

RIT TO CONCEPT

for the MAP Growth™ assessment

Use the following word lists as you teach the concepts that students are ready to learn. The words within each RIT band represent the difficulty level that MAP measures, regardless of your state standard. For students who scored within a given range, you can enhance their instruction by reinforcing these words.

For English language learners, these word lists can prepare students before the MAP assessment, because the words and related concepts are likely to appear in the test. (However, because tests are adaptive, the words are not guaranteed to appear.)

These words lists are not comprehensive. Use them in conjunction with other vocabulary lists associated with your curriculum.

Relation to Learning Continuum

These words and concepts correspond directly to the MAP Learning Continuum report. If you want more context, especially how these topics evolve across the RIT bands, please refer to the Test View within the Learning Continuum. You'll find learning statements that can better suggest when a topic might be a focus for instruction.

Subjects

- [Mathematics Concepts by RIT on page 2](#)
- [Reading Concepts by RIT on page 9](#)
- [Language Usage Concepts by RIT on page 15](#)

Mathematics Concepts by RIT

Note: The grade-levels shown in each RIT band are based on the 2015 NWEA Norms Study. They are only an approximation and overall guideline for the difficulty level.

| Mathematics | | | | | | | | | | | | | |
|---|--|------------|------------|-----------|----------|---------------|----------|-------------|----------|------------|---------|--|--|
| RIT Band + Norms | Concepts to Introduce | | | | | | | | | | | | |
| 131–140 | <p>Whole Numbers—Counting and Cardinality:</p> <p>number</p> | | | | | | | | | | | | |
| 141–150 Grade K, beginning to mid-year | <p>Whole Numbers—Addition/ Subtraction:</p> <p>compare quantities</p> <p>sum</p> <p>Length:</p> <p>length</p> <p>height</p> <p>width</p> <p>Identification and Classification of 2-D Shapes:</p> <table border="0"> <tr> <td>circles</td> <td>rectangles</td> <td>triangles</td> </tr> <tr> <td>measure</td> <td>squares</td> <td></td> </tr> </table> <p>Additional Learning Continuum topic:</p> <p>Data Analysis</p> | circles | rectangles | triangles | measure | squares | | | | | | | |
| circles | rectangles | triangles | | | | | | | | | | | |
| measure | squares | | | | | | | | | | | | |
| 151–160 Grade K, end of year | <p>Concepts building on topics from prior RIT bands:</p> <table border="0"> <tr> <td>add</td> <td>octagon</td> <td>rhombus</td> </tr> <tr> <td>category</td> <td>parallelogram</td> <td>subtract</td> </tr> <tr> <td>equal parts</td> <td>pentagon</td> <td>trapezoids</td> </tr> <tr> <td>hexagon</td> <td></td> <td></td> </tr> </table> <p>Number Sentences/Equations/Equivalence:</p> <p>difference</p> <p>parts of addition and subtraction problems</p> <p>Time:</p> <p>hour</p> <p>Spatial Concepts and Symmetry:</p> <p>location words</p> | add | octagon | rhombus | category | parallelogram | subtract | equal parts | pentagon | trapezoids | hexagon | | |
| add | octagon | rhombus | | | | | | | | | | | |
| category | parallelogram | subtract | | | | | | | | | | | |
| equal parts | pentagon | trapezoids | | | | | | | | | | | |
| hexagon | | | | | | | | | | | | | |

