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:

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th><strong>Color</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>KY Skills U Lesson Bank Lesson</td>
<td>yellow highlight</td>
</tr>
<tr>
<td>Network Resources Open College &amp; Career (NROC) Playlist</td>
<td>light grey highlight</td>
</tr>
<tr>
<td>Open Educational Resource (OER)</td>
<td>(no highlight)</td>
</tr>
<tr>
<td>Kentucky Skills U Educator Model Lesson Segment</td>
<td>pink highlight</td>
</tr>
</tbody>
</table>

*Videos Must download for optimal quality*
## TABE 11/12 Acceptable Score Ranges

<table>
<thead>
<tr>
<th>Test Level</th>
<th>Grade Level Range</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>L (Limited Literacy)</td>
<td>K - 3rd Grade</td>
<td>300 - 489</td>
<td>300 - 498</td>
<td>300 - 507</td>
</tr>
<tr>
<td>E (Easy)</td>
<td>1st - 5th Grade</td>
<td>376 - 530</td>
<td>389 - 533</td>
<td>358 - 544</td>
</tr>
<tr>
<td>M (Medium)</td>
<td>2nd - 8th Grade</td>
<td>454 - 589</td>
<td>443 - 572</td>
<td>460 - 580</td>
</tr>
<tr>
<td>D (Difficult)</td>
<td>4th - 10th Grade</td>
<td>502 - 654</td>
<td>504 - 615</td>
<td>515 - 625</td>
</tr>
<tr>
<td>A (Advanced)</td>
<td>7th - 12th Grade</td>
<td>541 - 800</td>
<td>540 - 800</td>
<td>552 - 800</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>RI: Reading Informational Text</th>
<th>W: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL: Reading Literature</td>
<td>WHST: Writing for History/Social Studies, Scientific and Technical Subjects</td>
</tr>
<tr>
<td>RH: Reading Historical/Social Studies Text</td>
<td>SL: Speaking and Listening</td>
</tr>
<tr>
<td>RST: Reading Scientific and Technical Text</td>
<td>L: Language</td>
</tr>
<tr>
<td></td>
<td>RF: Reading Foundations</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LEVEL L (AE-CCR LEVEL A)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONOLOGICAL AWARENESS (23%)</td>
<td>RF.K.2</td>
<td>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)</td>
<td>Syllable Types and Word Attack Strategies (IPDAE) Decoding Words Part 1 Playlist</td>
</tr>
<tr>
<td>PHONICS AND WORD RECOGNITION (23%)</td>
<td>RF.1.3</td>
<td>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.1.3.d, 1RF.1.3.e, RF.1.3.f, RF.1.3.g)</td>
<td>Community Signage</td>
</tr>
<tr>
<td>KEY IDEAS AND DETAILS (28%)</td>
<td>RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>Employability Skills Lesson 1</td>
</tr>
<tr>
<td>CRAFT AND STRUCTURE (16%)</td>
<td>RI.1.4</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>Ask Questions to Determine Word Meaning (RI.1.4)</td>
</tr>
<tr>
<td>INTEGRATION OF KNOWLEDGE AND IDEAS (10%)</td>
<td>No High Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL E High Emphasis

<table>
<thead>
<tr>
<th>LEVEL E (AE-CCR LEVEL B)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEGRATION OF KNOWLEDGE AND IDEAS (15%)</td>
<td>No High Emphasis in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONICS AND WORD RECOGNITION (16%)</td>
<td>RF.3.3</td>
<td>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)</td>
<td>Decoding Words Part 2 Playlist (RF.3.3)</td>
</tr>
<tr>
<td>KEY IDEAS AND DETAILS (37%)</td>
<td>RI.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>Complete and Partial Baths SMART Goal-Setting Understanding Employer's Expectations What is Your Why?</td>
</tr>
</tbody>
</table>
# 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**

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

### LEVEL M High Emphasis

<table>
<thead>
<tr>
<th>LEVEL M (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| KEY IDEAS AND DETAILS (47%) | 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)](#) |
|                        | 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?](#) |
### LEVEL M (AE-CCR LEVEL C)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
|          |                      | **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%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No High Emphasis questions in this category</td>
</tr>
</tbody>
</table>

