

# Language

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Skills and Concepts to Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
Plan, Organize; Create Cohesion, Use Transitions	Plan, Organize; Create Cohesion, Use Transitions
	<ul style="list-style-type: none"> <li>• Brainstorms supporting details for a given topic</li> <li>• Brainstorms topics described by a given set of supporting details</li> <li>• Identifies ending sentences for paragraphs appropriate to topic</li> <li>• Recognizes that topic sentences often begin paragraphs</li> <li>• Identifies beginning sentences for paragraphs appropriate to topic</li> <li>• Distinguishes between main topic and supporting details (using a set of words)</li> </ul>
Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research
	<ul style="list-style-type: none"> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> </ul>
Establish and Maintain Style: Use Precise Language	Establish and Maintain Style: Use Precise Language
	<ul style="list-style-type: none"> <li>• Chooses the appropriate word choice to convey a particular mood or tone</li> <li>• Uses descriptive words to convey ideas in written compositions</li> </ul>
Purpose and Audience	Purpose and Audience
<ul style="list-style-type: none"> <li>• Recognizes the format of invitations</li> <li>• Recognizes examples of friendly letter</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the audience of personal writing</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> draft, sequence, supporting detail, to describe, topic sentence
<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*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Plan, Organize; Create Cohesion, Use Transitions	Plan, Organize; Create Cohesion, Use Transitions	Plan, Organize; Create Cohesion, Use Transitions
	<ul style="list-style-type: none"> <li>Brainstorms supporting details for a given topic</li> <li>Brainstorms topics described by a given set of supporting details</li> <li>Identifies ending sentences for paragraphs appropriate to topic</li> <li>Recognizes that topic sentences often begin paragraphs</li> <li>Identifies beginning sentences for paragraphs appropriate to topic</li> <li>Distinguishes between main topic and supporting details (using a set of words)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that sentences in a paragraph all relate to one central idea</li> <li>Recognizes that topic sentences often begin paragraphs</li> <li>Identifies sentence order to form a paragraph</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Selects an introductory sentence for a report on a given subject</li> <li>Selects topics appropriate for business formats</li> <li>Brainstorms supporting details for a given topic</li> </ul>
Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research
	<ul style="list-style-type: none"> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)</li> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates writing samples for clarity and completeness of information</li> </ul>
Establish and Maintain Style: Use Precise Language	Establish and Maintain Style: Use Precise Language	Establish and Maintain Style: Use Precise Language
	<ul style="list-style-type: none"> <li>Chooses the appropriate word choice to convey a particular mood or tone</li> <li>Uses descriptive words to convey ideas in written compositions</li> </ul>	<ul style="list-style-type: none"> <li>Uses rhyming in a poem</li> <li>Completes sentences to create a simile (term not used)</li> <li>Gives examples of details in written descriptions</li> <li>Uses descriptive words to convey ideas in written compositions</li> </ul>
Purpose and Audience	Purpose and Audience	Purpose and Audience
<ul style="list-style-type: none"> <li>Recognizes the format of invitations</li> <li>Recognizes examples of friendly letter</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the audience of personal writing</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of poetry</li> <li>Identifies the audience of personal writing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies content appropriate to invitations (e.g., when, what, who, where)</li> <li>Recognizes the format of directions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Considers audience when selecting topic</li> <li>Uses webs as a prewriting strategy</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> draft, sequence, supporting detail, to describe, topic sentence	<i>New Vocabulary:</i> chronological order, closing, form, formal essay, friendly letter, greeting, heading, signature, slang
<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>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Brainstorms supporting details for a given topic</li> <li>Brainstorms topics described by a given set of supporting details</li> <li>Identifies ending sentences for paragraphs appropriate to topic</li> <li>Recognizes that topic sentences often begin paragraphs</li> <li>Identifies beginning sentences for paragraphs appropriate to topic</li> <li>Distinguishes between main topic and supporting details (using a set of words)</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Recognizes that sentences in a paragraph all relate to one central idea</li> <li>Recognizes that topic sentences often begin paragraphs</li> <li>Identifies sentence order to form a paragraph</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Selects an introductory sentence for a report on a given subject</li> <li>Selects topics appropriate for business formats</li> <li>Brainstorms supporting details for a given topic</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Identifies the topic sentence of a paragraph</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Uses strong concluding sentences</li> <li>Selects topics appropriate for business formats</li> <li>Recognizes examples of compare and contrast essays</li> <li>Selects cause/effect as the most appropriate organizational form</li> <li>Brainstorms supporting details for a given topic</li> <li>Brainstorms and evaluates topics described by a given set of supporting details</li> <li>Records key thoughts as a prewriting strategy</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the main topic for an outline</li> <li>Interprets outlines</li> <li>Revises sentence order in paragraphs for clarity</li> </ul>
<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)</li> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates writing samples for clarity and completeness of information</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Revises by adding detail</li> <li>Identifies supporting details</li> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with supporting details</li> <li>Gathers research information from analyzing original documents</li> <li>Identifies writing sample that is most appropriate for a given purpose</li> <li>Revises by deleting information that does not relate to topic</li> <li>Evaluates writing samples for clarity and completeness of information</li> <li>Selects the appropriate sentence to describe a specific feeling</li> </ul>
<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Chooses the appropriate word choice to convey a particular mood or tone</li> <li>Uses descriptive words to convey ideas in written compositions</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Uses rhyming in a poem</li> <li>Completes sentences to create a simile (term not used)</li> <li>Gives examples of details in written descriptions</li> <li>Uses descriptive words to convey ideas in written compositions</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Uses rhyming in a poem</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Revises word order for fluency</li> </ul>

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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
Establish and Maintain Style: Use Precise Language	Establish and Maintain Style: Use Precise Language	Establish and Maintain Style: Use Precise Language
		• Revises sentences to improve more word choice
<b>Purpose and Audience</b>	<b>Purpose and Audience</b>	<b>Purpose and Audience</b>
<ul style="list-style-type: none"> <li>Identifies the audience of personal writing</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of poetry</li> <li>Identifies the audience of personal writing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies content appropriate to invitations (e.g., when, what, who, where)</li> <li>Recognizes the format of directions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Considers audience when selecting topic</li> <li>Uses webs as a prewriting strategy</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the quality of instructions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Considers audience when selecting topic</li> <li>Uses form appropriate to audience</li> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Uses webs as a prewriting strategy</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Analyzes characteristics of fictional writing</li> <li>Evaluates titles for expository writing</li> <li>Identifies what type of information is appropriate for reports</li> <li>Describes characteristics of poetry</li> <li>Classifies examples of personal writing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies the appropriate voice for personal accounts</li> </ul>
<i>New Vocabulary:</i> draft, sequence, supporting detail, to describe, topic sentence	<i>New Vocabulary:</i> chronological order, closing, form, formal essay, friendly letter, greeting, heading, signature, slang	<i>New Vocabulary:</i> ending, introduction, main heading, memo, pamphlet, persuasive writing, resuT, visualize
<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>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>• Recognizes that sentences in a paragraph all relate to one central idea</li> <li>• Recognizes that topic sentences often begin paragraphs</li> <li>• Identifies sentence order to form a paragraph</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Selects an introductory sentence for a report on a given subject</li> <li>• Selects topics appropriate for business formats</li> <li>• Brainstorms supporting details for a given topic</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>• Identifies the topic sentence of a paragraph</li> <li>• Orders sentences logically to form clear paragraphs</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Uses strong concluding sentences</li> <li>• Selects topics appropriate for business formats</li> <li>• Recognizes examples of compare and contrast essays</li> <li>• Selects cause/effect as the most appropriate organizational form</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Brainstorms and evaluates topics described by a given set of supporting details</li> <li>• Records key thoughts as a prewriting strategy</li> <li>• Uses note taking as a prewriting strategy</li> <li>• Identifies the main topic for an outline</li> <li>• Interprets outlines</li> <li>• Revises sentence order in paragraphs for clarity</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>• Identifies cause/effect organizational patterns</li> <li>• Identifies the main idea for a given passage (not thesis statement)</li> <li>• Identifies the topic sentence of a paragraph</li> <li>• Orders sentences logically to form clear paragraphs</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>• Identifies how to develop a paragraph with a main idea and supporting details</li> <li>• Uses strong concluding sentences</li> <li>• Evaluates titles for persuasive writing</li> <li>• Evaluates the results of visual graphics within a research paper</li> <li>• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>• Identifies how details are arranged when using sequential organization</li> <li>• Identifies the pattern of organization used in a writing sample (sequence)</li> <li>• Chooses process/sequence essays as the most effective form to achieve the given purpose</li> <li>• Brainstorms and evaluates topics described by a given set of supporting details</li> <li>• Evaluates which graphic organizer would be most useful for a given writing task</li> <li>• Uses note taking as a prewriting strategy</li> <li>• Identifies the appropriate style for a summary</li> <li>• Identifies the main topic in an outline</li> <li>• Interprets outlines</li> <li>• Uses multi-paragraph organization to develop ideas</li> <li>• Revises sentence order in paragraphs for clarity</li> </ul>
<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Evaluates writing samples for clarity and completeness of information</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Revises by adding detail</li> <li>• Identifies supporting details</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Evaluates the best way to develop a given topic with supporting details</li> <li>• Gathers research information from analyzing original documents</li> <li>• Identifies writing sample that is most appropriate for a given purpose</li> <li>• Revises by deleting information that does not relate to topic</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Revises by adding detail</li> <li>• Identifies supporting details</li> <li>• Determines which details do not support the topic after determining the topic of a paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Evaluates the best way to develop a given topic with supporting details</li> <li>• Establishes setting in a narrative paragraph</li> <li>• Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> </ul>

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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
Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research <ul style="list-style-type: none"> <li>Evaluates writing samples for clarity and completeness of information</li> <li>Selects the appropriate sentence to describe a specific feeling</li> </ul>	Provide Support; Develop Topics; Conduct Research <ul style="list-style-type: none"> <li>Identifies research writing</li> <li>Recognizes ways to represent data</li> <li>Identifies an appropriate, relevant source for research information</li> <li>Collects information from print resources</li> <li>Gathers research information from analyzing original documents</li> </ul>
Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Uses rhyming in a poem</li> <li>Completes sentences to create a simile (term not used)</li> <li>Gives examples of details in written descriptions</li> <li>Uses descriptive words to convey ideas in written compositions</li> </ul>	Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Uses rhyming in a poem</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Revises word order for fluency</li> <li>Revises sentences to improve more word choice</li> </ul>	Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Selects the appropriate tone for a given purpose</li> <li>Uses rhyming in a poem</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Explains which voice is most appropriate for writing intended for a specific audience</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Evaluates descriptive passages for the mood conveyed</li> </ul>
Purpose and Audience <ul style="list-style-type: none"> <li>Describes characteristics of poetry</li> <li>Identifies the audience of personal writing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies content appropriate to invitations (e.g., when, what, who, where)</li> <li>Recognizes the format of directions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Considers audience when selecting topic</li> <li>Uses webs as a prewriting strategy</li> </ul>	Purpose and Audience <ul style="list-style-type: none"> <li>Evaluates the quality of instructions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Considers audience when selecting topic</li> <li>Uses form appropriate to audience</li> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Uses webs as a prewriting strategy</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> </ul>	Purpose and Audience <ul style="list-style-type: none"> <li>Defines personal narrative</li> <li>Analyzes characteristics of fictional writing</li> <li>Identifies the appropriate language used in expository writing</li> <li>Chooses the most effective format for personal writing</li> <li>Classifies examples of personal writing</li> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Includes appropriate content in friendly letters</li> <li>Addresses envelopes of personal letters</li> <li>Chooses the appropriate format for creative writing</li> </ul>

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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
Purpose and Audience	Purpose and Audience	Purpose and Audience
	<ul style="list-style-type: none"> <li>• Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>• Analyzes characteristics of fictional writing</li> <li>• Evaluates titles for expository writing</li> <li>• Identifies what type of information is appropriate for reports</li> <li>• Describes characteristics of poetry</li> <li>• Classifies examples of personal writing</li> <li>• Identifies the parts of a friendly letter</li> <li>• Identifies the appropriate voice for personal accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the appropriate point of view for personal accounts</li> <li>• Selects an appropriate salutation for a business letter</li> <li>• Describes the elements that are typically included in informational writing</li> <li>• Selects appropriate vocabulary for a given audience</li> <li>• Considers audience when selecting topic</li> <li>• Identifies the form of writing that is most appropriate for a given purpose</li> <li>• Chooses persuasive writing as the most effective form for the given purpose</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Identifies which sentence is appropriate for a given purpose</li> <li>• Revises compositions for clarity in purpose</li> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Analyzes writing samples to determine the author's purpose (to entertain)</li> <li>• Analyzes writing samples to determine the author's purpose (to inform)</li> </ul>
<i>New Vocabulary:</i> chronological order, closing, form, formal essay, friendly letter, greeting, heading, signature, slang	<i>New Vocabulary:</i> ending, introduction, main heading, memo, pamphlet, persuasive writing, resuMT, visualize	<i>New Vocabulary:</i> formal language, graphic, humor, introductory sentence, language, mystery, satire, thesis statement, tone
<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*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Identifies the topic sentence of a paragraph</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Uses strong concluding sentences</li> <li>Selects topics appropriate for business formats</li> <li>Recognizes examples of compare and contrast essays</li> <li>Selects cause/effect as the most appropriate organizational form</li> <li>Brainstorms supporting details for a given topic</li> <li>Brainstorms and evaluates topics described by a given set of supporting details</li> <li>Records key thoughts as a prewriting strategy</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the main topic for an outline</li> <li>Interprets outlines</li> <li>Revises sentence order in paragraphs for clarity</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Identifies cause/effect organizational patterns</li> <li>Identifies the main idea for a given passage (not thesis statement)</li> <li>Identifies the topic sentence of a paragraph</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>Identifies how to develop a paragraph with a main idea and supporting details</li> <li>Uses strong concluding sentences</li> <li>Evaluates titles for persuasive writing</li> <li>Evaluates the results of visual graphics within a research paper</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>Identifies how details are arranged when using sequential organization</li> <li>Identifies the pattern of organization used in a writing sample (sequence)</li> <li>Chooses process/sequence essays as the most effective form to achieve the given purpose</li> <li>Brainstorms and evaluates topics described by a given set of supporting details</li> <li>Evaluates which graphic organizer would be most useful for a given writing task</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the appropriate style for a summary</li> <li>Identifies the main topic in an outline</li> <li>Interprets outlines</li> <li>Uses multi-paragraph organization to develop ideas</li> <li>Revises sentence order in paragraphs for clarity</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Selects the best topic sentence for a given paragraph</li> <li>Identifies the topic sentence of a paragraph</li> <li>Recognizes transitional words and phrases</li> <li>Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>Uses strong concluding sentences</li> <li>Evaluates titles for persuasive writing</li> <li>Uses rhetorical questions in persuasive writing</li> <li>Evaluates the results of visual graphics within a research paper</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>Identifies cause/effect organizational patterns</li> <li>Chooses the best transition word for cause/effect paragraphs</li> <li>Identifies the pattern of organization used in a writing sample (sequence)</li> <li>Explains how to best organize directions</li> <li>Uses organizing as a prewriting strategy</li> <li>Describes the writing tasks organized by a particular graphic organizer</li> <li>Identifies the appropriate style for a summary</li> <li>Describes the structure of formal outlines</li> <li>Writes an introductory paragraph to introduce the main topic</li> <li>Revises sentence order in paragraphs for clarity</li> <li>Analyzes writing to revise multiple-paragraph compositions</li> <li>Evaluates which sentence will best serve as a topic sentence for a given subject</li> </ul>
<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Revises by adding detail</li> <li>Identifies supporting details</li> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with supporting details</li> <li>Gathers research information from analyzing original documents</li> <li>Identifies writing sample that is most appropriate for a given purpose</li> <li>Revises by deleting information that does not relate to topic</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Revises by adding detail</li> <li>Identifies supporting details</li> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with supporting details</li> <li>Establishes setting in a narrative paragraph</li> <li>Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph</li> <li>Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> <li>Identifies appropriate content for a research paper</li> <li>Identifies research writing</li> <li>Defines plagiarism</li> </ul>