| Mathematics | | | |
|--------------------------------------|--|--|--------------------|
| RIT Band + Norms | Concepts to Introduce | | |
| | Whole Numbers—Compare / Order: | | |
| | backwards | | |
| | count | | |
| | order | | |
| | Identification and Classification of 3-D Shapes: | | |
| | cones | cubes | spheres |
| | corners | cylinders | |
| | Additional Learning Continuum topics: | | |
| | - Fractions: Equivalence | - Whole Numbers: Multiplication/Division | |
| | - Fractions: Represent/Model | - Whole Numbers: Represent and Solve Word Problems | |
| | | - Whole Numbers: Place Value | |
| 161–170 | Concepts building on topics from prior RIT bands: | | |
| Grade 1, beginning to mid-year | digit | hundreds | start, change, end |
| | fourths | ones | tens |
| | halves | open or closed shape | thirds |
| | Money: | | |
| | coins | | |
| | dollar | | |
| | Problem Solving with Units: | | |
| | foot | mile | yard |
| | inch | ruler | yardstick |
| | Data Representation: | | |
| | bar graph | pictograph | |
| | measurement scale | scale | |
| | Additional Learning Continuum topics: | | |
| | - Decimals—Addition/Subtraction | | |
| | - Angle Measurement | | |
| | - Area | | |

Mathematics

| RIT Band + Norms | Concepts to Introduce | | |
|---|--|-------------------|---------------|
| 171–180 Grade 1, mid to end of year Grade 2, beginning of year | Concepts building on topics from prior RIT bands: | | |
| | denominator | hundred thousands | quarter hour |
| | edges | line of symmetry | second |
| | even | minute | ten thousands |
| | faces | model | thousands |
| | fraction | numerator | vertices |
| | half-past | odd | |
| | Fractions—Compare/Order: | | |
| | equivalent | | |
| | Numerical Expressions: | | |
| | expanded form | | |
| | parentheses in expressions | | |
| | unknowns in number sentences | | |
| | Whole Numbers; | | |
| | Decimals—Rounding/Estimation: | | |
| estimation | | | |
| rounds | | | |
| Additional Learning Continuum topics: | | | |
| - Conversion of Units | - Probability | | |
| - Coordinate Geometry | - Properties and Relationships of Operations | | |
| - Decimals—Represent and Solve Word Problems | - Whole Numbers—Concepts/Properties | | |
| - Perimeter/Circumference | | | |
| 181–190 Grade 2, middle of year | Concepts building on topics from prior RIT bands: | | |
| | a.m. / p.m. | equations | scatter plot |
| | chart | hundred millions | table |
| | coordinates | million | ten millions |
| | degree | multiples | |
| | Fractions: Addition/Subtraction: | | |
| | mixed number | | |
| | Angle Measurement; | | |
| | Points, Lines, Segments, Rays, and Angles: | | |
| | acute angle | parallel | right angles |

Mathematics

RIT Band
+ Norms

Concepts to Introduce

obtuse angle protractor

Additional Learning Continuum topics:

- Decimals—Multiplication/Division
- Bivariate Data
- Rates/Ratios/Proportions/Percents

191–200

Grade 2,
end of year

Grade 3,
beginning to
mid-year

Concepts building on topics from prior RIT bands:

| | | |
|-------------|-----------------------|-----------|
| decimals | likelihood (of event) | perimeter |
| dividend | line segments | points |
| divisor | lines | prime |
| dot plot | positive | rays |
| estimate | proportion | solution |
| equilateral | negative | unit rate |
| isosceles | number line | variable |

Fractions—Represent and Solve Word Problems:

| | | |
|-----------|--------|---------------|
| composite | factor | simplest form |
| converts | | |

Capacity;

Weight/Mass:

| | | |
|----------|--------|--------|
| capacity | liter | pounds |
| cups | ounces | quarts |
| gallons | pints | |

Additional Learning Continuum topics:

- | | |
|--|-------------------------|
| - Decimals—Multiplication/Division | - Algebraic Expressions |
| - Fractions—Multiplication/Division | - Linear Functions |
| - Patterns/Sequences/Series | - Sample Spaces |
| - Rational Numbers—Equivalence and Represent/Model | |

