Reasoning Through Language Arts (RLA) Instructional Framework

KENTUCKY SKILLS U INSTRUCTIONAL FRAMEWORK SERIES INTRODUCTION

IMPETUS FOR FRAMEWORKS

The Kentucky Skills U Instructional Framework Series was designed to provide a common instructional foundation for all of Kentucky's adult education providers. Local adult educators (who intuitively aligned instruction with college and career readiness standards, student assessment criteria, and program performance metrics) provided the impetus for this project. (In an effort to acknowledge those who inspired this work, contributions of individual Kentucky Adult Educators are signified with a pink highlight throughout the entire framework series.)

Building upon the work done by local providers, a state-level team designed the KY Skills U Instructional Framework Series to align all instruction statewide with the LINCS Professional Development Center State Leadership Self-Assessment Tool, the LINCS Adult Education Teacher Competencies, the Data Recognition Corporation TABE 11/12 Blueprints, and the GED® Testing Service High Impact Indicators (HIIs). The result is a four-framework series comprised of:

- **The Student Framework** – Research and strategies targeted to adult student retention and persistence, aligned with LINCS AE Teacher Competencies
- **The Mathematics Instructional Framework** – Instructional resources aligned with TABE 11/12 levels and GED® HIIs
- **The Reasoning Through Language Arts Instructional Framework** – Instructional resources aligned with TABE 11/12 levels and GED® HIIs
- **The Instructional Technology Framework** – Instructional resources, accompanied by detailed screenshot and video tutorials, aligned with LINCS AE Teacher Competencies

INTENDED USES OF FRAMEWORKS

The KY Skills U Instructional Framework Series **provides comprehensive, assessment-aligned instructional support to adult educators**. The frameworks serve as the basis for intensive, ongoing, job-embedded professional learning in the form of provider-based professional learning communities and targeted, framework-aligned, online professional learning elective courses. The four frameworks also:

- Arm instructional leaders with research-based instructional coaching resources
- Equip providers with relevant instructional technology and distance learning tools to support instruction
- Orient providers with best practice strategies for understanding, recruiting, and retaining adult students
- Prepare volunteer tutors with high-quality instructional resources to support learners

INFORMATION FOR NAVIGATING FRAMEWORKS SUCCESSFULLY

To ensure quick and easy access to resources featured in the frameworks, resources have been color coded, as shown below:

KY Skills U Lesson Bank Lesson (yellow highlight)
Network Resources Open College & Career (NROC) Playlist (light grey highlight)
Open Educational Resource (OER) (no highlight)
Kentucky Skills U Educator Model Lesson Segment (pink highlight)

Videos	*Must download for optimal quality

TABE 11/12 ACCEPTABLE SCORE RANGES

TEST LEVEL	GRADE LEVEL RANGE	MATH	READING	LANGUAGE
L (LIMITED LITERACY)	K - 3RD GRADE	300 - 489	300 - 498	300 – 507
E (EASY)	1ST – 5TH GRADE	376 – 530	389 - 533	358 – 544
M (MEDIUM)	2ND – 8TH GRADE	454 - 589	443 – 572	460 – 580
D (DIFFICULT)	4TH – 10TH GRADE	502 - 654	504 - 615	515- 625
A (ADVANCED)	7TH – 12TH GRADE	541 - 800	540 - 800	552 - 800

Reasoning Through Language Arts (RLA) Instructional Framework

Kentucky Skills U, in conjunction with the Morehead State University Adult Education Academy, is pleased to present this instructional framework for RLA. In the framework, instructional materials from the Kentucky Skills U Lesson Bank, NROC Hippocampus, and Other Education Resources have been aligned with both the Data Recognition Corporation (DRC) TABE 11/12 Blueprints and the GED® Testing Service GED® High Impact Indicators.

College and Career Readiness Standards for Adult Education ELA/Literacy Standards Key:

RI: Reading Informational Text	W: Writing
RL: Reading Literature	WHST: Writing for History/Social Studies, Scientific and Technical Subjects
RH: Reading Historical/Social Studies Text	SL: Speaking and Listening
RST: Reading Scientific and Technical Text	L: Language
	RF: Reading Foundations

The citation at the end of each standard in the following chart identifies the CCRS strand, grade, and number (or standard number and letter, where applicable). For example, RI.4.3 stands for Reading, Instructional Text, Grade 4, Standard 3.

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL
[Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist](#)

LEVEL L High Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
PHONOLOGICAL AWARENESS (23%)	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds phonemes). (RF.K.2.a, RF.K.2.b, RF.K.2.c, RF.K.2.d, RF.K.2.e)	Syllable Types and Word Attack Strategies (IPDAE) Decoding Words Part 1 Playlist
PHONICS AND WORD RECOGNITION (23%)	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3.a, RF.1.3.b, RF.1.3.c, RF.1.d, 1.RF.3.e, RF.1.3.f, RF.1.3.g)	Community Signage
KEY IDEAS AND DETAILS (28%)	RL.1.1	Ask and answer questions about key details in a text.	Employability Skills Lesson 1
CRAFT AND STRUCTURE (16%)	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask Questions to Determine Word Meaning (RI.1.4)
INTEGRATION OF KNOWLEDGE AND IDEAS (10%)		No High Emphasis questions in this category	

LEVEL E High Emphasis

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)		No High Emphasis in this category	
PHONICS AND WORD RECOGNITION (16%)	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3a, RF.3.3b, RF.3.3.c, RF.3.3.d)	Decoding Words Part 2 Playlist (RF.3.3)
KEY IDEAS AND DETAILS (37%)	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Complete and Partial Baths SMART Goal-Setting Understanding Employer's Expectations What is Your Why?

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL
Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Read for Main Ideas and Details Playlist (RI.3.2)
CRAFT AND STRUCTURE (32%)	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Academic Vocabulary (IPDAE)

LEVEL M High Emphasis

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the Main Idea The Main Idea: Boston Tea Party Themes in Short Stories (IPDAE)
KEY IDEAS AND DETAILS (47%)	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Creativity Through Systems Thinking Determine the Main Idea Goal Boosters vs. Goal Busters Healthcare Worker Importance of Following Directions Introduction to the Study Guide The Main Idea: Boston Tea Party Social Studies and Systems Using the Internet as Your Career Compass
	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5S System of Lean Manufacturing Analyzing the Effects of Reducing, Reusing, and Recycling—Can You Make a Difference? End of Life Care Social Studies and Systems Workplace Systems Informational Text: It Reads Differently (IPDAE)
CRAFT AND STRUCTURE (42%)	RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	First Things First Getting Your Bearings Importance of Sleep Researching the Job Market to Investigate Take-Home Salaries The Legos of Language The Main Idea: Boston Tea Party What Dream Picked You?