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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>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Evaluates writing samples for clarity and completeness of information</li> <li>Selects the appropriate sentence to describe a specific feeling</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Identifies research writing</li> <li>Recognizes ways to represent data</li> <li>Identifies an appropriate, relevant source for research information</li> <li>Collects information from print resources</li> <li>Gathers research information from analyzing original documents</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Describes the appropriate format for citing sources</li> <li>Evaluates the relevance of potential research questions</li> <li>Identifies suitable research questions</li> <li>Gathers research information from analyzing original documents</li> <li>Identifies secondary sources for a research paper</li> <li>Identifies reliable sources for a research paper</li> <li>Identifies the best paraphrase (2 or more sentences) of a passage</li> <li>Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)</li> </ul>
<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Uses rhyming in a poem</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Revises word order for fluency</li> <li>Revises sentences to improve more word choice</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Selects the appropriate tone for a given purpose</li> <li>Uses rhyming in a poem</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Explains which voice is most appropriate for writing intended for a specific audience</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Evaluates descriptive passages for the mood conveyed</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Examines the use of similes in written text</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Selects the appropriate tone for a given purpose</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates writing samples for descriptive word choice</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Describes characteristics of descriptive writing</li> <li>Evaluates written passages for the use of descriptive words to clarify ideas</li> <li>Evaluates descriptive passages for the mood conveyed</li> <li>Examines the use of onomatopoeia in poems</li> </ul>
<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Evaluates the quality of instructions</li> <li>Identifies the appropriate audience for use of slang words</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Considers audience when selecting topic</li> <li>Uses form appropriate to audience</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Defines personal narrative</li> <li>Analyzes characteristics of fictional writing</li> <li>Identifies the appropriate language used in expository writing</li> <li>Chooses the most effective format for personal writing</li> <li>Classifies examples of personal writing</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Gives examples of narrative writing</li> <li>Chooses the most effective format for expository writing</li> <li>Classifies writing samples as examples of expository text</li> <li>Recognizes different forms of rhetoric/persuasion</li> <li>Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay)</li> </ul>

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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>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Uses webs as a prewriting strategy</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Analyzes characteristics of fictional writing</li> <li>Evaluates titles for expository writing</li> <li>Identifies what type of information is appropriate for reports</li> <li>Describes characteristics of poetry</li> <li>Classifies examples of personal writing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies the appropriate voice for personal accounts</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Includes appropriate content in friendly letters</li> <li>Addresses envelopes of personal letters</li> <li>Chooses the appropriate format for creative writing</li> <li>Identifies the appropriate point of view for personal accounts</li> <li>Selects an appropriate salutation for a business letter</li> <li>Describes the elements that are typically included in informational writing</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Considers audience when selecting topic</li> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Chooses persuasive writing as the most effective form for the given purpose</li> <li>Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Revises compositions for clarity in purpose</li> <li>Determines the most appropriate thesis statement for a given scenario</li> <li>Analyzes writing samples to determine the author's purpose (to entertain)</li> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Selects relevant topics for persuasive writing</li> <li>Describes different forms of poems</li> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Selects writing form appropriate to topic and purpose</li> <li>Chooses persuasive writing as the most effective form for the given purpose</li> <li>Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Uses appropriate word choice relative to purpose</li> <li>Revises compositions for clarity in purpose</li> <li>Determines the most appropriate thesis statement for a given scenario</li> <li>Analyzes writing samples to determine the author's purpose (to persuade)</li> </ul>
<p><i>New Vocabulary:</i> ending, introduction, main heading, memo, pamphlet, persuasive writing, resuMT, visualize</p>	<p><i>New Vocabulary:</i> formal language, graphic, humor, introductory sentence, language, mystery, satire, thesis statement, tone</p>	<p><i>New Vocabulary:</i> contrast, expository writing, format, idiom, imagery, transition</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>

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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>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Identifies cause/effect organizational patterns</li> <li>Identifies the main idea for a given passage (not thesis statement)</li> <li>Identifies the topic sentence of a paragraph</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>Identifies how to develop a paragraph with a main idea and supporting details</li> <li>Uses strong concluding sentences</li> <li>Evaluates titles for persuasive writing</li> <li>Evaluates the results of visual graphics within a research paper</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>Identifies how details are arranged when using sequential organization</li> <li>Identifies the pattern of organization used in a writing sample (sequence)</li> <li>Chooses process/sequence essays as the most effective form to achieve the given purpose</li> <li>Brainstorms and evaluates topics described by a given set of supporting details</li> <li>Evaluates which graphic organizer would be most useful for a given writing task</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the appropriate style for a summary</li> <li>Identifies the main topic in an outline</li> <li>Interprets outlines</li> <li>Uses multi-paragraph organization to develop ideas</li> <li>Revises sentence order in paragraphs for clarity</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Selects the best topic sentence for a given paragraph</li> <li>Identifies the topic sentence of a paragraph</li> <li>Recognizes transitional words and phrases</li> <li>Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>Uses strong concluding sentences</li> <li>Evaluates titles for persuasive writing</li> <li>Uses rhetorical questions in persuasive writing</li> <li>Evaluates the results of visual graphics within a research paper</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>Identifies cause/effect organizational patterns</li> <li>Chooses the best transition word for cause/effect paragraphs</li> <li>Identifies the pattern of organization used in a writing sample (sequence)</li> <li>Explains how to best organize directions</li> <li>Uses organizing as a prewriting strategy</li> <li>Describes the writing tasks organized by a particular graphic organizer</li> <li>Identifies the appropriate style for a summary</li> <li>Describes the structure of formal outlines</li> <li>Writes an introductory paragraph to introduce the main topic</li> <li>Revises sentence order in paragraphs for clarity</li> <li>Analyzes writing to revise multiple-paragraph compositions</li> <li>Evaluates which sentence will best serve as a topic sentence for a given subject</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>Recognizes transitional words and phrases</li> <li>Uses clear transitional words and phrases in writing</li> <li>Evaluates titles for persuasive writing</li> <li>Uses rhetorical questions in persuasive writing</li> <li>Uses counterarguments in persuasive essays</li> <li>Uses clustering as a prewriting strategy</li> <li>Identifies the thesis statement for a given passage</li> </ul>
<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Revises by adding detail</li> <li>Identifies supporting details</li> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with supporting details</li> <li>Establishes setting in a narrative paragraph</li> <li>Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph</li> <li>Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> <li>Identifies appropriate content for a research paper</li> <li>Identifies research writing</li> <li>Defines plagiarism</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Recognizes MLA format for citing sources</li> <li>Evaluates the relevance of potential research questions</li> <li>Identifies secondary sources for a research paper</li> <li>Identifies reliable sources for a research paper</li> <li>Identifies the best paraphrase (2 or more sentences) of a passage</li> </ul>

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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>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Identifies research writing</li> <li>Recognizes ways to represent data</li> <li>Identifies an appropriate, relevant source for research information</li> <li>Collects information from print resources</li> <li>Gathers research information from analyzing original documents</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>Describes the appropriate format for citing sources</li> <li>Evaluates the relevance of potential research questions</li> <li>Identifies suitable research questions</li> <li>Gathers research information from analyzing original documents</li> <li>Identifies secondary sources for a research paper</li> <li>Identifies reliable sources for a research paper</li> <li>Identifies the best paraphrase (2 or more sentences) of a passage</li> <li>Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p>
<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Identifies descriptive writing as the appropriate form for a given writing purpose</li> <li>Selects the appropriate tone for a given purpose</li> <li>Uses rhyming in a poem</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Explains which voice is most appropriate for writing intended for a specific audience</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Classifies writing as descriptive</li> <li>Evaluates written passages for phrases that best describe a given situation or event</li> <li>Evaluates language to determine which is most appropriate to convey imagery</li> <li>Evaluates descriptive passages for the mood conveyed</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Examines the use of similes in written text</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Selects the appropriate tone for a given purpose</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates writing samples for descriptive word choice</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Describes characteristics of descriptive writing</li> <li>Evaluates written passages for the use of descriptive words to clarify ideas</li> <li>Evaluates descriptive passages for the mood conveyed</li> <li>Examines the use of onomatopoeia in poems</li> </ul>	<p>Establish and Maintain Style: Use Precise Language</p> <ul style="list-style-type: none"> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Examines the use of similes in written text</li> <li>Examines the use of metaphor in written text</li> <li>Evaluates passages for characteristics of descriptive writing</li> <li>Examines the use of alliteration in poetry</li> <li>Examines the use of alliteration</li> </ul>
<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Defines personal narrative</li> <li>Analyzes characteristics of fictional writing</li> <li>Identifies the appropriate language used in expository writing</li> <li>Chooses the most effective format for personal writing</li> <li>Classifies examples of personal writing</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Gives examples of narrative writing</li> <li>Chooses the most effective format for expository writing</li> <li>Classifies writing samples as examples of expository text</li> <li>Recognizes different forms of rhetoric/persuasion</li> <li>Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay)</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Revises compositions for clarity in purpose</li> <li>Recognizes different forms of rhetoric/persuasion</li> <li>Uses writing to respond to literature</li> <li>Evaluates effectiveness of persuasive essays</li> <li>Identifies when poetry is an appropriate format</li> <li>Identifies content appropriate for memos</li> </ul>

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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>Purpose and Audience</p> <ul style="list-style-type: none"> <li>• Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>• Includes appropriate content in friendly letters</li> <li>• Addresses envelopes of personal letters</li> <li>• Chooses the appropriate format for creative writing</li> <li>• Identifies the appropriate point of view for personal accounts</li> <li>• Selects an appropriate salutation for a business letter</li> <li>• Describes the elements that are typically included in informational writing</li> <li>• Selects appropriate vocabulary for a given audience</li> <li>• Considers audience when selecting topic</li> <li>• Identifies the form of writing that is most appropriate for a given purpose</li> <li>• Chooses persuasive writing as the most effective form for the given purpose</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Identifies which sentence is appropriate for a given purpose</li> <li>• Revises compositions for clarity in purpose</li> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Analyzes writing samples to determine the author's purpose (to entertain)</li> <li>• Analyzes writing samples to determine the author's purpose (to inform)</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>• Selects relevant topics for persuasive writing</li> <li>• Describes different forms of poems</li> <li>• Identifies the form of writing that is most appropriate for a given purpose</li> <li>• Selects writing form appropriate to topic and purpose</li> <li>• Chooses persuasive writing as the most effective form for the given purpose</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Identifies which sentence is appropriate for a given purpose</li> <li>• Uses appropriate word choice relative to purpose</li> <li>• Revises compositions for clarity in purpose</li> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Analyzes writing samples to determine the author's purpose (to persuade)</li> </ul>	<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>• Distinguishes between relevant and irrelevant information to include in resumes</li> <li>• Evaluates the level of detail and information appropriate for a given audience</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Uses the writing process to align content with purpose</li> <li>• Uses appropriate word choice relative to purpose</li> </ul>
<p><i>New Vocabulary:</i> formal language, graphic, humor, introductory sentence, language, mystery, satire, thesis statement, tone</p>	<p><i>New Vocabulary:</i> contrast, expository writing, format, idiom, imagery, transition</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>	<p><i>New Signs and Symbols:</i> None</p>