Mathematics

| RIT Band + Norms | Concepts to Introduce | | |
|---|---|--------------------------------|-------------|
| 201–210 Grade 3, end of year Grade 4, beginning to mid-year | Concepts building on topics from prior RIT bands: | | |
| | associative property | kilometer | mode |
| | centimeter | liter | nets |
| | commutative property | mean | outliers |
| | diagonal | median | quadrants |
| | distance | meter | scalene |
| | distributive property | milliliter | y-intercept |
| | inverse | millimeter | |
| | Decimals—Compare/Order; | | |
| | Decimals—Represent/Model: | | |
| | hundredths | | |
| | tenths | | |
| | thousandths | | |
| | Volume: | | |
| | prism | | |
| | pyramid | | |
| | unit cube | | |
| | Similarity: | | |
| | scale factor | | |
| | Rational Numbers—Solve Real-World and Mathematical Problems: | | |
| | rate | | |
| | simplify | | |
| | Additional Learning Continuum topics: | | |
| | - Congruence | - Populations/Random Processes | |
| | - Measures of Center and Spread (Variability) | - Transformations | |

Mathematics

RIT Band
+ Norms

Concepts to Introduce

211–220

Grade 4,
end of year

Grade 5,
beginning to
mid-year

Grade 6,
beginning of year

Concepts building on topics from prior RIT bands:

| | | |
|--------------------|----------------|--------------------------------|
| box plot | outliers | reflection |
| combine terms | perpendicular | rotation |
| complementary | quartiles | rule for patterns or sequences |
| diameter | radius | supplementary |
| improper fractions | range | translation |
| joint probability | reasonableness | vertical angle |
| mixed number | | |

System of Equations/Inequalities:

standard form

Rate of Change/Slope:

linear

Exponents;

Scientific Notation:

base

power / powers

square root

Additional Learning Continuum topics:

- Rational Numbers—Compare/Order

- Integers—Computation

221–230

Grade 5,
end of year

Grade 6,
mid to end of year

Grades 7 and 8,
beginning to
end of year

Concepts building on topics from prior RIT bands:

| | | |
|--------------------------|--------------------|-------------------------|
| cube root | histogram | parameters |
| experimental probability | independent events | theoretical probability |
| exponential form | line of best fit | |

Inequalities;

Linear Functions:

| | |
|----------------------|--------------|
| dependent variable | substitution |
| independent variable | |

Relationships involving Lines, Angles, and Polygons:

exterior angle

interior angle

transversal

| Mathematics | |
|--|--|
| RIT Band + Norms | Concepts to Introduce |
| | <p>Additional Learning Continuum topics:</p> <ul style="list-style-type: none"> - Absolute Value—Concepts/Properties - Real/Complex Numbers—Concepts/Properties - Rational Numbers—Computation - Quadratic Functions |
| <p>231–240 Grades 9, 10, 11, beginning to end of year</p> | <p>Concepts building on topics from prior RIT bands:</p> <ul style="list-style-type: none"> conditional probability dilation irrational number replacement <p>Exponential and Logarithmic Functions;</p> <p>Piecewise/Absolute Value Functions;</p> <p>Properties and Operations of Functions;</p> <p>Real/Complex Numbers—Computation:</p> <ul style="list-style-type: none"> axis of symmetry exponential decay polynomials binomial exponential growth zeros of a function domain monomial <p>Pythagorean Theorem;</p> <p>Trigonometry;</p> <p>Circles:</p> <ul style="list-style-type: none"> chord midpoint |
| <p>241–250</p> | <p>Trigonometric Functions / Radian Measure</p> <ul style="list-style-type: none"> cosine sine radians tangent <p>Additional Learning Continuum topics:</p> <p>Rational Functions; Radicals; and Surface Area</p> |
| <p>251–260</p> | <p>Concepts building on topics from prior RIT bands:</p> <ul style="list-style-type: none"> arc rotational symmetry inscribed angle slant height <p>Geometric Proof:</p> <ul style="list-style-type: none"> postulate theorem |