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
			Your Mission Statement **The Following Have a Few Vocabulary Words in Context:** Healthcare Worker Importance of Following Directions Identifying Hazards Intro to OSHA Lesson 3: Organizational Communication SMART Goal-Setting Speaking and Listening The Words We Live By Vaccinations
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)		No High Emphasis questions in this category	

LEVEL D High Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Being a Good Employee Close Reading Strategies—Industrialization and Child Labor Communicating Across Cultures Complete and Partial Baths Construction & Trades: Career Exploration Don't Let Cost Be Your Goal Buster: Ways to Pay for Higher Education Educate, Respect, and Protect Yourself Employee Performance and Etiquette Expert Testimony—Research and Compilation of Data to Support a Claim Extended Response Following Multi-Step Procedures for Trade Jobs Gender Pay Gap Gifted: Finding Your Multiple Intelligences Health Science Careers in Therapeutic Services: The Ability to Work as a Team Is it Poetic Justice--Interpreting Literature Just the Facts Ma'am—Explicit Meanings of Texts Making Inferences in Articles about Trade Jobs

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
			Survey of Support Services and Informatics Team Work and Problem Solving TDL Extended Response Part 1: Analyzing the Evidence in the Texts What Did I Just Say? What's It All About? Logical Inferences and Citing Evidence Word Choice in Texts for Energy Jobs Determining the Meaning and Making Inferences through Text Connections (IPDAE) Looking for Evidence (IPDAE)
	RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	Construction & Trades: Career Exploration Employee Performance and Etiquette Expert Testimony—Research and Compilation of Data to Support a Claim Following Multi-Step Procedures for Trade Jobs Gender Pay Gap Healthcare Careers in Diagnostic Services: Observing for Detecting and Diagnosing "What are the Signs and Symptoms and Why Do They Matter?" Healthcare Worker Importance of Following Directions Just the Facts Ma'am—Explicit Meanings of Texts Making Inferences in Articles about Trade Jobs Survey of Support Services and Informatics TDL Extended Response Part 1: Analyzing the Evidence in the Texts What Did I Just Say? What's It All About? Logical Inferences and Citing Evidence Word Choice in Texts for Energy Jobs
	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A Drug-free Workplace Active Listening and Lineman Interviews Compare and Contrast with the Battle of Gettysburg Determine the Main Idea Health Science Careers in Diagnostic Services: Diagnostic Questioning OLD CARTS and SOAP Notes Health Science Careers in Diagnostic Services: Differentiating Between Drug Use, Misuse, and Abuse Health Science Careers in Diagnostic Services: People Skills in Healthcare Settings Healthcare Worker Importance of Following Directions Introduction to the Study Guide

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
			Netiquette Re-ordering the Sequence of Events with Transportation Texts: Sequencing to Summarizing Summarizing Workplace Texts: The Power Grid The Main Idea: Boston Tea Party Understanding Systems Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing Using the Internet as Your Career Compass Weight and Weightlessness: Themes of The Things They Carried Comprehending Complex Informational Texts (IPDAE) Finding the Central Idea and Supporting Details(IPDAE)
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	5S System of Lean Manufacturing Climax on the Rainy River: Character, Setting, and Plot Devices Forklift Safety End of Life Care Part 2 of Essay on a Goal Achiever: Writing the First Draft TDL Extended Response Part 2: Transitions are Like Road Signs The Chain of Command for Major TDL Companies
CRAFT AND STRUCTURE (38%)	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Dateline Chappaquiddick—Analyzing One of the Top 100 Speeches of the 20th Century First Things First Gettin' Real with Gettysburg Healthcare Careers in Diagnostic Services: Vocabulary for Interpreting Charts and Print Outs Is that Gun Loaded? Effects of Structure and Word Choices on Meaning My Bedside Manners: Putting Thoughts into Written Word Power/Energy Vocabulary in Context Sticks and Stones The Vocabulary of Saving and Investing Money Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing Welding Terminology, Joint and Weld Types, Diagrams and Symbols **The following lessons have a few vocabulary words in context:** A Drug-free Workplace

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
20th			Researching the Job Market to Investigate Take-Home Salaries Figurative Language in Informational Text: A Closer Look at Print Media (IPDAE) Understanding and Using Multiple Meaning Words: A Three-Part Lesson (IPDAE) and Links to Word Meaning PowerPoints What is Figurative Language? Powerpoint (IPDAE)
	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Understanding Nonfiction Text Structure (IPDAE) Identifying Text Structure Lesson 1 Identifying Text Structure Lesson 1: Answers Identifying Text Structure Lesson 7: Revolutionary War Identifying Text Structure Lesson 7: Answers
	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Dateline Chappaquiddick—Analyzing One of the Top 100 Speeches of the 20th Century Health Science Careers in Diagnostic Services: Differentiating Between Drug Use, Misuse, and Abuse I Approve This Message Word Choice in Texts for Energy Jobs
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Believe It or Not—Checking the Facts Comparing Arguments Between Texts: To Build or Not to Build? GED Extended Response Lesson1: Analyzing the Evidence Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing an Extended Response TDL Extended Response Part 1: Analyzing the Evidence in the Texts Uranium--Friend or Foe, Comparative Analysis in Science

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVEL

Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist

LEVEL A High Emphasis

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Part 1 of Essay on a Goal Achiever Making Inferences and Drawing Conclusions Playlist (RI.9-10.1)
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Weight and Weightlessness: Themes of The Things They Carried Reading for Main Ideas, Details, Implied Meaning, and Summary Playlist (RI.9-10.2) Reading Activity 2: Main Ideas Playlist (RI.9-10.2) Reading Activity 3: Implied Meanings Playlist (RI.9-10.2)
CRAFT AND STRUCTURE (42%)	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Welding Terminology, Joint and Weld Types, Diagrams and Symbols The Power of Words (IPDAE)
	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading Activity 5: How an Author Develops Ideas Playlist (RI.9-10.5)
	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Reading for POV, Purpose, and Audience Playlist (RI.9-10.6) Reading Activity 1: The Penny Debate Playlist (RI.9-10.6)
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Believe It or Not—Checking the Facts Evaluating Evidence and Sources Playlist (RI.9-10.8) Reading Activity 4: Interpreting Bias Playlist (RI.9-10.8) Reading Activity 10: Evaluating the Evidence in a Student Paper Playlist (RI.9-10.8)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVEL
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LEVEL L Medium Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
PHONOLOGICAL AWARENESSS (23%)		No Medium Emphasis questions in this category	
PHONICS AND WORD RECOGNITION (23%)		No Medium Emphasis questions in this category	
KEY IDEAS AND DETAILS (28%)	RI.1.2	Identify the main topic and retell key details of a text.	Jazz Music Men Who Walked on the Moon Patricia Bath The Story of Martin Luther King Jr. The Telephone, The Lightbulb, and Lewis Latimer
	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Set 1: A Hero in Disguise and Meet Rosa Parks Set 2: The Golden Gate Bridge and London's Tower Bridge Set 3: The American Bird and The Liberty Bell
CRAFT AND STRUCTURE (16%)	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Nonfiction Text Features Video Text Features Practice Assessment
INTEGRATION OF KNOWLEDGE AND IDEAS (10%)		No Medium Emphasis questions in this category	

