### Focused Reading Skills and Concepts to Introduce, Develop, and Enhance for Comprehending and Analyzing Informational Texts

*(by RIT Score Range from NWEA DesCartes Continuum of Learning)*

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**Skills and Concepts to Enhance Below 170**

- Locates information in short passages (1-3 sentences) with simple sentence structure.
- Paraphrases information in informational text.

**Skills and Concepts to Enhance 171 – 180**

- Locates information in passages (3-10 sentences) of informational text containing 1-6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects.
- Locates and paraphrases information in informational text (3-6 paragraphs).
- Summarizes complex informational text.
- Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high-level vocabulary).
- Describes ideas that are implied in an informational passage.

**Skills and Concepts to Enhance 181 – 190**

- Makes predictions about the content of books based on their titles.
- Draws conclusions from short informational text (1-3 sentences).
- Makes predictions from informational texts (1-3 simple sentences) describing situations.
- Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences).
- Draws conclusions based on information supplied by informational texts.
- Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary).

**Skills and Concepts to Enhance 191 – 200**

- Determines which sentences in an informational passage support the main idea.
- Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text.
- Infers the author's specific/main purpose for an informational passage (persuasive/gather support).
- Infers the author's specific purpose for an informational passage (informative).
- Evaluates to determine the stereotype found in informational text.

**Skills and Concepts to Enhance 201 – 210**

- Identifies the main idea of informational text (3 to 6 simple sentences).
- Identifies details in an informational text.
- Determines the cause for a given effect in informational text.
- Analyzes passages (1-3 complex paragraphs) of informational text (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences).
- Analyzes persuasive/loaded language used in informational text.
- Describes techniques used by an author to create imagery in informational text.

**Skills and Concepts to Enhance 211 – 220**

- Identifies the main idea, supporting details, and directions.
- Identifies main idea, supporting details, and directions.
- Restates supporting details in informational text (1-3 paragraphs).
- Follows directions by choosing the correct order in a passage of informational text.
- Evaluates informational text (1-3 complex paragraphs) to determine the main idea of the passage.
- Evaluates passages to determine the stereotype found in informational text.

**Skills and Concepts to Enhance Above 230**

- Identifies the main idea, supporting details, and directions.
- Identifies main idea, supporting details, and directions.
- Restates supporting details in informational text (1-3 paragraphs).
- Follows directions by choosing the correct order in a passage of informational text.
- Evaluates informational text (1-3 complex paragraphs) to determine the main idea of the passage.
- Evaluates passages to determine the stereotype found in informational text.

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*Kamehameha Schools - Maui / November 25, 2009*