Reading Concepts by RIT

Note: The grade-levels shown in each RIT band are based on the 2015 NWEA Norms Study. They are only an approximation and overall guideline for the difficulty level.

| Reading | | | |
|---|--|--------------|--------------|
| RIT Band + Norms | Concepts to Introduce | | |
| Below 161 Grade K, beginning to end of year | Base Words, Affixes: | | |
| | base | ending | prefix |
| | beginning | ending sound | word |
| | beginning sound | | |
| | Inferences, Conclusions, Predictions; and Locating Information: | | |
| | where | | |
| | Context Clues—Unknown and Multiple-Meaning Words; | | |
| | Picture Vocabulary; | | |
| | Word Relationships; | | |
| | Text Features, Visuals: | | |
| activity | guess | picture | |
| animals | main | same | |
| describes | meaning | similar | |
| find | paragraph | story | |
| Additional Learning Continuum topic: | | | |
| - Academic and Content Vocabulary | | | |
| 161–170 Grade 1, beginning of year | Concepts building on topics from prior RIT bands: | | |
| | author | hear | sentence |
| | chart | hint | smell |
| | clue | label | taste |
| | contraction | nature | think |
| | feel | note | Venn diagram |
| | feelings | root | visual |
| | graph | see | |
| | Main or Central Idea, Topic, Titles; | | |
| | central | different | problem |
| classify | important | reason | |

| Reading | | | |
|---------------------|-----------------------|------------|-------|
| RIT Band + Norms | Concepts to Introduce | | |
| | compound | lesson | text |
| | description | main point | title |
| | determine | people | topic |

Following Directions:

| | | |
|-------------|--------------|----------|
| categorize | instructions | order |
| directions | learn | question |
| group | list | set |
| information | locate | sort |

Additional Learning Continuum topics:

- Author's Craft—Figurative Language, Imagery + Description
- Characteristics of Genre
 - Business, Technical, Procedural
 - Literary Nonfiction
 - Persuasive, Argumentative
- Plot
- Purpose
- Sequencing
- Setting
- Theme, Moral, Lesson
- Word Categorization

| Reading | | | |
|---|--|----------------|-------------|
| RIT Band + Norms | Concepts to Introduce | | |
| 171–180 | Concepts building on topics from prior RIT bands: | | |
| Grade 1, mid to end of year | action | locate | predict |
| Grade 2, beginning of year | change | location | sequence |
| | conclusion | main character | setting |
| | event | plot | suffix |
| | illustration | | |
| Characteristics of Genre—Literary; | | | |
| Author’s Craft—Perspective, Attitude: | | | |
| | fairy tale | poem | short story |
| | fiction | poet | speaker |
| | make-believe | poetry | |
| Characteristics of Genre—Informational: | | | |
| | informational | nonfiction | source |
| | purpose | reference | |
| Facts and Opinions: | | | |
| | belief | opinion | true |
| | fact | real | truth |
| | factual | statement | view |
| Additional Learning Continuum topics: | | | |
| - Assertions and Claims | | | |
| - Author’s Craft—Persuasive and Rhetorical Techniques | | | |

| Reading | | | |
|---|--|-------------------|------------|
| RIT Band + Norms | Concepts to Introduce | | |
| 181–190 Grade 2, mid to end of year Grade 3, beginning of year | Concepts building on topics from prior RIT bands: | | |
| | antonym | graphic organizer | synonym |
| | develop | homonym | thesaurus |
| | dictionary | realistic | timeline |
| | genre | realistic fiction | title page |
| | glossary | resource | |
| | Summarizing, Paraphrasing: | | |
| | in your own words | restate | summary |
| | paraphrase | retell | theme |
| | related | summarize | |
| Mood; | | | |
| Point of View: | | | |
| compare | narrator (perspective, attitude) | third-person | |
| differ | point of view | viewpoint | |
| effect | | | |
| mood | | | |
| Additional Learning Continuum topic: | | | |
| - Word Nuances and Shades of Meaning | | | |