LEVEL E Medium Emphasis

LEVEL E	STANDARD	STANDARD DESCRIPTION	RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Interpreting Photographs: A First Step in Understanding Texts (IPDAE) RI.3.7 Learning Map Skills Video Nonfiction Text Features Video Why Illustrations Are Important: Video
PHONICS AND WORD RECOGNITION (16%)	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3.a, RF.2.3.b, RF.2.3.e, RF.2.3.f)	Word Analysis Strategy Video Key Word List for Practice with Word Analysis Strategy

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVEL

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LEVEL E	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (37%)	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Analyzing the Effects of Reducing, Reusing, and Recycling—Can You Make a Difference? Part 2 of Essay on a Goal Achiever: Writing the First Draft Website for U.S. History Timelines
CRAFT AND STRUCTURE (32%)	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	eSpark Learning: Using Text Features Framing Video Online Research: Tips for Effect Search Strategies Video
	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Set 1: A Day to Celebrate Earth and A Day to Celebrate Earth Question Set Set 2: Give Thanks! and Give Thanks! Question Set
	RI.3.6	Distinguish their own point of view from that of the author of a text.	First-Person View, the Holocaust, and Japanese Internment Camps Author's Point of View and Cultural Context

LEVEL M Medium Emphasis

LEVEL M	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Back It Up-Recognizing How Authors Support Their Arguments Benchmarks: How Interviews Drive the Hiring Process Goal Boosters vs. Goal Busters Lesson 1: Professional Assessments The Words We Live By We Did It! So Can You! You Are an Internet Explorer Explicit vs. Implicit Details Instructional Video Making Inferences Video
	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Back It Up-Recognizing How Authors Support Their Arguments Making Inferences in Literature Making Inferences Instructional Video
CRAFT AND STRUCTURE (42%)	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Figurative Language in Informational Text: A Closer Look at Print Media (IPDAE) What is Figurative Language? Powerpoint (IPDAE)
	RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	First Things First The 5 Types of Text Structure: Video Understanding Nonfiction Text Structure (IPDAE)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVEL

LEVEL M	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Back It Up--Recognizing How Authors Support Their Argument Compare and Contrast with the Battle of Gettysburg Consider the Source--Exploring Effects of Point of View, Worldview, and Life Experiences Discussing Views on Surface Mining End of Life Care Questioning the Author (IPDAE) RI.5.6
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Building a Resume Dateline Chappaquiddick—Analyzing One of the Top 100 Speeches of the 20th Century Employability Skills Lesson 2 Getting Your Bearings How the Industrial Revolution Leads to the Roaring Twenties Using Job Skills to Choose a Career What Footprint Will You Leave? Synthesizing and Presenting Information Graphically
	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Author's Point of View Is it Poetic Justice--Interpreting Literature Re-ordering the Sequence of Events with Transportation Texts: Sequencing to Summarizing

LEVEL D Medium Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Finding Evidence that Supports an Opinion (IPDAE) RI.5.8 Looking for Evidence (IPDAE) (RI.5.8)
KEY IDEAS AND DETAILS (47%)	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Compare and Contrast with the Battle of Gettysburg Determine the Main Idea Re-ordering the Sequence of Events with Transportation Texts: Sequencing to Summarizing Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing Weight and Weightlessness: Themes of The Things They Carried Themes in Short Stories (IPDAE)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVEL

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CRAFT AND STRUCTURE (38%)	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Is That Gun Loaded? Effect of Structure and Word Choice on Meaning Power/Energy Vocabulary in Context Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing Understanding Literary Text: What's in a Sonnet? (IPDAE) RL.6.4
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)		No Medium Emphasis questions in this category	

LEVEL A Medium Emphasis

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS(47%)	RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Primary and Secondary Sources Instructional Video Primary Sources: Looking for the Answer in the Constitution (IPDAE) The Bill of Rights is in the News! (IPDAE) A Primary Source by Olaudah Equiano Secondary Source: The Middle Passage Primary Source: Declaration of Independence Secondary Source: Analysis of the Declaration of Independence Primary Source: The Virginia Declaration of Rights Primary Source: Transcript of the Gettysburg Address Secondary Source: Slavery, the Civil War & Reconstruction: Gettysburg and the Gettysburg Address
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Weight and Weightlessness: Themes of The Things They Carried Grace's Painful Pattern Repeated: See It? The Gift of the Magi
	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Climax on the Rainy River: Character, Setting, and Plot Devices Why Do Cave Fish Lose Their Eyes?
	RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Identifying Causes and Effects The Mayflower Native American Conflicts

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVEL

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	Scientific Inquiry: Which Falls Fastest? (IPDAE) Click "Sample Assignment" and "Example" on this link: Sample Assignment: Scientific Experiment Click "Sample Assignment" and "Quiz Questions" on this link: Quiz over Science Experiment
CRAFT AND STRUCTURE (42%)	RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	Welding Terminology, Joint and Weld Types, Diagrams and Symbols Antibiotic Resistance (IPDAE) **Instructors must create a free Readworks account:** Everyday Energy How small can transistors get? How to Make a Better Robot Human Microbiome: The Role of Microbes in Human Health
	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Analyze the Effectiveness of an Argument Reading Activity 8 Playlist (RI.11-12.5)
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)		No Medium Emphasis questions in this category	

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVELS

LEVEL L Low Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
PHONOLOGICAL AWARENESS (23%)		No Low Emphasis questions in this category	
PHONICS AND WORD RECOGNITION (23%)		No Low Emphasis questions in this category	
KEY IDEAS AND DETAILS (28%)		No Low Emphasis questions in this category	
CRAFT AND STRUCTURE (16%)		No Low Emphasis questions in this category	
INTEGRATION OF KNOWLEDGE AND IDEAS (10%)	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Health Science Careers in Therapeutic Services: The Ability to Work as a Team Part 1 Introduction to Concept: Main Idea vs. Key Details Video **Instructors must create a free account to access Newsela:** Boy Uncovers Treasure that Might Have Belonged to Danish King Long Ago Friendly-faced Water Wheel Keeps Baltimore Harbor Clean Social Media, Music Become Entry Points for Kids' Interest in Poetry
	RI.1.8	Identify the reasons an author gives to support points in a text.	**Instructors must create a free account to access Newsela:** Pro/Con: Mandatory Vaccinations PRO/CON: Should our next Census ask about Citizenship Status? PRO/CON: Is it Time to Pass Tough Gun Control Laws? PRO/CON: Should all High Schoolers take Courses in Personal Finance?