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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*) 231 - 240
<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>• Selects the best topic sentence for a given paragraph</li> <li>• Identifies the topic sentence of a paragraph</li> <li>• Recognizes transitional words and phrases</li> <li>• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>• Uses strong concluding sentences</li> <li>• Evaluates titles for persuasive writing</li> <li>• Uses rhetorical questions in persuasive writing</li> <li>• Evaluates the results of visual graphics within a research paper</li> <li>• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>• Identifies cause/effect organizational patterns</li> <li>• Chooses the best transition word for cause/effect paragraphs</li> <li>• Identifies the pattern of organization used in a writing sample (sequence)</li> <li>• Explains how to best organize directions</li> <li>• Uses organizing as a prewriting strategy</li> <li>• Describes the writing tasks organized by a particular graphic organizer</li> <li>• Identifies the appropriate style for a summary</li> <li>• Describes the structure of formal outlines</li> <li>• Writes an introductory paragraph to introduce the main topic</li> <li>• Revises sentence order in paragraphs for clarity</li> <li>• Analyzes writing to revise multiple-paragraph compositions</li> <li>• Evaluates which sentence will best serve as a topic sentence for a given subject</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p> <ul style="list-style-type: none"> <li>• Recognizes transitional words and phrases</li> <li>• Uses clear transitional words and phrases in writing</li> <li>• Evaluates titles for persuasive writing</li> <li>• Uses rhetorical questions in persuasive writing</li> <li>• Uses counterarguments in persuasive essays</li> <li>• Uses clustering as a prewriting strategy</li> <li>• Identifies the thesis statement for a given passage</li> </ul>	<p>Plan, Organize; Create Cohesion, Use Transitions</p>
<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Determines which details do not support the topic after determining the topic of a paragraph</li> <li>• Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph</li> <li>• Identifies content appropriate for reviews (e.g., book, movie, theater review)</li> <li>• Identifies appropriate content for a research paper</li> <li>• Identifies research writing</li> <li>• Defines plagiarism</li> <li>• Describes the appropriate format for citing sources</li> <li>• Evaluates the relevance of potential research questions</li> <li>• Identifies suitable research questions</li> <li>• Gathers research information from analyzing original documents</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Recognizes MLA format for citing sources</li> <li>• Evaluates the relevance of potential research questions</li> <li>• Identifies secondary sources for a research paper</li> <li>• Identifies reliable sources for a research paper</li> <li>• Identifies the best paraphrase (2 or more sentences) of a passage</li> </ul>	<p>Provide Support; Develop Topics; Conduct Research</p> <ul style="list-style-type: none"> <li>• Uses evidence in support of a thesis statement</li> <li>• Identifies secondary sources for a research paper</li> </ul>

**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*) 231 - 240
Provide Support; Develop Topics; Conduct Research <ul style="list-style-type: none"> <li>Identifies secondary sources for a research paper</li> <li>Identifies reliable sources for a research paper</li> <li>Identifies the best paraphrase (2 or more sentences) of a passage</li> <li>Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)</li> </ul>	Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research
Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Examines the use of similes in written text</li> <li>Writes business letters with content appropriate to the purpose given</li> <li>Selects the appropriate tone for a given purpose</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Selects appropriate adjectives to add simple details when revising and editing</li> <li>Revises word order for fluency</li> <li>Evaluates writing samples for descriptive word choice</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Revises sentences to improve more word choice</li> <li>Completes sentences to create a simile (term used)</li> <li>Describes characteristics of descriptive writing</li> <li>Evaluates written passages for the use of descriptive words to clarify ideas</li> <li>Evaluates descriptive passages for the mood conveyed</li> <li>Examines the use of onomatopoeia in poems</li> </ul>	Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>Examines the use of similes in written text</li> <li>Examines the use of metaphor in written text</li> <li>Evaluates passages for characteristics of descriptive writing</li> <li>Examines the use of alliteration in poetry</li> <li>Examines the use of alliteration</li> </ul>	Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>Examines the use of similes in written text</li> </ul>
Purpose and Audience <ul style="list-style-type: none"> <li>Gives examples of narrative writing</li> <li>Chooses the most effective format for expository writing</li> <li>Classifies writing samples as examples of expository text</li> <li>Recognizes different forms of rhetoric/persuasion</li> <li>Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay)</li> <li>Selects relevant topics for persuasive writing</li> <li>Describes different forms of poems</li> <li>Identifies the form of writing that is most appropriate for a given purpose</li> <li>Selects writing form appropriate to topic and purpose</li> <li>Chooses persuasive writing as the most effective form for the given purpose</li> </ul>	Purpose and Audience <ul style="list-style-type: none"> <li>Revises compositions for clarity in purpose</li> <li>Recognizes different forms of rhetoric/persuasion</li> <li>Uses writing to respond to literature</li> <li>Evaluates effectiveness of persuasive essays</li> <li>Identifies when poetry is an appropriate format</li> <li>Identifies content appropriate for memos</li> <li>Distinguishes between relevant and irrelevant information to include in resumes</li> <li>Evaluates the level of detail and information appropriate for a given audience</li> <li>Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>Uses the writing process to align content with purpose</li> <li>Uses appropriate word choice relative to purpose</li> </ul>	Purpose and Audience <ul style="list-style-type: none"> <li>Identifies content appropriate for memos</li> <li>Evaluates the steps necessary to organize an argument</li> <li>Uses appropriate word choice relative to purpose</li> </ul>

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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*) 231 - 240
<p>Purpose and Audience</p> <ul style="list-style-type: none"> <li>Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>Identifies which sentence is appropriate for a given purpose</li> <li>Uses appropriate word choice relative to purpose</li> <li>Revises compositions for clarity in purpose</li> <li>Determines the most appropriate thesis statement for a given scenario</li> <li>Analyzes writing samples to determine the author's purpose (to persuade)</li> </ul>	<p>Purpose and Audience</p>	<p>Purpose and Audience</p>
<p><i>New Vocabulary:</i> contrast, expository writing, format, idiom, imagery, transition</p>	<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> supporting evidence</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>

### Explanatory Notes

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Skills and concepts to Enhance (73% Probability*) 221 - 230	Skills and Concepts to Develop (50% Probability*) 231 - 240	Skills and Concepts to Introduce (27% Probability*) > 240
Provide Support; Develop Topics; Conduct Research <ul style="list-style-type: none"> <li>• Recognizes MLA format for citing sources</li> <li>• Evaluates the relevance of potential research questions</li> <li>• Identifies secondary sources for a research paper</li> <li>• Identifies reliable sources for a research paper</li> <li>• Identifies the best paraphrase (2 or more sentences) of a passage</li> </ul>	Provide Support; Develop Topics; Conduct Research <ul style="list-style-type: none"> <li>• Uses evidence in support of a thesis statement</li> <li>• Identifies secondary sources for a research paper</li> </ul>	Provide Support; Develop Topics; Conduct Research
Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>• Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)</li> <li>• Examines the use of similes in written text</li> <li>• Examines the use of metaphor in written text</li> <li>• Evaluates passages for characteristics of descriptive writing</li> <li>• Examines the use of alliteration in poetry</li> <li>• Examines the use of alliteration</li> </ul>	Establish and Maintain Style: Use Precise Language <ul style="list-style-type: none"> <li>• Examines the use of similes in written text</li> </ul>	Establish and Maintain Style: Use Precise Language
Purpose and Audience <ul style="list-style-type: none"> <li>• Revises compositions for clarity in purpose</li> <li>• Recognizes different forms of rhetoric/persuasion</li> <li>• Uses writing to respond to literature</li> <li>• Evaluates effectiveness of persuasive essays</li> <li>• Identifies when poetry is an appropriate format</li> <li>• Identifies content appropriate for memos</li> <li>• Distinguishes between relevant and irrelevant information to include in resumes</li> <li>• Evaluates the level of detail and information appropriate for a given audience</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Uses the writing process to align content with purpose</li> <li>• Uses appropriate word choice relative to purpose</li> </ul>	Purpose and Audience <ul style="list-style-type: none"> <li>• Identifies content appropriate for memos</li> <li>• Evaluates the steps necessary to organize an argument</li> <li>• Uses appropriate word choice relative to purpose</li> </ul>	Purpose and Audience
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> supporting evidence	<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

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Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) > 240
Plan, Organize; Create Cohesion, Use Transitions	Plan, Organize; Create Cohesion, Use Transitions
Provide Support; Develop Topics; Conduct Research	Provide Support; Develop Topics; Conduct Research
<ul style="list-style-type: none"> <li>• Uses evidence in support of a thesis statement</li> <li>• Identifies secondary sources for a research paper</li> </ul>	
Purpose and Audience	Purpose and Audience
<ul style="list-style-type: none"> <li>• Identifies content appropriate for memos</li> <li>• Evaluates the steps necessary to organize an argument</li> <li>• Uses appropriate word choice relative to purpose</li> </ul>	
<i>New Vocabulary:</i> supporting evidence	<i>New Vocabulary:</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 Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Chooses the correct action verb to complete a sentence</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence</li> <li>• Uses the future tense of regular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wake, woke, woken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses the past tense of irregular verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Uses the future tense of regular verbs (terms not used)</li> <li>• Uses the present perfect tense of regular verbs (terms not used)</li> <li>• Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses coordinating conjunctions (term not used) in writing to connect ideas</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Chooses the appropriate pronoun to replace a noun in a written composition</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Selects an adjective to modify a given noun (terms not used) in a written sentence</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> </ul>

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Skills and Concepts to Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
Parts of Speech	Parts of Speech <ul style="list-style-type: none"> <li>• Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>• Uses the superlative form of an adjective to complete a sentence (terms not used)</li> <li>• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence</li> <li>• Uses possessive adjectives (term not used) in written compositions</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> </ul>
Phrases, Clauses, Agreement, Sentences <ul style="list-style-type: none"> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> <li>• Arranges words into sentences</li> </ul>	Phrases, Clauses, Agreement, Sentences <ul style="list-style-type: none"> <li>• Classifies sentences as questions based on word order</li> <li>• Classifies sentences as questions when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Arranges words into sentences</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> <li>• Identifies the correct question form of a statement</li> <li>• Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context</li> <li>• Identifies complete sentences</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> action verb, adjective, adverb, command, complete sentence, exclamation, when, where, word order
<i>New Signs and Symbols:</i> ? question mark	<i>New Signs and Symbols:</i> None

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Chooses the correct action verb to complete a sentence</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence</li> <li>• Uses the future tense of regular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wake, woke, woken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses the past tense of irregular verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Uses the future tense of regular verbs (terms not used)</li> <li>• Uses the present perfect tense of regular verbs (terms not used)</li> <li>• Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses coordinating conjunctions (term not used) in writing to connect ideas</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Chooses the appropriate pronoun to replace a noun in a written composition</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Selects an adjective to modify a given noun (terms not used) in a written sentence</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Chooses the appropriate pronoun (term not used) to replace a noun in a written composition</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "but" to create a compound sentence</li> <li>• Defines proper noun</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes regular plurals of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Uses reflexive pronouns (term not used) correctly in written compositions</li> <li>• Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Uses well and good correctly in written compositions</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> <li>• Identifies past tense verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>• Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you tomorrow.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> </ul>

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Parts of Speech</p>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>• Uses the superlative form of an adjective to complete a sentence (terms not used)</li> <li>• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence</li> <li>• Uses possessive adjectives (term not used) in written compositions</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions</li> </ul>
<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> <li>• Arranges words into sentences</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Classifies sentences as questions based on word order</li> <li>• Classifies sentences as questions when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Arranges words into sentences</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> <li>• Identifies the correct question form of a statement</li> <li>• Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context</li> <li>• Identifies complete sentences</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Revises and combines sentences for clarity</li> <li>• Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)</li> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement for linking verbs in written compositions</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Orders sentences in directions for clarity</li> <li>• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Classifies sentences as those that tell something that happened (declarative, term not used)</li> </ul>

**Explanatory Notes**

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Phrases, Clauses, Agreement, Sentences	Phrases, Clauses, Agreement, Sentences	<ul style="list-style-type: none"> <li>• Classifies sentences as questions based on word order</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Classifies sentences as telling about more than one idea (compound sentence, term not used)</li> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Identifies sentences showing the subject and predicate correctly divided</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> <li>• Combines sentences to improve clarity using a compound predicate (term not used)</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> action verb, adjective, adverb, command, complete sentence, exclamation, when, where, word order	<i>New Vocabulary:</i> common noun, compound sentence, exclamatory sentence, explanation, noun clause, predicate, proper noun, quotation, revise, singular
<i>New Signs and Symbols:</i> ? question mark	<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*) 171 - 180	Skills and Concepts to Develop (50% Probability*) 181 - 190	Skills and Concepts to Introduce (27% Probability*) 191 - 200
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses the past tense of irregular verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Uses the future tense of regular verbs (terms not used)</li> <li>• Uses the present perfect tense of regular verbs (terms not used)</li> <li>• Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., get, gotten)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses coordinating conjunctions (term not used) in writing to connect ideas</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Chooses the appropriate pronoun to replace a noun in a written composition</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Selects an adjective to modify a given noun (terms not used) in a written sentence</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Chooses the appropriate pronoun (term not used) to replace a noun in a written composition</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "but" to create a compound sentence</li> <li>• Defines proper noun</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes regular plurals of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Uses reflexive pronouns (term not used) correctly in written compositions</li> <li>• Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Uses well and good correctly in written compositions</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> <li>• Identifies past tense verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>• Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you tomorrow.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Classifies words as verbs in written compositions</li> <li>• Identifies past tense verbs (term not used)</li> <li>• Identifies the future tense of regular verbs (terms not used)</li> <li>• Identifies past tense verbs</li> <li>• Identifies the future tense of regular verbs</li> <li>• Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>• Understands the meaning of future tense verbs (term not used)</li> <li>• Classifies text as written in the past tense</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>• Uses the present tense of regular verbs (term not used)</li> <li>• Forms the past participle of regular verbs (term not used)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>• Uses well and good correctly in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Uses adverbs (term not used) to make comparisons in written compositions</li> <li>• Classifies words as nouns</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "but" to create a compound sentence</li> <li>• Uses the conjunction "so" to create a compound sentence</li> </ul>

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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><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>• Uses the superlative form of an adjective to complete a sentence (terms not used)</li> <li>• Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence</li> <li>• Uses possessive adjectives (term not used) in written compositions</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Identifies proper nouns in written compositions</li> <li>• Identifies nouns in written compositions</li> <li>• Identifies words that tell "who" did an action</li> <li>• Defines proper noun</li> <li>• Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes regular plurals of nouns in written compositions</li> <li>• Recognizes irregular plurals of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Uses appropriate form of irregular nouns (term not used)</li> <li>• Defines pronoun</li> <li>• Uses I and me correctly</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Distinguishes between words that describe nouns (term not used) and other words</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence</li> <li>• Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used)</li> <li>• Uses most or least to create the superlative form of an adjective (terms not used) to complete a sentence</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Uses predicate adjectives (term not used) in written compositions</li> </ul>
<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Classifies sentences as questions based on word order</li> <li>• Classifies sentences as questions when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Revises and combines sentences for clarity</li> <li>• Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Identifies run-on sentences that need revision</li> <li>• Identifies the subject of a sentence</li> <li>• Identifies sentences showing the subject and predicate correctly divided</li> </ul>