| Reading | | | |
|--|--|----------------------------|-------------------------|
| RIT Band + Norms | Concepts to Introduce | | |
| 191–200 Grade 3, mid to end of year | Concepts building on topics from prior RIT bands: | | |
| | author's focus | drama | reference materials† |
| | captions† | first-person point of view | resolution |
| | character relationship | homophone | rising action |
| | claim | index† | subheadings† |
| | climax | lead | supporting character |
| | conflict | newspaper writing | table of contents† |
| | context | characteristics | title (choose the best) |
| | contrast | | |
| | definition | | |
| | †purpose of each | | |
| | Supporting Details; | | |
| | Inferences, Conclusions, Predictions: | | |
| | cause-effect | detail | support |
| | central idea | main idea | supporting details |
| | characterize | reinforce | |
| | Additional Learning Continuum topic: | | |
| | - Author's Craft—Foreshadowing, Flashback | | |

Reading

| RIT Band + Norms | Concepts to Introduce | | |
|---------------------|-----------------------|--|--|
|---------------------|-----------------------|--|--|

201–210

Grade 4,
mid to end of year
Grade 5,
beginning to mid-year

Concepts building on topics from prior RIT bands:

| | | |
|----------------------|---------------------|------------------|
| alliteration | exposition | literary element |
| analyze | falling action | metaphor |
| bias | figurative language | persuade |
| character motivation | flashback | onomatopoeia |
| characteristics | foreshadow | persuasive |
| conclude | idiom | resolve |
| comparative | inform | secondary source |
| contribute | library | simile |
| convince | literal description | stereotype |
| evaluate | literary device | superlative |
| evidence | | |

Text Structure—Organization:

| | | |
|--------------------------------|------------------|--------------|
| form | structure | white space* |
| organization | varied typeface* | |
| *purpose in informational text | | |

Dialogue:

conversation
converse
dialogue

Additional Learning Continuum topic:

- Author's Craft—Style, Voice, Tone

211–220

Grade 5,
end of year
Grades 6 to 8,
beginning
to end of year
Grade 9,
beginning of year
Grade 10,
beginning of year

Concepts building on topics from prior RIT bands:

| | | |
|--|-----------|------------------------|
| analogy | history | style |
| argue | imagery | summarizing strategies |
| argumentative | intent | technique |
| assumption | intention | tone |
| drama | irony | voice |
| historical document (relationship between two parts) | paradox | |

| Reading | |
|---|---|
| RIT Band + Norms | Concepts to Introduce |
| 221–230 Grade 9, mid to end of year Grade 10, mid to end of year Grade 11, beginning to end of year | Concepts building on topics from prior RIT bands: allegory fables† sonnet all-knowing legends† tales† extended metaphor myths† †distinguish between |
| 231–240 | Concepts building on topics from prior RIT bands: ironic point of view (effect on meaning) stage directions tone |
| 241–250 | Concepts building on topics from prior RIT bands: satirical passage (understand author's point) |

Language Usage Concepts by RIT

Note: The grade-levels shown in each RIT band are based on the 2015 NWEA Norms Study. They are only an approximation and overall guideline for the difficulty level.

| Language Usage | |
|---------------------|---|
| RIT Band + Norms | Concepts to Introduce |
| Below 161 | Capitalization—First Word Rules: action correct / right incorrect capital letter describe move capitalize form sentence complete |
| | Additional Learning Continuum topics: - Adjectives - Pronouns - Agreement - Sentence Completeness - Apostrophe - Spelling—Commonly Misspelled Words - Coordination, Subordination - Verbs - Prepositions, Conjunctions, Interjections |

Language Usage

RIT Band
+ Norms

Concepts to Introduce

161–170

Concepts building on topics from prior RIT bands:

base
ending
pronoun

Capitalization—Proper Nouns and Titles:

| | | |
|------------------|-------|-------|
| date | month | place |
| days of the week | name | title |