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVELS

LEVEL E Low Emphasis

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)	RI.2.8	Describe how reasons support specific points the author makes in a text.	**Instructors must create a free Newsela account:** Pro/Con: Mandatory Vaccinations PRO/CON: Should our Next Census ask about Citizenship Status? PRO/CON: Is it Time to Pass Tough Gun Control Laws? PRO/CON: Should all High Schoolers take Courses in Personal Finance?
PHONICS AND WORD RECOGNITION (16%)		No Low Emphasis in this category	
KEY IDEAS AND DETAILS (37%)		No Low Emphasis in this category	
CRAFT AND STRUCTURE (32%)	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	What is Your Why? eSpark Learning: Nonfiction Text Features Instructional Video (RI.2.5) Non-fiction Text Features Video

LEVEL M Low Emphasis

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	We Did It! So Can You! Inferences Worksheet 2 Inference Worksheet 2: Answers Inferences Worksheet 4 Inferences Worksheet 4: Answers **Instructors must create a free account to access Readworks:** Siblings Siblings Question Set What's for Breakfast? Narrative Fiction What's for Breakfast? Question Set

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LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Back It Up—Recognizing How Authors Support Their Argument Goal Boosters vs. Goal Busters Importance of Sleep Intro to OSHA Intro to the Study Guide Safety in the Working Environment Speaking and Listening Uranium-Friend or Foe, Comparative Analysis Vaccinations You Are an Internet Explorer Your Employee Benefits Inferences Worksheet 5 Inferences Worksheet 5: Answers
CRAFT AND STRUCTURE (42%)	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Teaching Text Structures for Non-Fiction Reading Video for Teachers Text Structures and Signal Words Helpful Handout 5 Text Structures and Signal Words Handout Identifying Text Structure Worksheet 5 Identifying Text Structure Worksheet 5:Answers Identifying Text Structure Worksheet 4: Pizza Identifying Text Structure Worksheet 4: Answers Identifying Text Structure Worksheet 8: Smart Phones Identifying Text Structure Worksheet 8: Answers Using Quotes and Comparing and Contrasting Structure: The Invention of Basketball (RI.5.5)
	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	Character Point of View Fiction Writing Lab Narrator Point of View
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)		No Low Emphasis questions in this category	

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LEVEL D Low Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Respect, Educate, and Protect Yourself Gender Pay Gap Primary and Secondary Sources Instructional Video Persifor Frazer's Letters Activity Revolutionary Perspectives
	RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Active Listening and Lineman Interviews Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing an Extended Response Summarizing Workplace Texts: The Power Grid
	RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Amending America: How Do We Amend? Video The History and Process of Voting
	RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Following Multi-Step Procedures for Trade Jobs Khan Academy The Scientific Method Khan Academy Controlled Experiments
CRAFT AND STRUCTURE (38%)	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	"Harlem (A Dream Deferred)" Instructional Video (RL.6.5)
	RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Dateline Chappaquiddick--Analyzing One of the Top 100 Speeches of the 20th Century I Approve This Message Word Choice in Texts for Energy Jobs The Author's Purpose for Writing Video The Author's Point of View in Writing Video The Author's Tone in Writing Video

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVELS

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
INTEGRATION OF KNOWLEDGE AND IDEAS (15%)	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Analyzing the Effects of Reducing, Reusing, and Recycling--Can You Make a Difference? Consider the Source-Exploring the Effects of Point of View, Worldview, and Life Experiences Digital Fluency and Final Test Getting Your Bearings Health Science Careers in Diagnostic Services: Observing for Detecting and Diagnosing "What are Signs and Symptoms and Why Do They Matter?" Health Science Careers in Therapeutic Services: The Desire to Help Patients Heal I Approve This Message Is that Gun Loaded? Effects of Structure and Word Choices on Meaning Make a Salt Map Using the Internet as Your Career Compass We Did It! So Can You! What Footprint Will You Leave? Synthesizing and Presenting Information Graphically Word Choice in Texts for Energy Jobs
	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Construction & Trades: Career Exploration Getting Your Bearings Identifying Hazards Make a Salt Map Summarizing Workplace Texts: The Power Grid Using the Internet as Your Career Compass What Footprint Will You Leave? Synthesizing and Presenting Information Graphically

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LEVEL A Low Emphasis

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
KEY IDEAS AND DETAILS (47%)	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Part 1 of Essay on a Goal Achiever An Occurrence at Owl Creek Bridge by Ambrose Bierce "An Occurrence at Owl Creek Bridge" Study Guide "Split Cherry Tree" by Jesse Stuart
	RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	A Room-Sized Computer in Your Digital Music Player A Room-Sized Computer Text-Dependent Questions Digitized Signals Are the Future of the Black Box Digitized Signals Text-Dependent Questions Small Wonders (Science and Nutrition) Small Wonders Text-Dependent Questions
	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Researchers Beginning to Better Understand False Memory Formation (Psychology) Using Cellphones and Computers to Transmit Information (Technical) Variation of Traits (Science)
CRAFT AND STRUCTURE (42%)	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	"The Gift of The Magi" Grace's Painful Pattern Repeated; See It? Loveliest of Trees Ozymandias "Ozymandias" Question Set
	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	"Fish Cheeks" by Amy Tan My Mother Pieced Quilts Poem My Mother Pieced Quilts Video
	RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Satire Part 1 Instructional Video Satire Part 2 Instructional Video Ask students to write a sentence frame (from Satire Part 2 Video) for the following: Sample Satire: Magnasoles

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
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LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
	RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Primary Sources: Plessy v. Ferguson PRO/CON: Should our Next Census Ask about Citizenship Status?
INTEGRATION OF KNOWLEDGE AND IDEAS (11%)		No Low Emphasis questions in this category	

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 HIGH EMPHASIS LEVELS

Note: This section break signals transition from Reading CCRS to Language and Writing CCRS.