**Explanatory Notes**

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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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Arranges words into sentences</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> <li>• Identifies the correct question form of a statement</li> <li>• Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context</li> <li>• Identifies complete sentences</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement for linking verbs in written compositions</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Orders sentences in directions for clarity</li> <li>• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Classifies sentences as those that tell something that happened (declarative, term not used)</li> <li>• Classifies sentences as questions based on word order</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Classifies sentences as telling about more than one idea (compound sentence, term not used)</li> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Identifies sentences showing the subject and predicate correctly divided</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Identifies command/imperative statements</li> <li>• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> </ul>

**Explanatory Notes**

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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
Phrases, Clauses, Agreement, Sentences	Phrases, Clauses, Agreement, Sentences	Phrases, Clauses, Agreement, Sentences
	<ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> <li>• Combines sentences to improve clarity using a compound predicate (term not used)</li> </ul>	<ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)</li> <li>• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)</li> <li>• Revises sentence for grammar</li> <li>• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)</li> <li>• Changes word order of sentences from present to past tense</li> <li>• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Recognizes complete sentences</li> <li>• Edits for complete and correct sentences</li> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Uses adverb clauses (term not used) in written compositions</li> </ul>
<i>New Vocabulary:</i> action verb, adjective, adverb, command, complete sentence, exclamation, when, where, word order	<i>New Vocabulary:</i> common noun, compound sentence, exclamatory sentence, explanation, noun clause, predicate, proper noun, quotation, revise, singular	<i>New Vocabulary:</i> clause, future tense, grammar, subject-verb agreement, tense
<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*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Chooses the appropriate pronoun (term not used) to replace a noun in a written composition</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "but" to create a compound sentence</li> <li>• Defines proper noun</li> <li>• Identifies collective nouns (term not used) in written compositions</li> <li>• Recognizes regular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes regular plurals of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>• Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>• Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Uses reflexive pronouns (term not used) correctly in written compositions</li> <li>• Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent</li> <li>• Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>• Uses well and good correctly in written compositions</li> <li>• Uses the positive form of an adjective to complete a sentence (terms not used)</li> <li>• Identifies verbs in written compositions</li> <li>• Classifies words as verbs in written compositions</li> <li>• Identifies past tense verbs (term not used)</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>• Uses helping verbs to form the future tense (term not used) in written compositions (e.g., I will see you tomorrow.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Classifies words as verbs in written compositions</li> <li>• Identifies past tense verbs (term not used)</li> <li>• Identifies the future tense of regular verbs (terms not used)</li> <li>• Identifies past tense verbs</li> <li>• Identifies the future tense of regular verbs</li> <li>• Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>• Understands the meaning of future tense verbs (term not used)</li> <li>• Classifies text as written in the past tense</li> <li>• Uses the past tense of regular verbs (terms not used)</li> <li>• Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>• Uses the present tense of regular verbs (term not used)</li> <li>• Forms the past participle of regular verbs (term not used)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>• Uses well and good correctly in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Uses adverbs (term not used) to make comparisons in written compositions</li> <li>• Classifies words as nouns</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "but" to create a compound sentence</li> <li>• Uses the conjunction "so" to create a compound sentence</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Selects the conjunctive adverb "therefore" to create a compound sentence</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "so" to create a compound sentence</li> <li>• Identifies proper nouns in written compositions</li> <li>• Defines proper noun</li> <li>• Classifies words as nouns</li> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes irregular plurals of nouns in written compositions</li> <li>• Differentiates between possessive singular and plural forms of nouns (terms not used)</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>• Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>• Recognizes plural forms of objective pronouns (term not used)</li> <li>• Edits for errors in usage</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Recognizes correct usage of reflexive pronouns (term not used)</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Identifies numerical adjectives (term not used) in written compositions</li> <li>• Classifies words as adjectives</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions</li> <li>• Identifies present tense verbs (term not used)</li> <li>• Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.)</li> </ul>

**Explanatory Notes**

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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><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worm)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Identifies proper nouns in written compositions</li> <li>• Identifies nouns in written compositions</li> <li>• Identifies words that tell "who" did an action</li> <li>• Defines proper noun</li> <li>• Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes regular plurals of nouns in written compositions</li> <li>• Recognizes irregular plurals of nouns in written compositions</li> <li>• Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Uses appropriate form of irregular nouns (term not used)</li> <li>• Defines pronoun</li> <li>• Uses I and me correctly</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Distinguishes between words that describe nouns (term not used) and other words</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence</li> <li>• Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used)</li> <li>• Uses most or least to create the superlative form of an adjective (terms not used) to complete a sentence</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Uses predicate adjectives (term not used) in written compositions</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>• Uses future perfect tense verbs (term not used) in written compositions</li> <li>• Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>• Uses adverbs (term not used) to make comparisons in written compositions</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Identifies words (prepositions, term not used) that tell how, where, or which</li> <li>• Identifies conjunctions in written compositions</li> <li>• Labels the parts of speech found in simple sentences (term not used)</li> </ul>
<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Revises and combines sentences for clarity</li> <li>• Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Identifies run-on sentences that need revision</li> <li>• Identifies the subject of a sentence</li> <li>• Identifies sentences showing the subject and predicate correctly divided</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Uses adverb clauses (term not used) in written compositions</li> <li>• Identifies the subject of a sentence</li> <li>• Identifies incomplete sentences</li> <li>• Identifies run-on sentences</li> </ul>

**Explanatory Notes**

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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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement for linking verbs in written compositions</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent</li> <li>• Orders sentences in directions for clarity</li> <li>• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Classifies sentences as those that tell something that happened (declarative, term not used)</li> <li>• Classifies sentences as questions based on word order</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Classifies sentences as telling about more than one idea (compound sentence, term not used)</li> <li>• Combines sentences to improve clarity by using a compound sentence (term not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Identifies sentences showing the subject and predicate correctly divided</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Identifies command/imperative statements</li> <li>• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Completes sentences by adding the missing parts of speech</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Differentiates between examples of statements and other sentence types</li> <li>• Recognizes that an interrogative sentence asks a question</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Identifies correct usage of pronouns and antecedents</li> <li>• Classifies sentences as interrogative (term not used)</li> <li>• Classifies sentences as exclamations/exclamatory based on word order and content</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Classifies sentences as compound</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by rephrasing adjective clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adjective clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> </ul>

**Explanatory Notes**

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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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> <li>Combines sentences to improve clarity using a compound predicate (term not used)</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)</li> <li>Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)</li> <li>Revises sentence for grammar</li> <li>Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)</li> <li>Changes word order of sentences from present to past tense</li> <li>Arranges word order of a sentence into an alternate form by changing verb placement (term not used)</li> <li>Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>Arranges word order of sentences by altering the placement of adverb clauses (term not used)</li> <li>Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>Recognizes complete sentences</li> <li>Edits for complete and correct sentences</li> <li>Recognizes correct subject-verb agreement (term not used)</li> <li>Recognizes correct subject-verb agreement</li> <li>Uses correct subject-verb agreement (term not used)</li> <li>Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>Uses adverb clauses (term not used) in written compositions</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Arranges word order of sentences by changing the placement of a direct quote within a sentence</li> <li>Arranges sentences into alternate forms with correct syntax (term not used)</li> <li>Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)</li> <li>Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>Recognizes complete sentences</li> <li>Identifies run-on sentences (term not used) while editing work</li> <li>Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>Recognizes correct subject-verb agreement</li> </ul>
<p><i>New Vocabulary:</i> common noun, compound sentence, exclamatory sentence, explanation, noun clause, predicate, proper noun, quotation, revise, singular</p>	<p><i>New Vocabulary:</i> clause, future tense, grammar, subject-verb agreement, tense</p>	<p><i>New Vocabulary:</i> antecedent, comma splice, complex sentence, compound-complex sentence, conjunction, declarative sentence, dependent clause, direct object, fragment, imperative sentence, interjection, interrogative sentence, linking verb, part of speech, plural possessive, preposition, rough draft, simple sentence, verb phrase</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>

### 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>Parts of Speech</p> <ul style="list-style-type: none"> <li>Classifies words as verbs in written compositions</li> <li>Identifies past tense verbs (term not used)</li> <li>Identifies the future tense of regular verbs (terms not used)</li> <li>Identifies past tense verbs</li> <li>Identifies the future tense of regular verbs</li> <li>Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>Understands the meaning of future tense verbs (term not used)</li> <li>Classifies text as written in the past tense</li> <li>Uses the past tense of regular verbs (terms not used)</li> <li>Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>Uses the present tense of regular verbs (term not used)</li> <li>Forms the past participle of regular verbs (term not used)</li> <li>Identifies the correct linking verb for the content of the sentence</li> <li>Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)</li> <li>Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)</li> <li>Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>Uses the irregular verb (term not used) see in written compositions</li> <li>Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>Uses well and good correctly in written compositions</li> <li>Identifies the past tense of irregular verbs (term not used)</li> <li>Uses adverbs (term not used) to make comparisons in written compositions</li> <li>Classifies words as nouns</li> <li>Uses the conjunction "and" to create a compound sentence</li> <li>Uses the conjunction "but" to create a compound sentence</li> <li>Uses the conjunction "so" to create a compound sentence</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>Selects the conjunctive adverb "therefore" to create a compound sentence</li> <li>Uses the conjunction "and" to create a compound sentence</li> <li>Uses the conjunction "so" to create a compound sentence</li> <li>Identifies proper nouns in written compositions</li> <li>Defines proper noun</li> <li>Classifies words as nouns</li> <li>Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>Recognizes irregular plurals of nouns in written compositions</li> <li>Differentiates between possessive singular and plural forms of nouns (terms not used)</li> <li>Differentiates between possessive singular and plural forms of nouns</li> <li>Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>Recognizes plural forms of objective pronouns (term not used)</li> <li>Edits for errors in usage</li> <li>Recognizes correct usage of indefinite pronouns (term not used)</li> <li>Recognizes correct usage of reflexive pronouns (term not used)</li> <li>Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>Identifies numerical adjectives (term not used) in written compositions</li> <li>Classifies words as adjectives</li> <li>Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence</li> <li>Uses comparative form of adjectives correctly</li> <li>Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions</li> <li>Identifies present tense verbs (term not used)</li> <li>Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>Recognizes correct usage of reflexive pronouns (term not used)</li> <li>Uses the conjunction "so" to create a compound sentence</li> <li>Identifies the correct use of then/than</li> <li>Edits for errors in usage</li> <li>Classifies words as nouns</li> <li>Identifies the possessive nouns in written composition</li> <li>Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>Defines direct object</li> <li>Recognizes the plural of compound nouns (e.g., passersby)</li> <li>Determines whether a noun is singular or plural based on subject-verb agreement</li> <li>Differentiates between possessive singular and plural forms of nouns</li> <li>Recognizes when the possessive pronoun "their" needs to be used</li> <li>Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject</li> <li>Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>Recognizes examples of verbs used as adjectives</li> <li>Classifies words as adjectives (term not used)</li> <li>Classifies words as adjectives</li> <li>Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>Recognizes that the suffix -er means more when used with an adjective (term not used)</li> <li>Uses comparative form of adjectives (terms not used) correctly</li> <li>Uses comparative form of adjectives correctly</li> <li>Identifies present participles in written compositions (e.g., is running)</li> <li>Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>Uses a consistent tense form in writing with irregular verbs (terms not used)</li> </ul>

**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><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Identifies proper nouns in written compositions</li> <li>Identifies nouns in written compositions</li> <li>Identifies words that tell "who" did an action</li> <li>Defines proper noun</li> <li>Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>Recognizes regular plurals of nouns in written compositions</li> <li>Recognizes irregular plurals of nouns in written compositions</li> <li>Chooses a singular or plural noun (term not used), depending on the context of the sentence</li> <li>Differentiates between possessive singular and plural forms of nouns</li> <li>Uses appropriate form of irregular nouns (term not used)</li> <li>Defines pronoun</li> <li>Uses I and me correctly</li> <li>Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>Recognizes correct usage of indefinite pronouns (term not used)</li> <li>Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>Distinguishes between words that describe nouns (term not used) and other words</li> <li>Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence</li> <li>Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used)</li> <li>Uses most or least to create the superlative form of an adjective (terms not used) to complete a sentence</li> <li>Uses comparative form of adjectives correctly</li> <li>Uses predicate adjectives (term not used) in written compositions</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>Uses future perfect tense verbs (term not used) in written compositions</li> <li>Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>Identifies the correct linking verb for the content of the sentence</li> <li>Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>Uses adverbs (term not used) to make comparisons in written compositions</li> <li>Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>Identifies words (prepositions, term not used) that tell how, where, or which</li> <li>Identifies conjunctions in written compositions</li> <li>Labels the parts of speech found in simple sentences (term not used)</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>Uses the irregular verb (term not used) lie in written compositions</li> <li>Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions</li> <li>Recognizes the correct use of irregular verbs</li> <li>Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>Identifies prepositions in written phrases</li> <li>Identifies conjunctions in written compositions</li> <li>Labels the parts of speech found in simple sentences (term not used)</li> </ul>
<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>Identifies run-on sentences that need revision</li> <li>Identifies the subject of a sentence</li> <li>Identifies sentences showing the subject and predicate correctly divided</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>Uses adverb clauses (term not used) in written compositions</li> <li>Identifies the subject of a sentence</li> <li>Identifies incomplete sentences</li> <li>Identifies run-on sentences</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>Identifies the main clause in a sentence</li> <li>Recognizes examples of inverted order in written sentences</li> <li>Identifies the two main parts of a sentence as subject and predicate</li> <li>Identifies the part of speech needed to complete a sentence</li> </ul>