### LEVEL D High Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 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** |
<table>
<thead>
<tr>
<th>LEVEL D (AE-CCR LEVEL D)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST.6-8.1</td>
<td>Cite specific textual evidence to support analysis of science and technical texts.</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>RI.6.2</td>
<td>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.</td>
<td>Construction &amp; 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</td>
<td></td>
</tr>
</tbody>
</table>
### 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](#)

<table>
<thead>
<tr>
<th>LEVEL D</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| (AE-CCR LEVEL D) | RI.8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | 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) |
| 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

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

<table>
<thead>
<tr>
<th>LEVEL D (AE-CCR LEVEL D)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI.7.5</td>
<td>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.</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>RI.8.6</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>RI.8.8</td>
<td>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.</td>
<td>Believe It or Not—Checking the Facts, Comparing Arguments Between Texts: To Build or Not to Build?, GED Extended Response Lesson 1: 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</td>
</tr>
</tbody>
</table>

INTEGRATION OF KNOWLEDGE AND IDEAS (15%)
## LEVEL A High Emphasis

<table>
<thead>
<tr>
<th>Key Ideas and Details (47%)</th>
<th>Standard</th>
<th>Standard Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Part 1 of Essay on a Goal Achiever Making Inferences and Drawing Conclusions Playlist (RI.9-10.1)</td>
<td></td>
</tr>
<tr>
<td>RI.9-10.2</td>
<td>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.</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft and Structure (42%)</th>
<th>Standard</th>
<th>Standard Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.4</td>
<td>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).</td>
<td>Welding Terminology, Joint and Weld Types, Diagrams and Symbols The Power of Words (IPDAE)</td>
<td></td>
</tr>
<tr>
<td>RI.9-10.5</td>
<td>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).</td>
<td>Reading Activity 5: How an Author Develops Ideas Playlist (RI.9-10.5)</td>
<td></td>
</tr>
<tr>
<td>RI.9-10.6</td>
<td>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.</td>
<td>Reading for POV, Purpose, and Audience Playlist (RI.9-10.6) Reading Activity 1: The Penny Debate Playlist (RI.9-10.6)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas (11%)</th>
<th>Standard</th>
<th>Standard Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.8</td>
<td>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.</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>
## LEVEL L Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL L (AE-CCR LEVEL A)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONOLOGICAL AWARENESSSS (23%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONICS AND WORD RECOGNITION (23%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEY IDEAS AND DETAILS (28%)</td>
<td>RI.1.2</td>
<td>Identify the main topic and retell key details of a text.</td>
<td>Jazz Music&lt;br&gt;Men Who Walked on the Moon&lt;br&gt;Patricia Bath&lt;br&gt;The Story of Martin Luther King Jr.&lt;br&gt;The Telephone, The Lightbulb, and Lewis Latimer</td>
</tr>
<tr>
<td></td>
<td>RI.1.3</td>
<td>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>Set 1: A Hero in Disguise and Meet Rosa Parks&lt;br&gt;Set 2: The Golden Gate Bridge and London's Tower Bridge&lt;br&gt;Set 3: The American Bird and The Liberty Bell</td>
</tr>
<tr>
<td>CRAFT AND STRUCTURE (16%)</td>
<td>RI.1.5</td>
<td>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.</td>
<td>Nonfiction Text Features Video&lt;br&gt;Text Features Practice Assessment</td>
</tr>
<tr>
<td>INTEGRATION OF KNOWLEDGE AND IDEAS (10%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL E Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL E</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEGRATION OF KNOWLEDGE AND IDEAS (15%)</td>
<td>RI.3.7</td>
<td>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).</td>
<td>Interpreting Photographs: A First Step in Understanding Texts (IPDAE)&lt;br&gt;RI.3.7&lt;br&gt;Learning Map Skills Video&lt;br&gt;Nonfiction Text Features Video&lt;br&gt;Why Illustrations Are Important: Video</td>
</tr>
<tr>
<td>PHONICS AND WORD RECOGNITION (16%)</td>
<td>RF.2.3</td>
<td>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)</td>
<td>Word Analysis Strategy Video&lt;br&gt;Key Word List for Practice with Word Analysis Strategy</td>
</tr>
</tbody>
</table>
## LEVEL E

