

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> <table border="0" style="width: 100%;"> <tr> <td>axis of symmetry</td> <td>exponential decay</td> <td>polynomials</td> </tr> <tr> <td>binomial</td> <td>exponential growth</td> <td>zeros of a function</td> </tr> <tr> <td>domain</td> <td>monomial</td> <td></td> </tr> </table> <p>Pythagorean Theorem;</p> <p>Trigonometry;</p> <p>Circles:</p> <ul style="list-style-type: none"> chord midpoint 	axis of symmetry	exponential decay	polynomials	binomial	exponential growth	zeros of a function	domain	monomial	
axis of symmetry	exponential decay	polynomials								
binomial	exponential growth	zeros of a function								
domain	monomial									
<p>241–250</p>	<p>Trigonometric Functions / Radian Measure</p> <table border="0" style="width: 100%;"> <tr> <td>cosine</td> <td>sine</td> </tr> <tr> <td>radians</td> <td>tangent</td> </tr> </table> <p>Additional Learning Continuum topics:</p> <p>Rational Functions; Radicals; and Surface Area</p>	cosine	sine	radians	tangent					
cosine	sine									
radians	tangent									
<p>251–260</p>	<p>Concepts building on topics from prior RIT bands:</p> <table border="0" style="width: 100%;"> <tr> <td>arc</td> <td>rotational symmetry</td> </tr> <tr> <td>inscribed angle</td> <td>slant height</td> </tr> </table> <p>Geometric Proof:</p> <ul style="list-style-type: none"> postulate theorem 	arc	rotational symmetry	inscribed angle	slant height					
arc	rotational symmetry									
inscribed angle	slant height									

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		
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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 border="0" 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*																																											
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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 border="0" 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																											
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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
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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		