**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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Identifies command/imperative statements</li> <li>• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Completes sentences by adding the missing parts of speech</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Differentiates between examples of statements and other sentence types</li> <li>• Recognizes that an interrogative sentence asks a question</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Identifies correct usage of pronouns and antecedents</li> <li>• Classifies sentences as interrogative (term not used)</li> <li>• Classifies sentences as exclamations/exclamatory based on word order and content</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Classifies sentences as compound</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by rephrasing adjective clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adjective clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Identifies run-on sentences</li> <li>• Identifies sentence fragments (term used)</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies examples of declarative complex sentences (terms not used)</li> <li>• Classifies sentences as declarative</li> <li>• Classifies sentences as interrogative</li> <li>• Classifies sentences as simple</li> <li>• Identifies compound sentences</li> <li>• Classifies sentences as compound</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Rewrites sentences in question form</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Identifies prepositional phrases</li> <li>• Uses verb phrases (predicates, terms not used) in written compositions</li> <li>• Uses verb phrases in written compositions</li> </ul>

**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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)</li> <li>• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)</li> <li>• Revises sentence for grammar</li> <li>• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)</li> <li>• Changes word order of sentences from present to past tense</li> <li>• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Recognizes complete sentences</li> <li>• Edits for complete and correct sentences</li> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Uses adverb clauses (term not used) in written compositions</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Arranges word order of sentences by changing the placement of a direct quote within a sentence</li> <li>• Arranges sentences into alternate forms with correct syntax (term not used)</li> <li>• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Recognizes complete sentences</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>• Recognizes correct subject-verb agreement</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p>
<p><i>New Vocabulary:</i> clause, future tense, grammar, subject-verb agreement, tense</p>	<p><i>New Vocabulary:</i> antecedent, comma splice, complex sentence, compound-complex sentence, conjunction, declarative sentence, dependent clause, direct object, fragment, imperative sentence, interjection, interrogative sentence, linking verb, part of speech, plural possessive, preposition, rough draft, simple sentence, verb phrase</p>	<p><i>New Vocabulary:</i> main clause, present participle</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> ' apostrophe</p>

### Explanatory Notes

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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>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Selects the conjunctive adverb "therefore" to create a compound sentence</li> <li>• Uses the conjunction "and" to create a compound sentence</li> <li>• Uses the conjunction "so" to create a compound sentence</li> <li>• Identifies proper nouns in written compositions</li> <li>• Defines proper noun</li> <li>• Classifies words as nouns</li> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>• Recognizes irregular plurals of nouns in written compositions</li> <li>• Differentiates between possessive singular and plural forms of nouns (terms not used)</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>• Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>• Recognizes plural forms of objective pronouns (term not used)</li> <li>• Edits for errors in usage</li> <li>• Recognizes correct usage of indefinite pronouns (term not used)</li> <li>• Recognizes correct usage of reflexive pronouns (term not used)</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Identifies numerical adjectives (term not used) in written compositions</li> <li>• Classifies words as adjectives</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions</li> <li>• Identifies present tense verbs (term not used)</li> <li>• Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Recognizes correct usage of reflexive pronouns (term not used)</li> <li>• Uses the conjunction "so" to create a compound sentence</li> <li>• Identifies the correct use of then/than</li> <li>• Edits for errors in usage</li> <li>• Classifies words as nouns</li> <li>• Identifies the possessive nouns in written composition</li> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Defines direct object</li> <li>• Recognizes the plural of compound nouns (e.g., passersby)</li> <li>• Determines whether a noun is singular or plural based on subject-verb agreement</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Recognizes when the possessive pronoun "their" needs to be used</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>• Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject</li> <li>• Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Recognizes examples of verbs used as adjectives</li> <li>• Classifies words as adjectives (term not used)</li> <li>• Classifies words as adjectives</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Recognizes that the suffix -er means more when used with an adjective (term not used)</li> <li>• Uses comparative form of adjectives (terms not used) correctly</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Identifies present participles in written compositions (e.g., is running)</li> <li>• Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Edits for errors in usage</li> <li>• Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis)</li> <li>• Recognizes the plural of compound nouns (e.g., passersby)</li> <li>• Recognizes the plural form of nouns, including compound nouns</li> <li>• Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>• Recognizes correct usage of third person pronouns (term not used)</li> <li>• Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>• Uses interrogative pronouns (term not used) correctly in written compositions</li> <li>• Classifies nouns as abstract</li> <li>• Recognizes that good is usually used as an adjective, not as an adverb</li> <li>• Identifies comparative adjectives (e.g., -er, more, less) in written compositions</li> <li>• Recognizes appropriate use of active verbs (term not used)</li> <li>• Identifies participles (verb used as adjective, term not used) as adjectives in written compositions</li> <li>• Identifies active voice in written compositions</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)</li> <li>• Identifies conjunctions (term not used) in written compositions</li> <li>• Identifies conjunctions in written compositions</li> </ul>

### Explanatory Notes

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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><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)</li> <li>• Uses future perfect tense verbs (term not used) in written compositions</li> <li>• Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)</li> <li>• Identifies the correct linking verb for the content of the sentence</li> <li>• Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)</li> <li>• Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>• Uses adverbs (term not used) to make comparisons in written compositions</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Identifies words (prepositions, term not used) that tell how, where, or which</li> <li>• Identifies conjunctions in written compositions</li> <li>• Labels the parts of speech found in simple sentences (term not used)</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses the irregular verb (term not used) lie in written compositions</li> <li>• Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions</li> <li>• Recognizes the correct use of irregular verbs</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Identifies prepositions in written phrases</li> <li>• Identifies conjunctions in written compositions</li> <li>• Labels the parts of speech found in simple sentences (term not used)</li> </ul>	<p><b>Parts of Speech</b></p>
<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Uses adverb clauses (term not used) in written compositions</li> <li>• Identifies the subject of a sentence</li> <li>• Identifies incomplete sentences</li> <li>• Identifies run-on sentences</li> <li>• Completes sentences by adding the missing parts of speech</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Differentiates between examples of statements and other sentence types</li> <li>• Recognizes that an interrogative sentence asks a question</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Identifies correct usage of pronouns and antecedents</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Identifies the main clause in a sentence</li> <li>• Recognizes examples of inverted order in written sentences</li> <li>• Identifies the two main parts of a sentence as subject and predicate</li> <li>• Identifies the part of speech needed to complete a sentence</li> <li>• Identifies run-on sentences</li> <li>• Identifies sentence fragments (term used)</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies examples of declarative complex sentences (terms not used)</li> <li>• Classifies sentences as declarative</li> <li>• Classifies sentences as interrogative</li> <li>• Classifies sentences as simple</li> <li>• Identifies compound sentences</li> <li>• Classifies sentences as compound</li> </ul>	<p><b>Phrases, Clauses, Agreement, Sentences</b></p> <ul style="list-style-type: none"> <li>• Identifies prepositional phrases</li> <li>• Identifies the predicate of a sentence</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies sentences as imperative based on punctuation, word order, and content</li> <li>• Uses complex sentences to expand ideas</li> <li>• Uses correct subject-verb agreement</li> <li>• Evaluates the clarity of pronoun/antecedent in written compositions</li> </ul>

**Explanatory Notes**

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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>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Classifies sentences as interrogative (term not used)</li> <li>• Classifies sentences as exclamations/exclamatory based on word order and content</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Classifies sentences as compound</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by rephrasing adjective clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adjective clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Arranges word order of sentences by changing the placement of a direct quote within a sentence</li> <li>• Arranges sentences into alternate forms with correct syntax (term not used)</li> <li>• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Recognizes complete sentences</li> <li>• Identifies run-on sentences (term not used) while editing work</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Rewrites sentences in question form</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Identifies prepositional phrases</li> <li>• Uses verb phrases (predicates, terms not used) in written compositions</li> <li>• Uses verb phrases in written compositions</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p>

**Explanatory Notes**

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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
Phrases, Clauses, Agreement, Sentences  <ul style="list-style-type: none"> <li>Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>Recognizes correct subject-verb agreement</li> </ul>	Phrases, Clauses, Agreement, Sentences	Phrases, Clauses, Agreement, Sentences
<i>New Vocabulary:</i> antecedent, comma splice, complex sentence, compound-complex sentence, conjunction, declarative sentence, dependent clause, direct object, fragment, imperative sentence, interjection, interrogative sentence, linking verb, part of speech, plural possessive, preposition, rough draft, simple sentence, verb phrase	<i>New Vocabulary:</i> main clause, present participle	<i>New Vocabulary:</i> active voice, predicate noun
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> ' apostrophe	<i>New Signs and Symbols:</i> None

### 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*) 231 - 240
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Recognizes correct usage of reflexive pronouns (term not used)</li> <li>• Uses the conjunction "so" to create a compound sentence</li> <li>• Identifies the correct use of then/than</li> <li>• Edits for errors in usage</li> <li>• Classifies words as nouns</li> <li>• Identifies the possessive nouns in written composition</li> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Defines direct object</li> <li>• Recognizes the plural of compound nouns (e.g., passersby)</li> <li>• Determines whether a noun is singular or plural based on subject-verb agreement</li> <li>• Differentiates between possessive singular and plural forms of nouns</li> <li>• Recognizes when the possessive pronoun "their" needs to be used</li> <li>• Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions</li> <li>• Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>• Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject</li> <li>• Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>• Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)</li> <li>• Recognizes examples of verbs used as adjectives</li> <li>• Classifies words as adjectives (term not used)</li> <li>• Classifies words as adjectives</li> <li>• Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences</li> <li>• Recognizes that the suffix -er means more when used with an adjective (term not used)</li> <li>• Uses comparative form of adjectives (terms not used) correctly</li> <li>• Uses comparative form of adjectives correctly</li> <li>• Identifies present participles in written compositions (e.g., is running)</li> <li>• Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses a consistent tense form in writing with irregular verbs (terms not used)</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>• Edits for errors in usage</li> <li>• Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis)</li> <li>• Recognizes the plural of compound nouns (e.g., passersby)</li> <li>• Recognizes the plural form of nouns, including compound nouns</li> <li>• Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>• Recognizes correct usage of third person pronouns (term not used)</li> <li>• Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>• Uses interrogative pronouns (term not used) correctly in written compositions</li> <li>• Classifies nouns as abstract</li> <li>• Recognizes that good is usually used as an adjective, not as an adverb</li> <li>• Identifies comparative adjectives (e.g., -er, more, less) in written compositions</li> <li>• Recognizes appropriate use of active verbs (term not used)</li> <li>• Identifies participles (verb used as adjective, term not used) as adjectives in written compositions</li> <li>• Identifies active voice in written compositions</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>• Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)</li> <li>• Identifies conjunctions (term not used) in written compositions</li> <li>• Identifies conjunctions in written compositions</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Identifies past participles in written compositions (e.g., misspelled)</li> <li>• Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.)</li> <li>• Explains how nominative and objective pronouns are used</li> <li>• Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>• Uses linking verbs to form the past tense (term not used; e.g., We were going to school.)</li> <li>• Recognizes correct usage of third person pronouns (term not used)</li> <li>• Identifies infinitives in written compositions</li> </ul>

**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*) 231 - 240
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)</li> <li>• Uses the irregular verb (term not used) lie in written compositions</li> <li>• Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions</li> <li>• Recognizes the correct use of irregular verbs</li> <li>• Uses most plus an adverb (term not used) to make comparisons in written compositions</li> <li>• Identifies prepositions in written phrases</li> <li>• Identifies conjunctions in written compositions</li> <li>• Labels the parts of speech found in simple sentences (term not used)</li> </ul>	<p>Parts of Speech</p>	<p>Parts of Speech</p>
<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Identifies the main clause in a sentence</li> <li>• Recognizes examples of inverted order in written sentences</li> <li>• Identifies the two main parts of a sentence as subject and predicate</li> <li>• Identifies the part of speech needed to complete a sentence</li> <li>• Identifies run-on sentences</li> <li>• Identifies sentence fragments (term used)</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies examples of declarative complex sentences (terms not used)</li> <li>• Classifies sentences as declarative</li> <li>• Classifies sentences as interrogative</li> <li>• Classifies sentences as simple</li> <li>• Identifies compound sentences</li> <li>• Classifies sentences as compound</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Rewrites sentences in question form</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Identifies prepositional phrases</li> <li>• Identifies the predicate of a sentence</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies sentences as imperative based on punctuation, word order, and content</li> <li>• Uses complex sentences to expand ideas</li> <li>• Uses correct subject-verb agreement</li> <li>• Evaluates the clarity of pronoun/antecedent in written compositions</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>• Identifies gerunds in written compositions</li> <li>• Revises sentences for fluency</li> <li>• Evaluates the clarity of pronoun/antecedent in written compositions</li> <li>• Identifies adverb clauses in written compositions</li> <li>• Identifies parallelism in writing</li> <li>• Evaluates the use of parallel structure in writing</li> <li>• Classifies sentences as complex</li> </ul>