<table>
<thead>
<tr>
<th>KEY IDEAS AND DETAILS (37%)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.3</td>
<td>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.</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>RI.3.5</td>
<td>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>eSpark Learning: Using Text Features Framing Video Online Research: Tips for Effect Search Strategies Video</td>
<td></td>
</tr>
<tr>
<td>RI.2.6</td>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td>Set 1: A Day to Celebrate Earth and A Day to Celebrate Earth Question Set Set 2: Give Thanks! and Give Thanks! Question Set</td>
<td></td>
</tr>
<tr>
<td>RI.3.6</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
<td>First-Person View, the Holocaust, and Japanese Internment Camps Author’s Point of View and Cultural Context</td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL M Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL M</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY IDEAS AND DETAILS (47%)</td>
<td>RI.4.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>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</td>
</tr>
<tr>
<td>RL.5.1</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Back It Up—Recognizing How Authors Support Their Arguments Making Inferences in Literature Making Inferences Instructional Video</td>
<td></td>
</tr>
<tr>
<td>CRAFT AND STRUCTURE (42%)</td>
<td>RL.5.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td>Figurative Language in Informational Text: A Closer Look at Print Media (IPDAE) What is Figurative Language? Powerpoint (IPDAE)</td>
</tr>
<tr>
<td>RI.4.5</td>
<td>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.</td>
<td>First Things First The 5 Types of Text Structure: Video Understanding Nonfiction Text Structure (IPDAE)</td>
<td></td>
</tr>
</tbody>
</table>
# REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
## TABE 11/12 MEDIUM EMPHASIS LEVEL

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

<table>
<thead>
<tr>
<th>LEVEL M</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.5.6</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td></td>
<td><a href="#">Back It Up--Recognizing How Authors Support Their Argument</a> <a href="#">Compare and Contrast with the Battle of Gettysburg</a> <a href="#">Consider the Source--Exploring Effects of Point of View, Worldview, and Life Experiences</a> <a href="#">Discussing Views on Surface Mining</a> <a href="#">End of Life Care</a> <a href="#">Questioning the Author (IPDAE) RI.5.6</a></td>
</tr>
</tbody>
</table>

**INTEGRATION OF KNOWLEDGE AND IDEAS (11%)**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4.7</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td></td>
</tr>
<tr>
<td>RI.5.8</td>
<td>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL D Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL D (AE-CCR LEVEL D)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td></td>
<td><a href="#">Finding Evidence that Supports an Opinion (IPDAE) RI.5.8</a> <a href="#">Looking for Evidence (IPDAE) RI.5.8</a></td>
</tr>
</tbody>
</table>

**KEY IDEAS AND DETAILS (47%)**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.6.2</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
## REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
### TABE 11/12 MEDIUM EMPHASIS LEVEL
[Click Here to View the Entire Kentucky Skills U Hippocampus English Playlist](#)

<table>
<thead>
<tr>
<th>LEVEL D</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRAFT AND STRUCTURE (38%)</td>
<td>RL.6.4</td>
<td>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.</td>
<td><a href="#">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</a></td>
</tr>
</tbody>
</table>

| INTEGRATION OF KNOWLEDGE AND IDEAS (15%) | No Medium Emphasis questions in this category |

### LEVEL A Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL A</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY IDEAS AND DETAILS (47%)</td>
<td>RH.9-10.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td><a href="#">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 &amp; Reconstruction: Gettysburg and the Gettysburg Address</a></td>
</tr>
</tbody>
</table>

| 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

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **LEVEL A**<br>(AE-CCR LEVEL E) | 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?](https://example.com/) (IPDAE)<br>Click “Sample Assignment” and “Example” on this link: [Sample Assignment: Scientific Experiment](https://example.com/)
Click “Sample Assignment” and “Quiz Questions” on this link: [Quiz over Science Experiment](https://example.com/) |
| **CRAFT AND STRUCTURE**<br>(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](https://example.com/)
[Antibiotic Resistance](https://example.com/) (IPDAE)<br>Instructors must create a free Readworks account:
- [Everyday Energy](https://example.com/)
- [How small can transistors get?](https://example.com/)
- [How to Make a Better Robot](https://example.com/)
- [Human Microbiome: The Role of Microbes in Human Health](https://example.com/) |
| | 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](https://example.com/ (RI.11-12.5)) |
| **INTEGRATION OF KNOWLEDGE AND IDEAS**<br>(11%) | | No Medium Emphasis questions in this category | |
# LEVEL L Low Emphasis