Ending Punctuation:

| | | |
|-------------------|------------------|-------|
| complete sentence | explanation mark | when |
| end mark | period | where |
| excited | question | who |
| exclamation | question mark | why |
| exclamation point | what | |

Drafting;

Main Ideas / Topic Sentence / Supporting Details;

Prewriting;

Revising:

| | |
|---------|---------|
| add | correct |
| arrange | plan |
| change | topic |
| combine | |

Subject/Predicate:

action verb
verb

Nouns;

Phrases;

Sentence Meaning:

| | | |
|---------|----------|--------------|
| compare | past | subject |
| future | plural | word endings |
| nouns | present | word order |
| passage | singular | |

Language Usage

| RIT Band + Norms | Concepts to Introduce | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------------|--|----------------------|----------|--------------|------------|-------|--------------|---------------|-----------|-----------|-------------|-----------|-------------|-----------------|---------------|-----------|-------|-----------|----------|---------|------------|-------------|-------------|---------|---------------------------------------|---------|-----------|-------|--------------|----------|---------|-------------|-----------|--------------------|-------------|------------------|----------|---------|--------|----------------|------------|------------|--|
| 161–170, continued | Additional Learning Continuum topics: <ul style="list-style-type: none"> - Commas - Editing and Proofreading - Initials and Abbreviations - Sentence Types - Spelling—Affixes and Roots - Syntax - Writing Techniques <ul style="list-style-type: none"> —Figurative and Descriptive Language —Literary and Poetic Devices | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171–180 Grade 2, beginning of year | Concepts building on topics from prior RIT bands: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">address (abbreviate)</td> <td style="width: 33%;">error</td> <td style="width: 33%;">prepositions</td> </tr> <tr> <td>apostrophe</td> <td>essay</td> <td>proper noun*</td> </tr> <tr> <td>audience</td> <td>fiction</td> <td>punctuate</td> </tr> <tr> <td>book title*</td> <td>fictional</td> <td>punctuation</td> </tr> <tr> <td>collective noun</td> <td>logical order</td> <td>restate</td> </tr> <tr> <td>comma</td> <td>main idea</td> <td>sequence</td> </tr> <tr> <td>command</td> <td>misspelled</td> <td>short story</td> </tr> <tr> <td>common noun</td> <td>mistake</td> <td>shorten words to make contractions</td> </tr> <tr> <td>connect</td> <td>narrative</td> <td>steps</td> </tr> <tr> <td>conjunctions</td> <td>organize</td> <td>support</td> </tr> <tr> <td>contraction</td> <td>paragraph</td> <td>supporting details</td> </tr> <tr> <td>description</td> <td>personal title*#</td> <td>surprise</td> </tr> <tr> <td>details</td> <td>phrase</td> <td>topic sentence</td> </tr> <tr> <td>directions</td> <td>possessive</td> <td></td> </tr> </table> <p>*capitalize, #abbreviate</p> | | | address (abbreviate) | error | prepositions | apostrophe | essay | proper noun* | audience | fiction | punctuate | book title* | fictional | punctuation | collective noun | logical order | restate | comma | main idea | sequence | command | misspelled | short story | common noun | mistake | shorten words to make contractions | connect | narrative | steps | conjunctions | organize | support | contraction | paragraph | supporting details | description | personal title*# | surprise | details | phrase | topic sentence | directions | possessive | |
| address (abbreviate) | error | prepositions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| apostrophe | essay | proper noun* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| audience | fiction | punctuate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| book title* | fictional | punctuation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| collective noun | logical order | restate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| comma | main idea | sequence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| command | misspelled | short story | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| common noun | mistake | shorten words to make contractions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| connect | narrative | steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| conjunctions | organize | support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| contraction | paragraph | supporting details | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| description | personal title*# | surprise | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| details | phrase | topic sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| directions | possessive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spelling <ul style="list-style-type: none"> —Compound Words; —Patterns; —Plurals; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Initials and Abbreviations: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">a.m. / p.m.</td> <td style="width: 33%;">compound</td> <td style="width: 33%;">patterns</td> </tr> <tr> <td>abbreviate</td> <td>foot#</td> <td>shorten</td> </tr> <tr> <td>abbreviation*</td> <td>holidays*</td> <td>time#</td> </tr> <tr> <td>centimeter#</td> <td>inch#</td> <td>vowels</td> </tr> <tr> <td>combine</td> <td>measurements#</td> <td>word list</td> </tr> </table> <p>*capitalize, #abbreviate</p> | | | a.m. / p.m. | compound | patterns | abbreviate | foot# | shorten | abbreviation* | holidays* | time# | centimeter# | inch# | vowels | combine | measurements# | word list | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a.m. / p.m. | compound | patterns | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| abbreviate | foot# | shorten | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| abbreviation* | holidays* | time# | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| centimeter# | inch# | vowels | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| combine | measurements# | word list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Language Usage