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LEVEL L High Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (66%)	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1.a, L.1.1.b, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h, L.1.1.i, L.1.1.j)	Parts of Speech Playlist (L.1.1)
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2.a, L.1.2.b, L.1.2.c, L.1.2.d, L.1.2.e)	Prepositional Phrases, Subjects and Verbs, and End Punctuation Playlist (L.1.2)
VOCABULARY ACQUISITION AND USE (34%)	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (L.1.4.a, L.1.4.b, L.1.4.c)	Understanding Affixes to Unlock Meaning (IPDAE) Using Context Clues to Clarify the Meaning of an Unknown Word (IPDAE)
	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5.a, L.1.5.b, L.1.5.c, L.1.5.d)	Word Relationships Prezi Nuances of Meaning Video

LEVEL E High Emphasis

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (48%)	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1.a, L.2.1.b, L.2.1.d, L.2.1.f)	Functions of the Parts of Speech Playlist (L.2.1) Agreement: Subject-Verb and Pronoun-Antecedent Playlist (L.2.1)
	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1.a, L.3.1.b, L.3.1.c, L.3.1.d, L.3.1.e, L.3.1.f, L.3.1.g, L.3.1.h, L.3.1.i)	Independent and Dependent Clauses Playlist (L.3.1)
	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2.a, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e)	Apostrophes Playlist (L.2.2) Capitalization Playlist (L.2.2)
	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2.a, L.3.2.b, L.3.2.c, L.3.2.d, L.3.2.e, L.3.2.f, L.3.2.g)	Top 10 Spelling Rules Instruction Academic Words to Learn to Spell

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LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
VOCABULARY ACQUISTION AND USE (22%)	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4.a, L.2.4.b, L.2.4.c, L.2.4.d, L.2.4.e)	Determining the Meaning of New Words Playlist (L.2.4)
	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Employability Skills for the Workplace (IPDAE)
TEXT TYPES AND PURPOSES (30%)	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d)	Writing Opinion Pieces Playlist (W.3.1)
	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d)	Writing Informational Texts Playlist (W.3.2)

LEVEL M High Emphasis

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1.a, L.4.1.b, L.4.1.c, L.4.1.d, L.4.1.e, L.4.1.f, L.4.1.g)	My Bedside Manners: Putting Thoughts into Written Word Commonly Confused Words Playlist (L.4.1)
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2.a, L.4.2.b, L.4.2.c, L.4.2.d)	Employability Skills Lesson 2
	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2.a, L.5.2.b, L.5.2.c, L.5.2.d, L.5.2.e)	Commas Part 1: Quotations, Items in a Series, Intro Phrases and Clauses, and Coordinating Conjunction in a Compound Sentence Playlist (L.5.2) Comma Splices Playlist (L.5.2)
KNOWLEDGE OF LANGUAGE (5%)		No High Emphasis questions in this category	
VOCABUARY ACQUISITION AND USE (26%)	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies. (L.4.4.a, L.4.4.b, L.4.4.c)	Introduction to Idioms Video about Idioms Article with Hyperlinks to 30 Most Common Idioms Idioms Practice and Idioms Practice Answers

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LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
			Determining the Meaning of Unknown Words Playlist (L.4.4)
TEXT TYPES AND PURPOSES (25%)	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d)	First-Person View, the Holocaust, and Japanese Internment Camps My POV About Surface Mining Using Evidence to Support Point of View or Opinions (IPDAE)
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e)	Complete and Partial Baths You Are an Internet Explorer

LEVEL D High Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1.a, L.6.1.b, L.6.1.c, L.6.1.d, L.6.1.e)	Active or Passive Voice--Which is Best? (IPDAE) Finding Errors in Real World Materials (IPDAE) Active Vs. Passive Voice Playlist (L.6.1) Creating Concise Sentences Playlist (L.6.1) Dashes Playlist (L.6.1) Modifiers Playlist (L.6.1) Verb Tense Shift Playlist (L.6.1)
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6.2.a, L.6.2.b)	Everyday Edit TDL Extended Response Part 3: Writing the Response Commas Part 2: Nonrestrictive Elements, Interrupters, and Coordinate Adjectives Playlist (L.6.2) Sentence Fragments and Run-ons Playlist (L.6.2)
	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2.a, L.8.2.b, L.8.2.c)	Commas and Dashes in Workplace Writing
KNOWLEDGE OF LANGUAGE (10%)		No High Emphasis questions in this category	

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LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
VOCABULARY ACQUISTION AND USE (23%)	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d)	Health Science Careers in Diagnostic Services: Vocabulary for Interpreting Charts and Print Outs Power/Energy Vocabulary in Context The Vocabulary of Saving and Investing Money Determining the Meaning of Unknown Words (IPDAE) Determining the Meaning of Unknown Words Playlist (L.6.4)
TEXT TYPES AND PURPOSES (23%)	W.7.1	Write arguments to support claims with clear reasons and relevant evidence. (W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e)	Expert Testimony--Research and Compilation of Data to Support a Claim Extended Response TDL Extended Response 3: Writing the Response Uranium-Friend or Foe, Comparative Analysis in Science Are Cell Phones Safe? Creating a Constructed Response (IPDAE)

LEVEL A High Emphasis

LEVEL A (AE-LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
VOCABULARY ACQUISTION AND USE (23%)		No High Emphasis questions in this category	
CONVENTIONS OF STANDARD ENGLISH (52%)	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1.a, L.9-10.1.b)	Knowing What's Expected on the GED Extended Response (Grammar and Usage) (IPDAE) Parallel Structure Playlist (L.9-10.1) Revising Your Work Playlist (L.9-10.1) Sentence Variety Playlist (L.9-10.1)
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2.a, L.9-10.2.b, L.9-10.2.c)	Semicolons and Colons Playlist (L.9-10.2)
TEXT TYPES AND PURPOSES (25%)	WHST.9-10.1	Write arguments focused on discipline-specific content. (WHST.9-10.1.a, WHST.9-10.1.b, WHST.9-10.1.c, WHST.9-10.1.d, WHST.9-10.1.e)	Weight and Weightlessness: Themes of The Things They Carried Persuasive Writing Extensive Resource Playlist (WHST.9-10.1)

	WHST.9-10.2	Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes. (WHST.9-10.2.a, WHST.9-10.2.b, WHST.9-10.2.c, WHST.9-10.2.d, WHST.9-10.2.e, WHST.9-10.2.f)	Creating a Resume Informative Essay Playlist (WHST.9-10.2)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 MEDIUM EMPHASIS LEVELS