### 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*) 231 - 240
Phrases, Clauses, Agreement, Sentences <ul style="list-style-type: none"> <li>• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)</li> <li>• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Identifies prepositional phrases</li> <li>• Uses verb phrases (predicates, terms not used) in written compositions</li> <li>• Uses verb phrases in written compositions</li> </ul>	Phrases, Clauses, Agreement, Sentences	Phrases, Clauses, Agreement, Sentences
<i>New Vocabulary:</i> main clause, present participle	<i>New Vocabulary:</i> active voice, predicate noun	<i>New Vocabulary:</i> appositive, gerund, nominative pronoun, objective pronoun
<i>New Signs and Symbols:</i> ' apostrophe	<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*) 231 - 240	Skills and Concepts to Introduce (27% Probability*) > 240
<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</li> <li>Edits for errors in usage</li> <li>Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis)</li> <li>Recognizes the plural of compound nouns (e.g., passersby)</li> <li>Recognizes the plural form of nouns, including compound nouns</li> <li>Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>Recognizes correct usage of third person pronouns (term not used)</li> <li>Uses indefinite pronouns (term not used) appropriately in written compositions</li> <li>Uses interrogative pronouns (term not used) correctly in written compositions</li> <li>Classifies nouns as abstract</li> <li>Recognizes that good is usually used as an adjective, not as an adverb</li> <li>Identifies comparative adjectives (e.g., -er, more, less) in written compositions</li> <li>Recognizes appropriate use of active verbs (term not used)</li> <li>Identifies participles (verb used as adjective, term not used) as adjectives in written compositions</li> <li>Identifies active voice in written compositions</li> <li>Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)</li> <li>Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)</li> <li>Identifies conjunctions (term not used) in written compositions</li> <li>Identifies conjunctions in written compositions</li> </ul>	<p>Parts of Speech</p> <ul style="list-style-type: none"> <li>Identifies past participles in written compositions (e.g., misspelled)</li> <li>Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.)</li> <li>Explains how nominative and objective pronouns are used</li> <li>Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>Uses linking verbs to form the past tense (term not used; e.g., We were going to school.)</li> <li>Recognizes correct usage of third person pronouns (term not used)</li> <li>Identifies infinitives in written compositions</li> </ul>	<p>Parts of Speech</p>
<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Identifies prepositional phrases</li> <li>Identifies the predicate of a sentence</li> <li>Evaluates the use of parallel structure in writing</li> <li>Classifies sentences as imperative based on punctuation, word order, and content</li> <li>Uses complex sentences to expand ideas</li> <li>Uses correct subject-verb agreement</li> <li>Evaluates the clarity of pronoun/antecedent in written compositions</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Identifies gerunds in written compositions</li> <li>Revises sentences for fluency</li> <li>Evaluates the clarity of pronoun/antecedent in written compositions</li> <li>Identifies adverb clauses in written compositions</li> <li>Identifies parallelism in writing</li> <li>Evaluates the use of parallel structure in writing</li> <li>Classifies sentences as complex</li> </ul>	<p>Phrases, Clauses, Agreement, Sentences</p> <ul style="list-style-type: none"> <li>Evaluates the clarity of pronoun/antecedent in written compositions</li> <li>Uses parallel structure correctly in writing</li> </ul>
<p><i>New Vocabulary:</i> active voice, predicate noun</p>	<p><i>New Vocabulary:</i> appositive, gerund, nominative pronoun, objective pronoun</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>	<p><i>New Signs and Symbols:</i> None</p>

**Explanatory Notes**

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Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) > 240
<b>Parts of Speech</b> <ul style="list-style-type: none"> <li>Identifies past participles in written compositions (e.g., misspelled)</li> <li>Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.)</li> <li>Explains how nominative and objective pronouns are used</li> <li>Uses the objective pronoun (term not used) me correctly in written compositions</li> <li>Uses linking verbs to form the past tense (term not used; e.g., We were going to school.)</li> <li>Recognizes correct usage of third person pronouns (term not used)</li> <li>Identifies infinitives in written compositions</li> </ul>	<b>Parts of Speech</b>
<b>Phrases, Clauses, Agreement, Sentences</b> <ul style="list-style-type: none"> <li>Identifies gerunds in written compositions</li> <li>Revises sentences for fluency</li> <li>Evaluates the clarity of pronoun/antecedent in written compositions</li> <li>Identifies adverb clauses in written compositions</li> <li>Identifies parallelism in writing</li> <li>Evaluates the use of parallel structure in writing</li> <li>Classifies sentences as complex</li> </ul>	<b>Phrases, Clauses, Agreement, Sentences</b> <ul style="list-style-type: none"> <li>Evaluates the clarity of pronoun/antecedent in written compositions</li> <li>Uses parallel structure correctly in writing</li> </ul>
<i>New Vocabulary:</i> appositive, gerund, nominative pronoun, objective pronoun	<i>New Vocabulary:</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 Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes the names of the days of the week</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes that titles of people should be capitalized</li> <li>• Recognizes that the names of the days of the week require capitalization</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes initials correctly</li> <li>• Capitalizes names of streets</li> <li>• Capitalizes names of towns, cities, counties, and states</li> <li>• Capitalizes titles of stories correctly</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies declarative sentences</li> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies declarative sentences</li> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?)</li> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies declarative sentences (term not used) that are punctuated correctly</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate personal titles</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Uses a question mark to end interrogative sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes that apostrophes are used to show possession</li> <li>• Selects the appropriate contraction for a given word</li> <li>• Edits for ending punctuation (question mark)</li> </ul>

**Explanatory Notes**

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Skills and Concepts to Develop (50% Probability*) < 171	Skills and Concepts to Introduce (27% Probability*) 171 - 180
<p>Spelling</p> <ul style="list-style-type: none"> <li>Identifies correct spelling of commonly misspelled words in written compositions</li> <li>Correctly spells contractions</li> </ul>	<p>Spelling</p> <ul style="list-style-type: none"> <li>Identifies commonly misspelled words in written passages</li> <li>Identifies correct spelling of commonly misspelled words in written compositions</li> <li>Identifies words that are plural (term not used)</li> <li>Identifies correctly spelled words that are made plural by adding -s</li> <li>Forms the plural of nouns (term not used)</li> <li>Forms the plural (term not used) of nouns ending in ey (such as donkey)</li> <li>Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>Selects the appropriate contraction (term not used) for a given word</li> <li>Identifies common abbreviations</li> </ul>
<p><i>New Vocabulary:</i> capital letter, capitalize, comma, exclamation mark, exclamation point, mark, period, question mark</p>	<p><i>New Vocabulary:</i> date, possessive, punctuate, punctuation</p>
<p><i>New Signs and Symbols:</i> ' apostrophe, : colon, " " dash, ! exclamation point, . period, ? question mark, "œ" quotation mark (left), " " quotation mark (right), ; semicolon</p>	<p><i>New Signs and Symbols:</i> "€" ellipsis</p>

**Explanatory Notes**

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes the names of the days of the week</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes that titles of people should be capitalized</li> <li>• Recognizes that the names of the days of the week require capitalization</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes initials correctly</li> <li>• Capitalizes names of streets</li> <li>• Capitalizes names of towns, cities, counties, and states</li> <li>• Capitalizes titles of stories correctly</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Capitalizes the pronoun "I"</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes that names of holidays should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>• Capitalizes the given names of people, things, and animals found in sentences</li> <li>• Capitalizes names of school subjects, when appropriate</li> <li>• Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies declarative sentences</li> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies declarative sentences</li> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?)</li> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies declarative sentences (term not used) that are punctuated correctly</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate personal titles</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Uses a question mark to end interrogative sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes that apostrophes are used to show possession</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?)</li> <li>• Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)</li> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate initials</li> <li>• Uses periods to punctuate personal titles</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> </ul>

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Punctuation</p>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Selects the appropriate contraction for a given word</li> <li>• Edits for ending punctuation (question mark)</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes the correct punctuation for the greeting of a personal letter</li> <li>• Recognizes that commas are used to delimit items in a series</li> <li>• Recognizes the correct placement of commas to delimit items in a series</li> <li>• Uses commas to show items in a series</li> <li>• Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Analyzes the use of apostrophes (term not used) in written compositions</li> </ul>
<p>Spelling</p> <ul style="list-style-type: none"> <li>• Identifies correct spelling of commonly misspelled words in written compositions</li> <li>• Correctly spells contractions</li> </ul>	<p>Spelling</p> <ul style="list-style-type: none"> <li>• Identifies commonly misspelled words in written passages</li> <li>• Identifies correct spelling of commonly misspelled words in written compositions</li> <li>• Identifies words that are plural (term not used)</li> <li>• Identifies correctly spelled words that are made plural by adding -s</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the plural (term not used) of nouns ending in ey (such as donkey)</li> <li>• Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>• Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>• Selects the appropriate contraction (term not used) for a given word</li> <li>• Identifies common abbreviations</li> </ul>	<p>Spelling</p> <ul style="list-style-type: none"> <li>• Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>• Identifies commonly misspelled words in written passages</li> <li>• Identifies the correct use of its versus it's</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>• Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>• Correctly spells the plural of words ending in -ox or -ax</li> <li>• Identifies correctly spelled words in which the silent e is dropped before -ed or -ing</li> <li>• Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> </ul>

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Skills and concepts to Enhance (73% Probability*) < 171	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Spelling	Spelling	Spelling
		<ul style="list-style-type: none"> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>• Correctly spells words containing the prefix (term not used) mis-</li> <li>• Identifies common abbreviations</li> <li>• Recognizes a sentence that uses plurals correctly</li> <li>• Edits for grade appropriate conventional spelling</li> </ul>
<i>New Vocabulary:</i> capital letter, capitalize, comma, exclamation mark, exclamation point, mark, period, question mark	<i>New Vocabulary:</i> date, possessive, punctuate, punctuation	<i>New Vocabulary:</i> apostrophe, friendly letter, greeting, quotation mark, salutation, semicolon, singular noun
<i>New Signs and Symbols:</i> ' apostrophe, : colon, ¨" dash, ! exclamation point, . period, ? question mark, ¨" quotation mark (left), ¨" quotation mark (right), ; semicolon	<i>New Signs and Symbols:</i> ¨" ellipsis	<i>New Signs and Symbols:</i> ( parenthesis (left), ) parenthesis (right)

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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><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>Recognizes that the first word of a sentence should be capitalized</li> <li>Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>Recognizes that the pronoun "I" should be capitalized</li> <li>Recognizes that the given names of people, things, and animals require capitalization</li> <li>Recognizes that titles of people should be capitalized</li> <li>Recognizes that the names of the days of the week require capitalization</li> <li>Recognizes that the names of the months of the year require capitalization</li> <li>Capitalizes initials correctly</li> <li>Capitalizes names of streets</li> <li>Capitalizes names of towns, cities, counties, and states</li> <li>Capitalizes titles of stories correctly</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>Recognizes that the first word of a sentence should be capitalized</li> <li>Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>Capitalizes the pronoun "I"</li> <li>Recognizes that the given names of people, things, and animals require capitalization</li> <li>Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>Recognizes correct/incorrect capitalization of people's titles</li> <li>Recognizes that names of holidays should be capitalized</li> <li>Recognizes that names of departments of government should be capitalized</li> <li>Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>Capitalizes the given names of people, things, and animals found in sentences</li> <li>Capitalizes names of school subjects, when appropriate</li> <li>Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>Recognizes correct/incorrect capitalization of people's titles</li> <li>Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>Recognizes correct/incorrect capitalization of names of holidays</li> <li>Recognizes correct capitalization of names of organizations and groups</li> <li>Recognizes that names of schools and institutions should be capitalized</li> <li>Recognizes that names of departments of government should be capitalized</li> <li>Recognizes correct capitalization of nationalities and languages</li> <li>Recognizes correct capitalization of addresses</li> <li>Recognizes correct/incorrect capitalization of names of countries</li> <li>Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>Recognizes correct capitalization of titles of stories</li> <li>Recognizes correct capitalization of titles of books</li> <li>Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>Describes rules for capitalizing nouns</li> <li>Capitalizes the names of the months of the year</li> <li>Capitalizes names of companies</li> <li>Capitalizes names of schools and institutions</li> <li>Capitalizes names of school subjects, when appropriate</li> <li>Capitalizes titles of television shows and movies correctly</li> <li>Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>Edits for proper capitalization</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Identifies declarative sentences</li> <li>Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?)</li> <li>Identifies declarative sentence (term not used) in need of a period</li> <li>Identifies declarative sentences (term not used) that are punctuated correctly</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?)</li> <li>Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?)</li> <li>Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>Recognizes appropriate placement of periods in declarative sentences (term not used)</li> </ul>

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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>Punctuation</p> <ul style="list-style-type: none"> <li>Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>Uses periods to punctuate personal titles</li> <li>Recognizes questions that have been punctuated correctly</li> <li>Uses a question mark to end interrogative sentences (term not used)</li> <li>Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>Uses an exclamation mark to end exclamatory sentences</li> <li>Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> <li>Recognizes correct placement of the comma in a written date</li> <li>Recognizes that apostrophes are used to show possession</li> <li>Selects the appropriate contraction for a given word</li> <li>Edits for ending punctuation (question mark)</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>Identifies declarative sentence (term not used) in need of a period</li> <li>Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>Uses periods to punctuate initials</li> <li>Uses periods to punctuate personal titles</li> <li>Recognizes questions that have been punctuated correctly</li> <li>Recognizes sentences that need a question mark to be punctuated correctly</li> <li>Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> <li>Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>Uses an exclamation mark to end exclamatory sentences</li> <li>Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>Recognizes correct placement of the comma in a written date</li> <li>Recognizes the correct punctuation for the greeting of a personal letter</li> <li>Recognizes that commas are used to delimit items in a series</li> <li>Recognizes the correct placement of commas to delimit items in a series</li> <li>Uses commas to show items in a series</li> <li>Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>Recognizes appropriate placement of apostrophes in contractions</li> <li>Recognizes correct use of apostrophes used to show singular ownership</li> <li>Analyzes the use of apostrophes (term not used) in written compositions</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>Uses periods to punctuate personal titles</li> <li>Uses periods to punctuate abbreviations</li> <li>Recognizes sentences that need a question mark to be punctuated correctly</li> <li>Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> <li>Uses an exclamation mark to end exclamatory sentences</li> <li>Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>Recognizes the correct punctuation for the closing of a letter (term not used)</li> <li>Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>Recognizes the correct punctuation for the closing of a letter</li> <li>Recognizes the correct placement of commas to delimit items in a series</li> <li>Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>Uses commas to punctuate dates</li> <li>Uses commas to show items in a series</li> <li>Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>Uses commas in a direct quotation (term not used)</li> <li>Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>Uses commas to set off appositives (term not used)</li> <li>Analyzes the placement of commas in sentences listing items in a series</li> <li>Uses commas after introductory phrases and clauses</li> <li>Recognizes correct usage of quotation marks to delimit dialogue</li> </ul>