<table>
<thead>
<tr>
<th>LEVEL L (AE-CCR LEVEL A)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONOLOGICAL AWARENESS (23%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONICS AND WORD RECOGNITION (23%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEY IDEAS AND DETAILS (28%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRAFT AND STRUCTURE (16%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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

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

### LEVEL E Low Emphasis

| 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

| 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 |
## REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

### TABE 11/12 LOW EMPHASIS LEVELS

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

<table>
<thead>
<tr>
<th>LEVEL M (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI.5.1</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Back It Up—Recognizing How Authors Support Their Argument, Goal Boosters vs. Goal Busters, Importance of Sleep, Intro to OSHA, 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</td>
</tr>
</tbody>
</table>

### CRAFT AND STRUCTURE (42%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.5.5</td>
<td>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.</td>
<td>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)</td>
</tr>
<tr>
<td>RL.5.6</td>
<td>Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>Character Point of View, Fiction Writing Lab, Narrator Point of View</td>
</tr>
</tbody>
</table>

### INTEGRATION OF KNOWLEDGE AND IDEAS (11%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Low Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>
# Reasoning Through Language Arts (RLA) Instructional Framework

## TABE 11/12 Low Emphasis Levels

**Click Here to View the Entire Kentucky Skills U Hippocampus English Playlists**

### Level D Low Emphasis

<table>
<thead>
<tr>
<th>Level D (AE-CCR Level D)</th>
<th>Standard</th>
<th>Standard Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong> (47%)</td>
<td>RH.6-8.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>Respect, Educate, and Protect Yourself&lt;br&gt;Gender Pay Gap&lt;br&gt;Primary and Secondary Sources Instructional Video&lt;br&gt;Persifor Frazer’s Letters Activity&lt;br&gt;Revolutionary Perspectives</td>
</tr>
<tr>
<td></td>
<td>RST.6-8.2</td>
<td>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</td>
<td>Active Listening and Lineman Interviews&lt;br&gt;Health Science Careers In Diagnostic Services: Analyzing the Evidence and Writing an Extended Response&lt;br&gt;Summarizing Workplace Texts: The Power Grid</td>
</tr>
<tr>
<td></td>
<td>RH.6-8.3</td>
<td>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).</td>
<td>Amending America: How Do We Amend? Video&lt;br&gt;The History and Process of Voting</td>
</tr>
<tr>
<td></td>
<td>RST.6-8.3</td>
<td>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
<td>Following Multi-Step Procedures for Trade Jobs&lt;br&gt;Khan Academy The Scientific Method&lt;br&gt;Khan Academy Controlled Experiments</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong> (38%)</td>
<td>RL.6.5</td>
<td>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.</td>
<td>&quot;Harlem (A Dream Deferred)&quot; Instructional Video (RL.6.5)</td>
</tr>
<tr>
<td></td>
<td>RH.6-8.6</td>
<td>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).</td>
<td>Dateline Chappaquiddick—Analyzing One of the Top 100 Speeches of the 20th Century&lt;br&gt;4 Approve This Message&lt;br&gt;Word Choice in Texts for Energy Jobs&lt;br&gt;The Author’s Purpose for Writing Video&lt;br&gt;The Author’s Point of View in Writing Video&lt;br&gt;The Author’s Tone in Writing Video</td>
</tr>
<tr>
<td>LEVEL D (AE-CCR LEVEL D)</td>
<td>STANDARD</td>
<td>STANDARD DESCRIPTION</td>
<td>RESOURCES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>RI.6.7</td>
<td>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.</td>
<td>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 &quot;What are Signs and Symptoms and Why Do They Matter?&quot; 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</td>
</tr>
<tr>
<td></td>
<td>RST.6-8.7</td>
<td>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).</td>
<td>Construction &amp; 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</td>
</tr>
</tbody>
</table>
## LEVEL A Low Emphasis