LEVEL L Medium Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (66%)	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1.a, L.K.1.b, L.K.1.d, L.K.1.e, L.K.1.f)	A Little Help with Capitals at Purdue's OWL (Online Writing Lab) (L.K.1) Parts of Speech Overview at Purdue's OWL Explanation of Parts of Speech Video Basic Sentence Structure Video Spelling Exercises (L.K.1)
VOCABULARY ACQUISITION AND USE (34%)		No Medium Emphasis questions in this category	

LEVEL E Medium Emphasis

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (48%)		No Medium Emphasis questions in this category	
VOCABULARY ACQUISITION AND USE (22%)		No Medium Emphasis questions in this category	
TEXT TYPES AND PURPOSES (30%)		No Medium Emphasis questions in this category	

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LEVEL M Medium Emphasis

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1.a, L.5.1.b, L.5.1.c, L.5.1.d, L.5.1.e)	Landmarks-The Role of Job Descriptions My Bedside Manners: Putting Thoughts into Written Word Commonly Confused Words at the OWL at Purdue (L.5.1) Run-ons (L.5.1) Sentence Fragments (L.5.1) Verb Tense at the OWL at Purdue (L.5.1) Tense Consistency at the OWL at Purdue (L.5.1)
KNOWLEDGE OF LANGUAGE (5%)	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3.a, L.5.3.b)	Combining Sentences (IPDAE) L.5.3 Peer Revision and Editing (IPDAE) L.5.3
VOCABULARY ACQUISITION AND USE (26%)	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	100 Plus Word Parts to Make You Smarter (L.4.6) 25 Vocabulary Lessons for Intermediate Adult Learners (Appalachian State University)
TEXT TYPES AND PURPOSES (25%)		No Medium Emphasis questions in this category	

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LEVEL D Medium Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1.a, L.8.1.b, L.8.1.c, L.8.1.d)	Consider the Source--Exploring Effects of Point of View, World View, and Life Experiences Dangling Modifiers and How To Correct Them at the OWL at Purdue Gerunds at the OWL at Purdue Participles at the OWL at Purdue Infinitives at the OWL at Purdue Parallel Structure at the OWL at Purdue Overview of Punctuation at the OWL at Purdue Using Pronouns Clearly at the OWL at Purdue
KNOWLEDGE OF LANGUAGE (10%)		No Medium Emphasis questions in this category	
VOCABULARY ACQUISITION AND USE (23%)	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Gifted: Finding Your Multiple Intelligences Power/Energy Vocabulary in Context The Legos of Language The Vocabulary of Saving and Investing Money Welding Terminology, Joint and Weld Types, Diagrams and Symbols
TEXT TYPES AND PURPOSES (23%)	WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (WHST.6-8.2.a, WHST.6-8.2.b, WHST.6-8.2.c, WHST.6-8.2.d, WHST.6-8.2.e, WHST.6-8.2.f)	A Drug-free Workplace A Failure to Communicate Commas and Dashes in Workplace Writing Construction & Trades: Career Exploration GED Success Stories and Steps to Higher Education Health Science Careers in Diagnostic Services: Differentiating Between Drug Use, Misuse, and Abuse Health Science Careers in Diagnostic Services: What Are the Careers and What Do They Involve? Organizing a Work Correspondence Part 2 of Essay on a Goal Achiever: Writing the First Draft Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing Writing with a Purpose (IPDAE) WHST.6-8.2

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LEVEL A Medium Emphasis

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
VOCABULARY ACQUISITION AND USE (23%)	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4.a, L.11-12.4.b, L.11-12.4.c, L.11-12.4.d)	Finding the Meaning of "Alleviate," "Ineffecient," and "Measure" in "Measure R" Finding the Meaning of "Digital" and "Transmit" in "Using Cell Phones and Technology to Transmit Information" Finding the Meaning of "Mandate," "Proclaim," and "Steadfast" in "Selma to Montgomery" Multiple-Meaning Words Worksheets Use Dictionary.com to Look up Words with Multiple Meaning Words
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Health Care Jobs List of Academic Vocabulary Words L.11-12.6 **For these Newsela articles, change the Lexile score to MAX:** Cellphones gaining acceptance inside U.S. schools (L.11-12.6) Issue Overview: Chemical Weapons (L.11-12.6) That pilot in the cockpit may someday be a robot (L.11-12.6)
CONVENTIONS OF STANDARD ENGLISH (52%)		No Medium Emphasis questions in this category	
TEXT TYPES AND PURPOSES (25%)	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1.a, W.9-10.1.b, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e)	Weight and Weightlessness: Themes of The Things They Carried Are Cell Phones Safe? Creating a Constructed Response (IPDAE) W.9-10.1 Analyzing Your Own Writing (IPDAE) W.9-10.1 Looking for Evidence (IPDAE) W.9-10.1

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVEL
Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist

LEVEL L Low Emphasis

LEVEL L (AE-CCR LEVEL A)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (66%)	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d)	Capitalization Rules Acronym MINTS Video Capitalization Practice Capitalization Practice Answers Spelling Games for Adults Online Spelling/Typing Practice Short and Long Vowels Video Short Vowel Sounds Video Long Vowels Video Short and Long Vowels Exercise
VOCABULARY ACQUISITION AND USE (34%)		No Low Emphasis questions in this category	

LEVEL E Low Emphasis

LEVEL E (AE-CCR LEVEL B)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (48%)		No Low Emphasis in this category	
VOCABULARY ACQUISITION AND USE (22%)	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5.a, L.3.5.b, L.3.5.c)	eSpark Learning: Word Relationships Instructional Video (L.3.5a) Multiple Meanings Worksheet (L.3.5) Homophones Practice Shades of Meaning Worksheet (L.3.5)
	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Choose 2-3 Community from the drop-down bar: Vocabulary Which Word? Sentences Game Which Word Worksheet Choose K-2 Spring from the drop down bar: Vocabulary Match It Sentences Game Vocabulary Match It Sentences Worksheet Adjective or Adverb Practice
TEXT TYPES AND PURPOSES (30%)		No Low Emphasis questions in this category	

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REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVEL

LEVEL M Low Emphasis

LEVEL M (AE-CCR LEVEL C)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)		No Low Emphasis questions in this category	
KNOWLEDGE OF LANGUAGE (5%)		No Low Emphasis in this category	
VOCABULARY ACQUISITION AND USE (26%)	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	TDL Extended Response Part 2: Transitions are Like Road Signs Transitional Words and Phrases and Their Meanings Transitional Words Chart Transitional Words Chart with Illustrations Transitions Worksheet Transitions Activity
TEXT TYPES AND PURPOSES (25%)		No Low Emphasis questions in this category	