**Explanatory Notes**

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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
Punctuation	Punctuation	Punctuation <ul style="list-style-type: none"> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Recognizes appropriate forms of contractions (term not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence</li> <li>• Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)</li> <li>• Edits for ending punctuation (period)</li> <li>• Selects modifiers that complete a sentence</li> </ul>
Spelling <ul style="list-style-type: none"> <li>• Identifies commonly misspelled words in written passages</li> <li>• Identifies correct spelling of commonly misspelled words in written compositions</li> <li>• Identifies words that are plural (term not used)</li> <li>• Identifies correctly spelled words that are made plural by adding -s</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the plural (term not used) of nouns ending in ey (such as donkey)</li> <li>• Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>• Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>• Selects the appropriate contraction (term not used) for a given word</li> <li>• Identifies common abbreviations</li> </ul>	Spelling <ul style="list-style-type: none"> <li>• Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>• Identifies commonly misspelled words in written passages</li> <li>• Identifies the correct use of its versus it's</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>• Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>• Correctly spells the plural of words ending in -ox or -ax</li> <li>• Identifies correctly spelled words in which the silent e is dropped before -ed or -ing</li> <li>• Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>• Correctly spells words containing the prefix (term not used) mis-</li> <li>• Identifies common abbreviations</li> <li>• Recognizes a sentence that uses plurals correctly</li> </ul>	Spelling <ul style="list-style-type: none"> <li>• Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>• Identifies sentences in which words are spelled correctly</li> <li>• Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>• Identifies a commonly misspelled word on a word list</li> <li>• Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>• Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>• Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>• Identifies commonly misspelled words containing Latin roots in written passages</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the plural (term not used) for nouns ending in x, s, ch, or sh</li> <li>• Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)</li> <li>• Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>• Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>• Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing</li> </ul>

**Explanatory Notes**

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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
Spelling	Spelling <ul style="list-style-type: none"> <li>Edits for grade appropriate conventional spelling</li> </ul>	Spelling <ul style="list-style-type: none"> <li>Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> <li>Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions</li> <li>Correctly spells words containing the prefix (term not used) bi-</li> </ul>
<i>New Vocabulary:</i> date, possessive, punctuate, punctuation	<i>New Vocabulary:</i> apostrophe, friendly letter, greeting, quotation mark, salutation, semicolon, singular noun	<i>New Vocabulary:</i> address, hyphen, letter closing
<i>New Signs and Symbols:</i> ellipsis	<i>New Signs and Symbols:</i> ( parenthesis (left), ) parenthesis (right)	<i>New Signs and Symbols:</i> None

### Explanatory Notes

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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>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Capitalizes the pronoun "I"</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes that names of holidays should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>• Capitalizes the given names of people, things, and animals found in sentences</li> <li>• Capitalizes names of school subjects, when appropriate</li> <li>• Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters</li> </ul>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct/incorrect capitalization of names of holidays</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes correct capitalization of nationalities and languages</li> <li>• Recognizes correct capitalization of addresses</li> <li>• Recognizes correct/incorrect capitalization of names of countries</li> <li>• Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>• Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>• Describes rules for capitalizing nouns</li> <li>• Capitalizes the names of the months of the year</li> <li>• Capitalizes names of companies</li> <li>• Capitalizes names of schools and institutions</li> <li>• Capitalizes names of school subjects, when appropriate</li> <li>• Capitalizes titles of television shows and movies correctly</li> <li>• Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>• Edits for proper capitalization</li> </ul>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties</li> <li>• Recognizes that words that are not proper names or titles (terms not used) are not capitalized</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct capitalization of the months of the year</li> <li>• Recognizes correct/incorrect capitalization of names of holidays</li> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes that names of companies should be capitalized</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes correct capitalization of nationalities and languages</li> <li>• Recognizes correct/incorrect capitalization of names of streets</li> <li>• Recognizes correct/incorrect capitalization of names of countries</li> <li>• Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>• Recognizes correct capitalization of titles of newspapers</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes names of geographic locations</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of magazines correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> </ul>

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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>Capitalization</p>	<p>Capitalization</p>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>• Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated</li> <li>• Capitalizes historical periods and events</li> <li>• Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Edits for proper capitalization</li> </ul>
<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?)</li> <li>• Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)</li> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate initials</li> <li>• Uses periods to punctuate personal titles</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes the correct punctuation for the greeting of a personal letter</li> <li>• Recognizes that commas are used to delimit items in a series</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Recognizes appropriate placement of periods in declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Uses periods to punctuate personal titles</li> <li>• Uses periods to punctuate abbreviations</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct punctuation for the closing of a letter (term not used)</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes the correct punctuation for the closing of a letter</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Recognizes that declarative sentences end with a period</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Identifies the period as the correct punctuation for an imperative sentence</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Uses periods to punctuate abbreviations</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Uses exclamation marks to punctuate exclamations beginning with what and how</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes the correct punctuation for the closing of a letter</li> <li>• Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> </ul>

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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>Punctuation</p> <ul style="list-style-type: none"> <li>• Recognizes the correct placement of commas to delimit items in a series</li> <li>• Uses commas to show items in a series</li> <li>• Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Analyzes the use of apostrophes (term not used) in written compositions</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Recognizes the correct placement of commas to delimit items in a series</li> <li>• Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Uses commas to punctuate dates</li> <li>• Uses commas to show items in a series</li> <li>• Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas in a direct quotation (term not used)</li> <li>• Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>• Uses commas to set off appositives (term not used)</li> <li>• Analyzes the placement of commas in sentences listing items in a series</li> <li>• Uses commas after introductory phrases and clauses</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue</li> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Recognizes appropriate forms of contractions (term not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence</li> <li>• Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)</li> <li>• Edits for ending punctuation (period)</li> <li>• Selects modifiers that complete a sentence</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Uses commas to punctuate dates</li> <li>• Uses commas to show items in a series</li> <li>• Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to set off appositives (term not used)</li> <li>• Analyzes the placement of commas in sentences listing items in a series</li> <li>• Uses commas after introductory phrases and clauses</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Explains how quotation marks are used in compositions to show a person's exact words</li> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes appropriate forms of contractions (term not used)</li> <li>• Recognizes appropriate forms of contractions</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of 's' to show plural ownership</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Recognizes correct use of apostrophes in contractions and apostrophes to show possession</li> <li>• Analyzes the use of apostrophes in written compositions</li> <li>• Recognizes that all words in a film's title are underlined</li> <li>• Uses underlining (italics) in titles of books</li> <li>• Identifies correct use of parentheses in a sentence</li> <li>• Recognizes incorrect use of a hyphen in a sentence</li> <li>• Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)</li> <li>• Selects modifiers that complete a sentence</li> </ul>

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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><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>• Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>• Identifies commonly misspelled words in written passages</li> <li>• Identifies the correct use of its versus it's</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the (regular) plural for nouns (term not used) ending in e or in a consonant</li> <li>• Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>• Correctly spells the plural of words ending in -ox or -ax</li> <li>• Identifies correctly spelled words in which the silent e is dropped before -ed or -ing</li> <li>• Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>• Correctly spells words containing the prefix (term not used) mis-</li> <li>• Identifies common abbreviations</li> <li>• Recognizes a sentence that uses plurals correctly</li> <li>• Edits for grade appropriate conventional spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>• Identifies sentences in which words are spelled correctly</li> <li>• Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>• Identifies a commonly misspelled word on a word list</li> <li>• Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>• Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>• Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>• Identifies commonly misspelled words containing Latin roots in written passages</li> <li>• Forms the plural of nouns (term not used)</li> <li>• Forms the plural (term not used) for nouns ending in x, s, ch, or sh</li> <li>• Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)</li> <li>• Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>• Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>• Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing</li> <li>• Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> <li>• Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions</li> <li>• Correctly spells words containing the prefix (term not used) bi-</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>• Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>• Identifies sentences in which words are spelled correctly</li> <li>• Identifies the correct spelling of identified words within written compositions</li> <li>• Identifies a commonly misspelled word on a word list</li> <li>• Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>• Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>• Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>• Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>• Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions</li> <li>• Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>• Identifies commonly misspelled words containing Latin roots in written passages</li> <li>• Identifies words in which the plural and singular forms are spelled the same (e.g., deer)</li> <li>• Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief)</li> <li>• Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>• Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>• Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>• Correctly spells the plural of words ending in -ch</li> <li>• Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>• Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)</li> <li>• Recognizes correct spelling of words containing suffixes (term not used)</li> <li>• Correctly spells words containing the prefix (term not used) bi-</li> <li>• Edits a sentence for spelling</li> </ul>

**Explanatory Notes**

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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
<i>New Vocabulary:</i> apostrophe, friendly letter, greeting, quotation mark, salutation, semicolon, singular noun	<i>New Vocabulary:</i> address, hyphen, letter closing	<i>New Vocabulary:</i> book title, declarative sentence, parentheses, plural possessive
<i>New Signs and Symbols:</i> ( parenthesis (left), ) parenthesis (right)	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> _ underline

### 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>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct/incorrect capitalization of names of holidays</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes correct capitalization of nationalities and languages</li> <li>• Recognizes correct capitalization of addresses</li> <li>• Recognizes correct/incorrect capitalization of names of countries</li> <li>• Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>• Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>• Describes rules for capitalizing nouns</li> <li>• Capitalizes the names of the months of the year</li> <li>• Capitalizes names of companies</li> <li>• Capitalizes names of schools and institutions</li> <li>• Capitalizes names of school subjects, when appropriate</li> <li>• Capitalizes titles of television shows and movies correctly</li> <li>• Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>• Edits for proper capitalization</li> </ul>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties</li> <li>• Recognizes that words that are not proper names or titles (terms not used) are not capitalized</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct capitalization of the months of the year</li> <li>• Recognizes correct/incorrect capitalization of names of holidays</li> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes that names of companies should be capitalized</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes correct capitalization of nationalities and languages</li> <li>• Recognizes correct/incorrect capitalization of names of streets</li> <li>• Recognizes correct/incorrect capitalization of names of countries</li> <li>• Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>• Recognizes correct capitalization of titles of newspapers</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes names of geographic locations</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of magazines correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> </ul>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes correct capitalization of names of departments of government</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes that names of counties should be capitalized (e.g., Boone County)</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of works of art correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Recognizes multiple examples of incorrect capitalization</li> <li>• Edits for proper capitalization</li> </ul>

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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>Capitalization</p>	<p>Capitalization</p> <ul style="list-style-type: none"> <li>• Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>• Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated</li> <li>• Capitalizes historical periods and events</li> <li>• Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Edits for proper capitalization</li> </ul>	<p>Capitalization</p>
<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Recognizes appropriate placement of periods in declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Uses periods to punctuate personal titles</li> <li>• Uses periods to punctuate abbreviations</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not</li> <li>• Uses an exclamation mark to end exclamatory sentences</li> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct punctuation for the closing of a letter (term not used)</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes the correct punctuation for the closing of a letter</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Recognizes that declarative sentences end with a period</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Identifies the period as the correct punctuation for an imperative sentence</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Uses periods to punctuate abbreviations</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Uses exclamation marks to punctuate exclamations beginning with what and how</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes the correct punctuation for the closing of a letter</li> <li>• Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Identifies addresses using appropriate punctuation and abbreviations</li> <li>• Recognizes that sentences which make a statement are declarative sentences</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Uses periods to punctuate abbreviations</li> <li>• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes correct usage of commas in direct quotations</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to separate contrasted elements (term not used) within a sentence</li> <li>• Uses commas to separate dependent clauses in compound, complex sentences (terms not used)</li> <li>• Uses commas to set off interruptions (term not used)</li> </ul>

**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>Punctuation</p> <ul style="list-style-type: none"> <li>Recognizes the correct placement of commas to delimit items in a series</li> <li>Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>Uses commas to punctuate dates</li> <li>Uses commas to show items in a series</li> <li>Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>Uses commas in a direct quotation (term not used)</li> <li>Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>Uses commas to set off appositives (term not used)</li> <li>Analyzes the placement of commas in sentences listing items in a series</li> <li>Uses commas after introductory phrases and clauses</li> <li>Recognizes correct usage of quotation marks to delimit dialogue</li> <li>Uses quotation marks to punctuate dialogue</li> <li>Recognizes appropriate forms of contractions (term not used)</li> <li>Recognizes appropriate placement of apostrophes in contractions (terms not used)</li> <li>Recognizes appropriate placement of apostrophes in contractions</li> <li>Recognizes correct use of apostrophes used to show singular ownership</li> <li>Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence</li> <li>Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)</li> <li>Edits for ending punctuation (period)</li> <li>Selects modifiers that complete a sentence</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>Uses commas to punctuate dates</li> <li>Uses commas to show items in a series</li> <li>Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>Uses commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>Uses commas to enclose explanatory words or phrases (term not used)</li> <li>Uses commas to set off appositives (term not used)</li> <li>Analyzes the placement of commas in sentences listing items in a series</li> <li>Uses commas after introductory phrases and clauses</li> <li>Recognizes correct usage of quotation marks to delimit dialogue</li> <li>Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>Explains how quotation marks are used in compositions to show a person's exact words</li> <li>Uses quotation marks to punctuate dialogue</li> <li>Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>Recognizes appropriate forms of contractions (term not used)</li> <li>Recognizes appropriate forms of contractions</li> <li>Recognizes appropriate placement of apostrophes in contractions</li> <li>Recognizes correct use of s' to show plural ownership</li> <li>Recognizes correct use of apostrophes used to show singular ownership</li> <li>Recognizes correct use of apostrophes in contractions and apostrophes to show possession</li> <li>Analyzes the use of apostrophes in written compositions</li> <li>Recognizes that all words in a film's title are underlined</li> <li>Uses underlining (italics) in titles of books</li> <li>Identifies correct use of parentheses in a sentence</li> <li>Recognizes incorrect use of a hyphen in a sentence</li> <li>Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)</li> <li>Selects modifiers that complete a sentence</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>Uses commas to set off unnecessary (nonrestrictive, term not used) phrases</li> <li>Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters</li> <li>Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>Recognizes correct use of s' to show plural ownership</li> <li>Recognizes that apostrophe s is not used to show pluralization</li> <li>Discriminates between apostrophes used in contractions and apostrophes used to show possession</li> <li>Analyzes the use of apostrophes in written compositions</li> <li>Uses underlining (italics) in titles of books</li> <li>Uses underlining (italics) in titles of magazines</li> <li>Uses a colon to introduce a list</li> <li>Identifies correct use of a semicolon in a sentence</li> <li>Identifies correct use of parentheses in a sentence</li> <li>Recognizes incorrect use of a hyphen in a sentence</li> <li>Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> <li>Edits for proper punctuation</li> <li>Selects modifiers that complete a sentence</li> </ul>