| RIT Band + Norms | Concepts to Introduce |
|---------------------|---|
| | <p>Additional Learning Continuum topics:</p> <ul style="list-style-type: none"> - Adverbs - Introductions / Transitions / Conclusions - Multiple Punctuation Rules - Organizing Writing - Sentence Structure - Writing Forms—Genres - Writing Techniques <ul style="list-style-type: none"> —Literary Elements —Voice, Style, Tone, and Mood |

181–190

Grade 2,
mid to end of year
Grade 3,
beginning of year

Concepts building on topics from prior RIT bands:

| | | |
|-------------------------------|--------------------------------|-----------------------|
| abbreviated title / suffixes* | graphic organizer | prewriting strategy |
| address | greeting* | publish |
| appropriate | heading | purpose |
| brainstorm | helping verb | reinforce |
| caret | image | revise |
| clear | indent | revision |
| closing | inform | rough draft |
| closing*# | informative | run-on sentence |
| compound sentence | introduction | salutation*# |
| compound subject | invitation | semicolon |
| concluding sentence | irregular verb | senses |
| conclusion | items in a series# | signature# |
| coordinating conjunction | linking verb | singular |
| date# | margin | singular noun |
| double consonant | opening | song and poem titles* |
| edit | organizations* | stanza |
| emotion | personal titles and positions* | strengthen |
| entertain | personal writing | suffix |
| explanation | poetry | summarize |
| formal essay | predicate | task |
| format | prefix | tone |
| friendly letter | prewrite | topic sentence |
| geographic location* | | transition |
| | | writing process |

*capitalize, #comma

Additional Learning Continuum topics:

- Capitalization—Quotations and Dialogue
- Frequently Confused Words
- Quotation Marks and Dialogue

Language Usage

| RIT Band + Norms | Concepts to Introduce |
|---------------------|-----------------------|
|---------------------|-----------------------|

191–200

Grade 3,
mid to end of year

Grade 4,
beginning of year

Concepts building on topics from prior RIT bands:

| | | |
|----------------------|-----------------------|------------------------|
| argue | genre | precise |
| book report | grammar | proofread |
| cause and effect | informational writing | quotation |
| clarify | informative essay | quotation marks |
| clarity | introduction | resume |
| comma rules | literary device | review |
| compare and contrast | memo | sensory language |
| contrasting | modifiers | simile |
| conversation# | modify | slang |
| convince | mood | style |
| creative writing | outline | steps in a process |
| descriptive language | pamphlet | subject-verb agreement |
| descriptive writing | parody | thesis statement |
| dialogue | persuade | viewpoint |
| direct address# | persuasive | visualize |
| direct quote | poetic device | voice |
| drama | point of view | |
| future tense | | |
| #comma | | |

Brackets, Dashes, Hyphens, Ellipses, Parentheses;

