RLA Course Outline

READING

Key Ideas and Details

Academic Success Skill	Big Ideas to be included	GED Performance Level Descriptors	CCR Anchor Standard	Text-dependent questions	GED Target/Indicator	Complex Resources that Build Knowledge
Find main Idea and Details	-Main idea and supporting details -Summarize and paraphrase -Identify a theme	Comprehend explicit details and main ideas in a text at a satisfactory level Summarize details and ideas in text at a satisfactory level Make sentence-level inferences about details that support main ideas at a satisfactory level Infer implied main ideas in paragraphs and whole texts at a satisfactory level Determine which details support a main idea at a satisfactory level	Reading Anchor 1, Reading Anchor 2, Writing Anchor 9	✓	R.2.1 Comprehend explicit details and main ideas in text. R.2.2 Summarize details and ideas in a text. R.2.6 Identify a theme, or identify which element(s) in a text support a theme. R.3.5 Analyze the roles that details play in complex literary or informational texts.	
Making inferences	-Context clues	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts	Reading Anchor 1, Writing Anchor 9	✓	R.2.3 Make sentence level inferences about details that support main I deas. R.2.4 Infer implied main ideas in paragraphs or whole texts.	
Making evidence-based Generalizations	-Point of view -Compare/contrast -Cause/effect	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations	Reading Anchor 1, Writing Anchor 9	✓	R.2.7 Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting	

					relationship.)	
Drawing conclusions from multiple text ideas	-Context clues -Compare/ contrast passages, data, visual information, ideas, themes	Draw conclusions or make generalizations that require synthesis of multiple main ideas at a satisfactory level Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats, at a strong level Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact, at a strong level	Reading Anchor 1, Reading Anchor 3, Writing Anchor 9	✓	R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text. R.7/R.9 Analyze how two or more texts address similar themes or topics.	
Craft and Structure						
Identifying relationships of text portions (sentences and paragraphs related to the whole)	-Text structures and cohesiveness -Order and sequence -Relationships among individuals, events and ideas	Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose, at a strong level	Reading Anchor 5	✓	R.5 Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole. R.3 Analyze how individuals, events, and ideas develop and interact over the course of a text.	
Identifying point of view—how it's conveyed and how it affects content and style	-Point of view -Context clues -Inference	Determine an author's point of view or purpose in texts, at a strong level	Reading Anchor 6	✓	R.6 Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.	
Integration of Ideas						

| Evaluating an argument—reasoning validity and evidence | -Text structures
-Author claims and reasoning
-Inference
-Textual evidence and argument | Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints, at a strong level

Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another, at a strong level

Identify specific pieces of evidence an author uses in support of claims or conclusions, at a strong level

Evaluate the relevance and sufficiency of evidence offered in support of a claim, at a strong level

Distinguish claims that are supported by reasons and evidence from claims that are not, at a strong level

Assess whether reasoning is valid; identify fallacious reasoning in an argument and evaluate | Reading Anchor 8 | ✓ | R.8.1 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |

		its impact, at a strong level Identify an underlying premise or assumption in an argument and evaluate the support, at a strong level				
Vocabulary	-Context clues -Connotative and figurative meaning -Tone	Analyze the impact of specific words, phrases, or figurative language in texts, with a focus on an author's intent to convey information or construct an argument, at a strong level • Analyze how the structure of a paragraph, section, or passage shapes meaning,	Reading Anchor 4, Language Anchor 5	✓	R.4 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.	
Integrating information from various media	-use illustrations and graphics, charts, and interactive elements to evaluate and integrate information		Reading Anchor 7	✓		
Complex text reading and comprehension (*should be included in every lesson)	n/a		Reading Anchor 10	✓	*The 2014 GED Test will include complex literary and informational texts	
WRITING AND LANGUAGE CONVENTIONS						
Using evidence and valid reasoning for argumentative writing	-Organization of writing -Synthesis of sources -Text structures -Editing and	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting	Writing Anchor 1	✓	W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. W.2 Produce an extended	

	proofreading	evidence or viewpoints, at a strong level			analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.	
		Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another, at a strong level				
		Identify specific pieces of evidence an author uses in support of claims or conclusions, at a strong level				
		Evaluate the relevance and sufficiency of evidence offered in support of a claim, at a strong level				
		Distinguish claims that are supported by reasons and evidence from claims that are not, at a strong level				
		Assess whether reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact, at a strong level				
		Identify an underlying premise or assumption in an argument and				

		evaluate the support, at a strong level				
Examining and conveying information in writing	-Introduction, development, and conclusion of writing ideas in explanatory format -Sequence events to describe experiences		Writing Anchor 2, Writing Anchor 3	✓	R.4.2/L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.	
Conveying tone	-Word choice -Discipline-specific vocabulary		Language Anchor 4			
Producing and editing writing with clear organization and purpose Using grammar and conventions	-Audience awareness -Planning, editing, and revising with assistance -Effective sentence structure -Capitalization and punctuation -Commonly confused words/homonyms -Edit for: *pronouns *subject-verb agreement, *misplaced modifiers, *conjunctions use, *wordiness, *transitional words, *capitalization, *punctuation,	Edit to eliminate non-standard or informal usage, at a strong level Edit to ensure parallelism and proper subordination and coordination, at a strong level Edit to eliminate wordiness or awkward sentence construction, at a strong level Edit to ensure correct use of apostrophes with possessive nouns, at a strong level	Language Anchor 1, Language Anchor 2	✓	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

	and *apostrophes.					
Interpreting words and phrases	-Context clues -Interpreting tone -Word choice and punctuation for effect		Language Anchor 3, Language Anchor 4	✓	R.4.2/L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.	
Using technology to produce and publish writing and collaborate with others	-Word processing -Internet publishing (blog, etc.)		Writing Anchor 6	✓	*On the 2014 GED Test, test-takers will use computers to produce their essays.	
Researching multiple sources to synthesize information	-Synthesis of sources to build knowledge -Aggregate gathered information in writing	Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats, at a strong level

Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact, at a strong level | Writing Anchor 7, Writing Anchor 8 | ✓ | | |
| Drawing evidence from literary and informational texts for analysis, reflection, research | -Responding to text-based prompts | Identify specific pieces of evidence an author uses in support of claims or conclusions, at a strong level | Language Anchor 4 | ✓ | W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. W.3 Write clearly and | |

		Evaluate the relevance and sufficiency of evidence offered in support of a claim, at a strong level			demonstrate sufficient command of standard English conventions.	