### 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><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>Identifies sentences in which words are spelled correctly</li> <li>Identifies correct spelling of commonly misspelled words from list of alternate spellings</li> <li>Identifies a commonly misspelled word on a word list</li> <li>Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>Identifies commonly misspelled words containing Latin roots in written passages</li> <li>Forms the plural of nouns (term not used)</li> <li>Forms the plural (term not used) for nouns ending in x, s, ch, or sh</li> <li>Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)</li> <li>Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing</li> <li>Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing</li> <li>Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify misspelled words in lists and written compositions</li> <li>Correctly spells words containing the prefix (term not used) bi-</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies sentences in which words are spelled correctly</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies a commonly misspelled word on a word list</li> <li>Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions</li> <li>Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>Identifies commonly misspelled words containing Latin roots in written passages</li> <li>Identifies words in which the plural and singular forms are spelled the same (e.g., deer)</li> <li>Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>Correctly spells the plural of words ending in -ch</li> <li>Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)</li> <li>Recognizes correct spelling of words containing suffixes (term not used)</li> <li>Correctly spells words containing the prefix (term not used) bi-</li> <li>Edits a sentence for spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions</li> <li>Identifies proper use of the words except and accept within sentences</li> <li>Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>Identifies commonly misspelled words containing Latin roots in written passages</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>Forms the possessive singular for irregular nouns</li> <li>Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>Recognizes correct spelling of words containing suffixes (term not used)</li> <li>Recognizes incorrect spelling of words containing suffixes (term not used)</li> <li>Edits a paragraph for spelling</li> <li>Edits a sentence for spelling</li> </ul>

**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
<i>New Vocabulary:</i> address, hyphen, letter closing	<i>New Vocabulary:</i> book title, declarative sentence, parentheses, plural possessive	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> _ underline	<i>New Signs and Symbols:</i> None

### Explanatory Notes

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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><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties</li> <li>• Recognizes that words that are not proper names or titles (terms not used) are not capitalized</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct capitalization of the months of the year</li> <li>• Recognizes correct/incorrect capitalization of names of holidays</li> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes that names of companies should be capitalized</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes that names of departments of government should be capitalized</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes correct capitalization of nationalities and languages</li> <li>• Recognizes correct/incorrect capitalization of names of streets</li> <li>• Recognizes correct/incorrect capitalization of names of countries</li> <li>• Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>• Recognizes correct capitalization of titles of newspapers</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes names of geographic locations</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of magazines correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes correct capitalization of names of departments of government</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes that names of counties should be capitalized (e.g., Boone County)</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of works of art correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Recognizes multiple examples of incorrect capitalization</li> <li>• Edits for proper capitalization</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct capitalization of titles of songs</li> <li>• Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> </ul>

**Explanatory Notes**

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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><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>Recognizes that the first word of a direct quotation (term not used) should be capitalized</li> <li>Recognizes correct capitalization of divided quotations (term not used) when two or more complete sentences are separated</li> <li>Capitalizes historical periods and events</li> <li>Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>Edits for proper capitalization</li> </ul>	<p><b>Capitalization</b></p>	<p><b>Capitalization</b></p>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Recognizes that declarative sentences end with a period</li> <li>Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>Identifies the period as the correct punctuation for an imperative sentence</li> <li>Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>Uses periods to punctuate abbreviations</li> <li>Recognizes sentences that need a question mark to be punctuated correctly</li> <li>Uses exclamation marks to punctuate exclamations beginning with what and how</li> <li>Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses</li> <li>Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>Recognizes the correct punctuation for the closing of a letter</li> <li>Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Identifies addresses using appropriate punctuation and abbreviations</li> <li>Recognizes that sentences which make a statement are declarative sentences</li> <li>Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>Uses periods to punctuate abbreviations</li> <li>Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used)</li> <li>Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used)</li> <li>Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>Recognizes correct usage of commas in direct quotations</li> <li>Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>Uses commas to enclose explanatory words or phrases (term not used)</li> <li>Uses commas to separate contrasted elements (term not used) within a sentence</li> <li>Uses commas to separate dependent clauses in compound, complex sentences (terms not used)</li> <li>Uses commas to set off interruptions (term not used)</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Identifies addresses using appropriate punctuation and abbreviations</li> <li>Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>Recognizes incorrect placement of commas to delimit appositives (term not used)</li> <li>Recognizes correct placement of commas to delimit interruptions (term not used)</li> <li>Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>Uses commas to separate parenthetical elements (term not used) within a sentence</li> <li>Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining</li> <li>Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>Recognizes correct use of 's' to show plural ownership</li> <li>Uses underlining (italics) in titles of full-length plays</li> <li>Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma</li> <li>Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> </ul>

**Explanatory Notes**

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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><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses commas to punctuate dates</li> <li>• Uses commas to show items in a series</li> <li>• Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to set off appositives (term not used)</li> <li>• Analyzes the placement of commas in sentences listing items in a series</li> <li>• Uses commas after introductory phrases and clauses</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Explains how quotation marks are used in compositions to show a person's exact words</li> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes appropriate forms of contractions (term not used)</li> <li>• Recognizes appropriate forms of contractions</li> <li>• Recognizes appropriate placement of apostrophes in contractions</li> <li>• Recognizes correct use of s' to show plural ownership</li> <li>• Recognizes correct use of apostrophes used to show singular ownership</li> <li>• Recognizes correct use of apostrophes in contractions and apostrophes to show possession</li> <li>• Analyzes the use of apostrophes in written compositions</li> <li>• Recognizes that all words in a film's title are underlined</li> <li>• Uses underlining (italics) in titles of books</li> <li>• Identifies correct use of parentheses in a sentence</li> <li>• Recognizes incorrect use of a hyphen in a sentence</li> <li>• Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)</li> <li>• Selects modifiers that complete a sentence</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses commas to set off unnecessary (nonrestrictive, term not used) phrases</li> <li>• Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes correct use of s' to show plural ownership</li> <li>• Recognizes that apostrophe s is not used to show pluralization</li> <li>• Discriminates between apostrophes used in contractions and apostrophes used to show possession</li> <li>• Analyzes the use of apostrophes in written compositions</li> <li>• Uses underlining (italics) in titles of books</li> <li>• Uses underlining (italics) in titles of magazines</li> <li>• Uses a colon to introduce a list</li> <li>• Identifies correct use of a semicolon in a sentence</li> <li>• Identifies correct use of parentheses in a sentence</li> <li>• Recognizes incorrect use of a hyphen in a sentence</li> <li>• Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> <li>• Edits for proper punctuation</li> <li>• Selects modifiers that complete a sentence</li> </ul>	<p><b>Punctuation</b></p>
<p><b>Spelling</b></p>	<p><b>Spelling</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies words that contain double consonants that are misspelled</li> </ul>

**Explanatory Notes**

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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><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)</li> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies sentences in which words are spelled correctly</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies a commonly misspelled word on a word list</li> <li>Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>Identifies correct spelling of homophones (term not used) based on context (their, there, they're)</li> <li>Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions</li> <li>Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>Identifies commonly misspelled words containing Latin roots in written passages</li> <li>Identifies words in which the plural and singular forms are spelled the same (e.g., deer)</li> <li>Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>Correctly spells the plural of words ending in -ch</li> <li>Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)</li> <li>Recognizes correct spelling of words containing suffixes (term not used)</li> <li>Correctly spells words containing the prefix (term not used) bi-</li> <li>Edits a sentence for spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions</li> <li>Identifies proper use of the words except and accept within sentences</li> <li>Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>Identifies commonly misspelled words containing Latin roots in written passages</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>Forms the possessive singular for irregular nouns</li> <li>Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>Recognizes correct spelling of words containing suffixes (term not used)</li> <li>Recognizes incorrect spelling of words containing suffixes (term not used)</li> <li>Edits a paragraph for spelling</li> <li>Edits a sentence for spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Identifies commonly misspelled words (e.g., words of foreign origin) in a word list</li> <li>Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>Identifies the correct pluralized form of words of foreign origin (e.g., piano)</li> <li>Forms the possessive singular for irregular nouns</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions</li> <li>Edits a sentence for spelling</li> </ul>

**Explanatory Notes**

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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
<i>New Vocabulary:</i> book title, declarative sentence, parentheses, plural possessive	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None
<i>New Signs and Symbols:</i> _ underline	<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*) 211 - 220	Skills and Concepts to Develop (50% Probability*) 221 - 230	Skills and Concepts to Introduce (27% Probability*) > 230
<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of names of companies</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions</li> <li>• Recognizes that names of schools and institutions should be capitalized</li> <li>• Recognizes correct capitalization of names of departments of government</li> <li>• Recognizes that names of nationalities and languages should be capitalized</li> <li>• Recognizes that names of counties should be capitalized (e.g., Boone County)</li> <li>• Recognizes correct capitalization of titles of stories</li> <li>• Recognizes correct capitalization of titles of books</li> <li>• Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>• Capitalizes titles of books correctly</li> <li>• Capitalizes titles of works of art correctly</li> <li>• Recognizes correct capitalization of the closing of letters (term not used)</li> <li>• Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>• Recognizes multiple examples of incorrect capitalization</li> <li>• Edits for proper capitalization</li> </ul>	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct capitalization of titles of songs</li> <li>• Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> </ul>	<p><b>Capitalization</b></p>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies addresses using appropriate punctuation and abbreviations</li> <li>• Recognizes that sentences which make a statement are declarative sentences</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Uses periods to punctuate abbreviations</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies addresses using appropriate punctuation and abbreviations</li> <li>• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes incorrect placement of commas to delimit appositives (term not used)</li> <li>• Recognizes correct placement of commas to delimit interruptions (term not used)</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Describes which type of titles are punctuated using underlining or italics</li> <li>• Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma</li> <li>• Explains that colons can be used to introduce a list</li> <li>• Identifies use of an ellipsis in a sentence</li> </ul>

**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
<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes correct usage of commas in direct quotations</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to separate contrasted elements (term not used) within a sentence</li> <li>• Uses commas to separate dependent clauses in compound, complex sentences (terms not used)</li> <li>• Uses commas to set off interruptions (term not used)</li> <li>• Uses commas to set off unnecessary (nonrestrictive, term not used) phrases</li> <li>• Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and chapters</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes correct use of s' to show plural ownership</li> <li>• Recognizes that apostrophe s is not used to show pluralization</li> <li>• Discriminates between apostrophes used in contractions and apostrophes used to show possession</li> <li>• Analyzes the use of apostrophes in written compositions</li> <li>• Uses underlining (italics) in titles of books</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>• Uses commas to separate parenthetical elements (term not used) within a sentence</li> <li>• Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes correct use of s' to show plural ownership</li> <li>• Uses underlining (italics) in titles of full-length plays</li> <li>• Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma</li> <li>• Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> </ul>	<p>Punctuation</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
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses underlining (italics) in titles of magazines</li> <li>• Uses a colon to introduce a list</li> <li>• Identifies correct use of a semicolon in a sentence</li> <li>• Identifies correct use of parentheses in a sentence</li> <li>• Recognizes incorrect use of a hyphen in a sentence</li> <li>• Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> <li>• Edits for proper punctuation</li> <li>• Selects modifiers that complete a sentence</li> </ul>	<p><b>Punctuation</b></p>	<p><b>Punctuation</b></p>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>• Identifies the correct spelling of identified words within written compositions</li> <li>• Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions</li> <li>• Identifies proper use of the words except and accept within sentences</li> <li>• Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>• Identifies commonly misspelled words containing Latin roots in written passages</li> <li>• Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>• Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)</li> <li>• Forms the possessive singular for irregular nouns</li> <li>• Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>• Recognizes correct spelling of words containing suffixes (term not used)</li> <li>• Recognizes incorrect spelling of words containing suffixes (term not used)</li> <li>• Edits a paragraph for spelling</li> <li>• Edits a sentence for spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies words that contain double consonants that are misspelled</li> <li>• Identifies commonly misspelled words (e.g., words of foreign origin) in a word list</li> <li>• Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>• Identifies the correct pluralized form of words of foreign origin (e.g., piano)</li> <li>• Forms the possessive singular for irregular nouns</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions</li> <li>• Edits a sentence for spelling</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign)</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> ellipsis, italics
<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*) 221 - 230	Skills and Concepts to Develop (50% Probability*) > 230
<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct capitalization of titles of songs</li> <li>• Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided</li> <li>• Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> </ul>	<p><b>Capitalization</b></p>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identifies addresses using appropriate punctuation and abbreviations</li> <li>• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes incorrect placement of commas to delimit appositives (term not used)</li> <li>• Recognizes correct placement of commas to delimit interruptions (term not used)</li> <li>• Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)</li> <li>• Uses commas to separate parenthetical elements (term not used) within a sentence</li> <li>• Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters</li> <li>• Recognizes correct use of s' to show plural ownership</li> <li>• Uses underlining (italics) in titles of full-length plays</li> <li>• Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma</li> <li>• Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)</li> <li>• Describes which type of titles are punctuated using underlining or italics</li> <li>• Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma</li> <li>• Explains that colons can be used to introduce a list</li> <li>• Identifies use of an ellipsis in a sentence</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies words that contain double consonants that are misspelled</li> <li>• Identifies commonly misspelled words (e.g., words of foreign origin) in a word list</li> <li>• Identifies commonly misspelled word (Latin root, term not used) in a word list</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign)</li> <li>• Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions</li> </ul>

**Explanatory Notes**

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Skills and concepts to Enhance (73% Probability*) 221 - 230	Skills and Concepts to Develop (50% Probability*) > 230
<p>Spelling</p> <ul style="list-style-type: none"> <li>Identifies the correct pluralized form of words of foreign origin (e.g., piano)</li> <li>Forms the possessive singular for irregular nouns</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions</li> <li>Edits a sentence for spelling</li> </ul>	<p>Spelling</p>
<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> ellipsis, italics</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</p>

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