Underlining:

| | | |
|-------------|---------------------|-----------|
| book title* | compound word | hyphen |
| colon | divided quotations# | underline |

*underline, #comma

Additional Learning Continuum topics:

- Clauses
- Writing Techniques—Rhetorical Strategies
- Writing Techniques—Argument, Counterargument

Language Usage

| RIT Band + Norms | Concepts to Introduce | | |
|---|--|--------------------------------|----------------------|
| 201–210 Grade 4, mid to end of year Grade 5, beginning to mid-year | Concepts building on topics from prior RIT bands: | | |
| | allusion | fragment | parentheses |
| | argumentative | free-write | periodical |
| | argumentative essay | humor | plural possessive |
| | article titles* | imperative sentence | poem titles* |
| | autobiography | interrogative sentence | process essay |
| | chronological order | introductory phrase or clause# | satire |
| | clause | introductory word# | short story titles* |
| | cluster | introductory sentence | simple sentence |
| | comma splice | literary analysis | singular possessive |
| | declarative sentence | language | song titles* |
| | direct quotation | literary element | symbolism |
| | exclamatory sentence | movie titles# | syntax |
| | expository writing | multiple viewpoints | word choice |
| | figurative language | mystery | play titles# |
| | fluency | | |
| | formal language | | |
| | *quotation marks, #comma | | |
| | Modifiers: | | |
| | antecedent | dependent clause | prepositional phrase |
| complex sentence | direct object | verb phrase | |
| compound-complex sentence | indirect object | | |
| Research Questions, Sources, Thesis Statement: | | | |
| evaluate sources | plagiarize | research question | |
| evidence | primary and secondary sources | visual support | |
| plagiarism | | | |
| Additional Learning Continuum topics: | | | |
| - Colons, Semicolons | | | |
| - Writing Techniques—Point of View | | | |

Language Usage

| RIT Band + Norms | Concepts to Introduce | | |
|--|--|-----------------------------|------------------------------|
| 211–220 Grade 5, end of year Grades 6 to 10, beginning to end of year | Concepts building on topics from prior RIT bands: | | |
| | adjective clause | imagery | past perfect |
| | adjective phrase | independent clause | past progressive |
| | adverb clause | irony | persuasive argument |
| | analyze | irregular comparative | positive |
| | application | irregular spelling patterns | possessive pronoun |
| | content-specific vocabulary | limerick | present participle |
| | counterargument | main clause | present perfect |
| | dangling modifier | metaphor | professional title |
| | demonstrative | misplaced modifier | relative clause |
| | develop character | movie titles* | rhetorical question |
| | future perfect | noun clause | subjective pronoun |
| | how-to essay | objective pronoun | subordinate clause |
| | hyperbole | onomatopoeia | superlative |
| | idiom | participle | verse |
| | *underline | | |
| | Parallelism: | | |
| | comparative | maintain | shift in verb tense |
| | consistency of verb tense | organization | structure |
| | consistent voice/tone | parallel | |
| 221–230 Grade 11, beginning to end of year | Concepts building on topics from prior RIT bands: | | |
| | active voice | dash | organizational strategy |
| | allegory | epic poem | predicate noun |
| | alliteration | foreshadowing | pronoun-antecedent agreement |
| | appositive# | formal style | rhyme scheme |
| | appropriate tone | infinitive | tragedy |
| | conjunctive adverb | literary response | |
| | consistency of verb voice | | |
| | *underline, #punctuate/abbreviate | | |

Language Usage

| RIT Band + Norms | Concepts to Introduce | | |
|---------------------|--|--------------------|----------------------------------|
| 231–240 | Concepts building on topics from prior RIT bands: | | |
| | anticipate | gerund | nonrestrictive phrase or clause* |
| | colloquialism | indicative mood | |
| | complex list# | italics | reflexive pronoun |
| | ellipsis | nominative pronoun | single quotation marks |
| | | | supporting evidence |
| | *comma, #semicolon | | |