where the difficulty of vocabulary increases as RIT increases
- Infer errors in reasoning that lead to stereotypical thinking
- Infer beliefs, opinions, or way of thinking of speaker, writer, or character
- Understand and apply meaning of "bias"
- Recognize bias or assumptions as opinions

### *At upper range of RIT -*

- Generalize type of people who would agree or disagree with specific opinions
- Understand the meaning of "assumption" or "underlying assumption"
- Understand why people have different opinions or ways of thinking

### *Classify, Thinking Skills*

- Identify which word belongs in a group based on implications of words, definitions provided, or interpreting multiple meanings or words
- Identify which sentence does not relate to a more specific topic when given sentences all relating to a general topic
- Put ideas in appropriate groups when given two category names
- Match information in a passage with informal outline of information
- Identify items not like others based on secondary attributes provided in written definitions
- Combine information written in a passage with information from experience to determine how one thing is like or unlike another thing
- Identify topics that could be added to an existing outline
- Identify which word is not like the others based on secondary attributes
- Find common attributes of a defined list of items

### *Evaluate Validity*

- Determine which facts do or do not support a conclusion
- Given a simple passage, distinguish what is true or factual
- Determine the most qualified source of information
- Evaluate and prioritize reasons
- At upper range of RITs, determine which fact supports more than one conclusion
- Determine which statement best supports a specific conclusion
- Determine statements that cannot be concluded from information in a passage
- Use logical reasoning to determine the validity of a statement

### *Fact and Opinion*

- Distinguish statements of fact from opinions
- Identify which specific words are opinions
- In a longer passage, distinguish which statements are facts from those that are opinions
- Identify word clues that signal fact, not opinion
- Determine that which is fact from that which is inferred
- Analyze a passage to determine proportion of fact or opinion

### **RIT Scores between 211 and 220**

#### *Inference*

- Evaluate relative importance of information

#### *Persuasive Elements*

- Read some longer ads longer with more difficult vocabulary
- Determine how assertions of persuasive writing are supported
- Determine to whom and to what feelings ads appeal
- Determine what the writer wants the reader to believe about their product or service
- Recognize persuasive techniques or methods
- Determine how an ad gets the reader's attention
- Determine information not given in an ad

#### *Bias, Assumptions, Stereotype*

- Read passages that vary in length, while difficulty of vocabulary tends to increase
- As RIT levels increase, differences between distracters and correct answer choice become less obvious, require more thought
- Understand meaning of the word "discrimination"
- Infer beliefs, opinions, ways of thinking, or assumptions of writer or characters
- Understand and apply the meaning of "bias"
- Generalize type of people who would agree or disagree with specific opinions
- Compare and contrast opinions or assumptions of characters
- Infer errors in reasoning that lead to stereotypical thinking
- Infer assumptions reader can make from a passage
- Generalize opinions or assumptions of writer
- Discriminate between fact and bias

#### *Classify, Thinking Skills*

- Demonstrate using alphabetical order to the fourth letter
- Find words that are like or different from the others based on secondary attributes when given definitions of similar or related words
- Identify words that belong to the same group based on implications, connotations, multiple meanings, or secondary attributes when given more difficult vocabulary words
- Identify analogous relationships
- Find commonalities in a set of distinct descriptions
- Determine which would be logical explanations for events

#### *Evaluate Validity*

- Read passages that are generally longer, with much detail, extensive vocabulary, and less familiar content
- Determine which statement or detail best supports a specific conclusion
- Determine most qualified source of information
- Determine most valid conclusion based on information in a passage

- Distinguish facts that can be concluded from that which is opinion or inferred when given a longer, more detailed passage
- Determine additional information needed to evaluate information in a passage
- Use logical reasoning to determine the validity of a conclusion
- Note the clue word "probably" meaning not conclusively
- Determine which statement or detail does !12! support a conclusion
- Identify faulty reasoning leading to a conclusion
- Evaluate the quality of information used to support a conclusion

#### *Fact and Opinion*

- Analyze passage for opinion, inference, value judgment, or fact
- Distinguish statement of fact from opinion
- Distinguish unsupported opinion from fact
- Determine content of passage-proportion of fact to opinion
- Distinguish that which is fact from that which is inferred
- Identify a sentence as being an editorial comment or part of a factual news story

### **RIT Scores between 221 and 230**

#### *Persuasive Elements*

- Determine purpose of persuasive ad or argument
- Determine persuasive techniques or methods
- Determine tone or effect of persuasive writing
- Analyze persuasive statements
- Determine to whom or what feelings persuasive writing will appeal

#### *Bias, Assumptions, Stereotype*

- Read passages where topics are less familiar, with rich, varied vocabulary
- Higher level thinking required to understand topics and to differentiate between answer choices
- Infer assumptions of writer or character
- Generalize opinions or assumptions of writer
- Generalize people likely to agree or disagree with opinion or assumption
- Recognize difference between discriminatory and non-discriminatory statements
- Recognize statements or thinking nQ! assumed by the writer

#### *Classify, Thinking Skills*

- Identify words that belong to the same group based on implications, connotations, multiple meanings, or secondary attributes given more difficult vocabulary words
- Identify the sentence that does not related to the specific topic in a long, complex passage
- Find commonalities in a set of distinct descriptions

#### *Evaluate Validity*

- Read longer passages with more detail, more extensive vocabulary, and less familiar content
- Evaluate whether or not an argument is consistent
- Determine which conclusion is supported by facts in a passage
- Determine which fact or detail supports a conclusion
- Identify faulty reasoning leading to a conclusion
- Identify a conclusion not supported by facts or details in a passage
- Evaluate reasoning leading to a conclusion
- Evaluate the quality of information sources

*Fact and Opinion*

- Distinguish statements of fact from opinions
- Use word clues to distinguish opinions from fact
- Determine that which is fact from that which can be inferred

**RIT Scores between 231 and 240**

*Persuasive Elements*

- Imply purpose of persuasive writing

*Bias, Assumptions, Stereotype (Only three items in this range)*

- Read passages with complex topics, some quite difficult vocabulary, distracters more complex, require more thought to determine correct answer choice
- Understand the meaning of the word "stereotype"
- Infer and generalize assumptions of writer

*Evaluate Validity*

- Determine the most qualified source of information
- Analyze the reasoning used to support a conclusion or opinion
- Determine which conclusion is supported by facts or details in a passage
- Use logical reasoning to arrive at a conclusion