LEVEL D Low Emphasis

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
CONVENTIONS OF STANDARD ENGLISH (44%)	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.7.1.a, L.7.1.b, L.7.1.c)	Accessory After the Fact--Tending to Editing and Word Choice Consider the Source--Exploring Effects of Point of View, Worldview, and Life Experiences Active and Passive Voice Instruction and Worksheet Active and Passive Voice Additional Practice Gerunds, Participles, and Infinitives Instruction and Worksheets Pronoun Case Instructional Video (First 6 Min) Pronoun Case Worksheet Pronoun Case Worksheet Answers Pronoun Antecedent Agreement Worksheet Pronoun Antecedent Agreement Answers Verb Mood Instruction Shifts in Voice or Mood (Verbs) Types of Clauses and Functions Sentence Combining (Types of Sentences) Worksheet

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVEL

[Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist](#)

LEVEL D (AE-CCR LEVEL D)	STANDARD	STANDARD DESCRIPTION	RESOURCES
			Misplaced and Dangling Modifiers Instruction and Practice Active and Passive Voice Playlist Agreement Playlist Modifiers Hippocampus Playlist
	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2.a, L.7.2.b)	Commas and Dashes in Workplace Writing Everyday Edit TDL Extended Response Part 3: Writing the Response Commas Instruction Commas, Semicolons, and Colons Powerpoint Semicolon or Comma? Worksheet Semicolon or Comma Worksheet Answers
KNOWLEDGE OF LANGUAGE (10%)	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3.a, L.6.3.b)	Listening and Speaking Skills: The Wisdom of a Third Grade Dropout TDL Extended Response Part 2: Transitions are Like Road Signs
	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3.a)	Listening and Speaking Skills: The Wisdom of a Third Grade Dropout TDL Extended Response Part 2: Transitions are Like Road Signs
VOCABULARY ACQUISITION AND USE (23%)		No Low Emphasis questions in this category	
TEXT TYPES AND PURPOSES (23%)		No Low Emphasis questions in this category	

LEVEL A Low Emphasis

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
VOCABULARY ACQUISITION AND USE (23%)		No Low Emphasis questions in this Category	
CONVENTIONS OF STANDARD ENGLISH (52%)		No Low Emphasis questions in this Category	

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
TABE 11/12 LOW EMPHASIS LEVEL

LEVEL A (AE-CCR LEVEL E)	STANDARD	STANDARD DESCRIPTION	RESOURCES
TEXT TYPES AND PURPOSES (25%)	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2.a, W.9-10.2.b, W.9-10.2.c, W.9-10.2.d, W.9-10.2.e, W.9-10.2.f)	Writing an Explanatory Essay (EngageNY) Informative/Explanatory Writing Playlist (W.9-10.2)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

Source: https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf

GED® High Impact Indicator	College and Career Readiness Standard	Correlating Lessons, Playlists, and Open Educational Resources
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.1.3 RI.3.3 RI.4.3 RI.8.3 RH.6-8.3 RST.6-8.3 RI.11-12.3 RH.9-10.3 RST.9-10.3	**ORDER SEQUENCE OF EVENTS IN INFORMATIONAL TEXTS:** **CCR Level C/NRS Level 3** Social Studies and Systems Analyzing the Effects of Reducing, Reusing, and Recycling—Can You Make a Difference? (Note: Partial alignment to steps to recycling) **CCR Levels C-D/NRS Level 3-4** 5S System of Lean Manufacturing End of Life Care First Things First **CCR Level D/NRS Level 4** Following Multi-Step Procedures for Trade Jobs Part 2 of Essay on a Goal Achiever: Writing the First Draft Forklift Safety **ORDER SEQUENCE OF EVENTS IN LITERARY TEXTS:** **CCR Level D/NRS Level 4** Climax on the Rainy River: Character, Setting, and Plot Devices Re-ordering the Sequence of Events with Transportation Texts: Summarizing to Sequencing
		Identifying Causes and Effects (RH.9-10.3) Text sets (RI.1.3): A Hero in Disguise and Meet Rosa Parks The Golden Gate Bridge and London's Tower Bridge The American Bird and The Liberty Bell Story Pyramid Exercise (RI.3.3) Informational Text: It Reads Differently (RI.4.3) (IPDAE) Ordering the Sequence of Events in "The Phone Call" (RI.4.3) Amending America: How Do We Amend? Video (RH.6-8.3) The History and Process of Voting (RH.6-8.3) Ordering the Sequence of Events in "The Breakaway" Story (RI.8.3)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

Source: https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf

<table>
<tr>
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<td>Ordering the Sequence of "The Way of the World" (RI.8.3)
The Mayflower (RH.9-10.3)
Native American Conflicts (RH.9-10.3)
Scientific Inquiry: Which Falls Fastest? (RST.9-10.3) (IPDAE)
Click "Sample Assignment" and "Example" on this link: Sample Assignment: Scientific Experiment(RST.9-10.3)
Click "Sample Assignment" and "Quiz Questions" on this link: Quiz over Science Experiment (RST.9-10.3)</td>
</tr>
<tr>
<td>R.4.1/L.4.1: Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context. Measured with both informational and literary texts.</td>
<td>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.
RI.1.4
RI.3.4
RI.5.4
RL.5.4
RI/RL.6.4
RI/RL.9-10.4
RST.9-10.4
L.6.4</td>
<td>CCR Levels B-C/NRS Levels 2-3
SMART Goal-Setting (Note: a few vocabulary words discussed in context)
CCR Level C/NRS Level 3
Importance of Sleep
Speaking and Listening (Note: a few vocabulary words discussed in context)
The Words We Live By (Note: a few vocabulary words discussed in context)
Vaccinations (Note: a few vocabulary words discussed in context)
What Dream Picked You? (Literary and Informational)
CCR Levels C-D/NRS Levels 3-4
Dateline Chappaquiddick—Analyzing One of the Top 100 Speeches of the 20th Century
First Things First
Getting Your Bearings
Healthcare Worker Importance of Following Directions (Note: a few vocabulary words discussed in context)
Identifying Hazards (Note: a few vocabulary words discussed in context)
Intro to OSHA (Note: a few vocabulary words discussed in context)
CCR Level D/NRS Level 4
Healthcare Careers in Diagnostic Services: Vocabulary for Interpreting Charts and Print Outs
Using Fables to Teach Character and Cultural Traditions through Speaking, Listening, and Writing (Literary)
Gettin' Real with Gettysburg
Is that Gun Loaded? Effects of Structure and Word Choices on Meaning (Literary and Informational)
Power/Energy Vocabulary in Context</td>
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REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

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		Sticks and Stones The Legos of Language The Main Idea: Boston Tea Party The Vocabulary of Saving and Investing Money A Drug-free Workplace (Note: a few vocabulary words discussed in context) Being a Good Employee (Note: a few vocabulary words discussed in context) My Bedside Manners: Putting Thoughts into Written Word
		Ask Questions to Determine Word Meaning Playlist (RI.1.4) Determining the Meaning of Words Playlist (L.6.4)
		Academic Vocabulary (RI.3.4) (IPDAE) Antibiotic Resistance (RST.9-10.4) (IPDAE) Connotative Meaning Exercises and Answers Figurative Language in Informational Text: A Closer Look at Print Media (RI.6.4) (IPDAE) What is Figurative Language? Powerpoint (RI/RL6.4) (IPDAE) Understanding and Using Multiple Meaning Words: A Three-Part Lesson (RI.6.4) (IPDAE) and Links to Word Meaning PowerPoints Understanding Literary Text: What's in a Sonnet? (RL.6.4) (IPDAE) The Power of Words (RI.9-10.4) (IPDAE) Determining the Meaning of Unknown Words (L.6.4) (IPDAE) Types of Context Clues Chart Context Clues Practice 1 Context Clues Practice 1 Answers Context Clues Practice 2 Context Clues Practice 2 Answers RST.9-10.4 Texts:

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

		Everyday Energy How Small can Transistors get? How to Make a Better Robot Human Microbiome: The Role of Microbes in Human Health RL.9-10.4 Texts: "The Gift of The Magi" Grace's Painful Pattern Repeated; See It? Loveliest of Trees Ozymandias "Ozymandias" Question Set
R.5.3: Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose. Measured with both informational and literary texts.	CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or standard) relate to each other and the whole. RI.1.5 RI.2.5 RI.3.5 RI.4.5 RI.5.5 RI.6.5 RI.7.5 RI.9-10.5 RI.11-12.5	**CCR Levels C-D/NRS Levels 3-4** First Things First (Note: using signal words is one part of this lesson) **CCR Level D/NRS Level 4** Part 2 of Essay on a Goal Achiever: Writing the First Draft (Note: using signal words is one part of this lesson) TDL Extended Response Part 2: Transitions are Like Road Signs Reading Activity 5: How an Author Develops Ideas Playlist (RI.9-10.5) Analyze the Effectiveness of an Argument Reading Activity 8 Playlist (RI.11-12.5) Instructional Video on Transitions Nonfiction Text Features Video (RI.1.5) Text Features Practice Assessment (RI.1.5) Non-fiction Text Features Video 2 (RI.2.5) eSpark Learning: Nonfiction Text Features Instructional Video (RI.2.5) eSpark Learning: Using Text Features Framing Video (RI.3.5) Online Research Tips for Effective Search Strategies (RI.3.5) The 5 Types of Text Structure: Video (RL.4.5) Understanding Nonfiction Text Structure (RI.4.5) (IPDAE) Using Quotes and Comparing and Contrasting Structure: The Invention of Basketball (EngageNY)(RI.5.5) Teaching Text Structures for Non-Fiction Reading Video for Teachers (RI.5.5) Text Structures and Signal Words Helpful Handout (RI.5.5)

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

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		5 Text Structures and Signal Words Handout (RI.5.5)
		Understanding Nonfiction Text Structure (RI.7.5) (IPDAE)
R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.	CCRA.R.8 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. RI.1.8 RI.2.8 RI.5.8 RI.8.8 RI.9-10.8	**CCR Level D/NRS Level 4** Author's Point of View Comparing Arguments Between Texts: To Build or Not to Build? Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing an Extended Response GED Extended Response Lesson 1: Analyzing the Evidence Uranium--Friend or Foe, Comparative Analysis in Science Believe It or Not—Checking the Facts
		Evaluating Evidence and Sources Playlist (RI.9-10.8) Reading Activity 4: Interpreting Bias Playlist (RI.9-10.8) Reading Activity 10: Evaluating the Evidence in a Student Paper Playlist (RI.9-10.8)
		Complete the graphic organizer for each position (one for pro and one for con): Pro or Con Analysis of Reasons and Evidence Graphic Organizer.pdf RI.1.8 and RI.2.8: Pro/Con: Mandatory Vaccinations PRO/CON: Should our Next Census ask about Citizenship Status? PRO/CON: Is it Time to Pass Tough Gun Control Laws? PRO/CON: Should all High Schoolers take Courses in Personal Finance? Finding Evidence that Supports an Opinion (IPDAE) RI.5.8 Looking for Evidence (IPDAE) (RI.5.8) Analyzing the Evidence Part 1 Video Analyzing the Evidence Part 2 Video Distinguishing Between Fact and Opinion Video Passage #4 of Sample GED Extended Response Prompts Graphic Organizer for Evaluating the Sufficiency of Evidence Internet Filtering Graphic Organizer Answer Key Passage 1 Internet Filtering Graphic Organizer Answer Key Passage 2

REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

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| R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts. | CCRA.R.8 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.
RI.1.8
RI.2.8
RI.5.8
RI.8.8
RI.9-10.8 | **CCR Level D/NRS Level 4**
Author's Point of View
Comparing Arguments Between Texts: To Build or Not to Build?
Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing an Extended Response
Uranium--Friend or Foe, Comparative Analysis in Science
Believe It or Not—Checking the Facts

Evaluating Evidence and Sources Playlist (RI.9-10.8)
Reading Activity 4: Interpreting Bias Playlist (RI.9-10.8)
Reading Activity 10: Evaluating the Evidence in a Student Paper Playlist (RI.9-10.8) |
| | | Complete the graphic organizer for each position (one for pro and one for con):
Pro or Con Analysis of Reasons and Evidence Graphic Organizer.pdf
RI.1.8 and RI.2.8: **(Hit submit to view answers.)**
Pro/Con: Mandatory Vaccinations
PRO/CON: Should our next Census ask about Citizenship Status?
PRO/CON: Is it Time to Pass Tough Gun Control Laws?
PRO/CON: Should all High Schoolers take Courses in Personal Finance?
Finding Evidence that Supports an Opinion (IPDAE) (RI.5.8)
Looking for Evidence (IPDAE) (RI.5.8)
Defining Assumptions Related to Arguments
Assumptions Practice and Answers
Identifying Unstated Assumptions Practice |