<table>
<thead>
<tr>
<th>LEVEL A (AE-CCR LEVEL E)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Part 1 of Essay on a Goal Achiever An Occurrence at Owl Creek Bridge by Ambrose Bierce &quot;An Occurrence at Owl Creek Bridge&quot; Study Guide &quot;Split Cherry Tree&quot; by Jesse Stuart</td>
<td></td>
</tr>
<tr>
<td>RST.9-10.1</td>
<td>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>RST.11-12.2</td>
<td>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.</td>
<td>Researchers Beginning to Better Understand False Memory Formation (Psychology) Using Cellphones and Computers to Transmit Information (Technical) Variation of Traits (Science)</td>
<td></td>
</tr>
<tr>
<td>RL.9-10.4</td>
<td>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).</td>
<td>&quot;The Gift of The Magi&quot; Grace's Painful Pattern Repeated; See It? Loveliest of Trees Ozymandias &quot;Ozymandias&quot; Question Set</td>
<td></td>
</tr>
<tr>
<td>RL.9-10.6</td>
<td>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.</td>
<td>&quot;Fish Cheeks&quot; by Amy Tan My Mother Pieced Quilts Poem My Mother Pieced Quilts Video</td>
<td></td>
</tr>
<tr>
<td>RL.11-12.6</td>
<td>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).</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
## LEVEL A (AE-CCR LEVEL E)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 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
Note: This section break signals transition from Reading CCRS to Language and Writing CCRS.
## LEVEL L High Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.1</td>
<td>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)</td>
<td>Parts of Speech Playlist (L.1.1)</td>
</tr>
<tr>
<td>L.1.2</td>
<td>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)</td>
<td>Prepositional Phrases, Subjects and Verbs, and End Punctuation Playlist (L.1.2)</td>
</tr>
<tr>
<td>L.1.4</td>
<td>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)</td>
<td>Understanding Affixes to Unlock Meaning (IPDAE) Using Context Clues to Clarify the Meaning of an Unknown Word (IPDAE)</td>
</tr>
<tr>
<td>L.1.5</td>
<td>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)</td>
<td>Word Relationships Prezi Nuances of Meaning Video</td>
</tr>
</tbody>
</table>

## LEVEL E High Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.1</td>
<td>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)</td>
<td>Functions of the Parts of Speech Playlist (L.2.1) Agreement: Subject-Verb and Pronoun-Antecedent Playlist (L.2.1)</td>
</tr>
<tr>
<td>L.3.1</td>
<td>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)</td>
<td>Independent and Dependent Clauses Playlist (L.3.1)</td>
</tr>
<tr>
<td>L.2.2</td>
<td>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)</td>
<td>Apostrophes Playlist (L.2.2) Capitalization Playlist (L.2.2)</td>
</tr>
<tr>
<td>L.3.2</td>
<td>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)</td>
<td>Top 10 Spelling Rules Instruction Academic Words to Learn to Spell</td>
</tr>
</tbody>
</table>
# REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK
## TABE 11/12 HIGH EMPHASIS LEVELS

**Click Here to View the Entire Kentucky Skills U Hippocampus English Playlists**

<table>
<thead>
<tr>
<th>LEVEL E  (AE-CCR LEVEL B)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY ACQUISITION AND USE (22%)</strong></td>
<td>L.2.4</td>
<td>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)</td>
<td>Determining the Meaning of New Words Playlist (L.2.4)</td>
</tr>
<tr>
<td></td>
<td>L.3.6</td>
<td>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).</td>
<td>Employability Skills for the Workplace (IPDAE)</td>
</tr>
<tr>
<td><strong>TEXT TYPES AND PURPOSES (30%)</strong></td>
<td>W.3.1</td>
<td>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)</td>
<td>Writing Opinion Pieces Playlist (W.3.1)</td>
</tr>
<tr>
<td></td>
<td>W.3.2</td>
<td>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)</td>
<td>Writing Informational Texts Playlist (W.3.2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL M  (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONVENTIONS OF STANDARD ENGLISH (44%)</strong></td>
<td>L.4.1</td>
<td>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)</td>
<td>My Bedside Manners: Putting Thoughts into Written Word Commonly Confused Words Playlist (L.4.1)</td>
</tr>
<tr>
<td></td>
<td>L.4.2</td>
<td>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)</td>
<td>Employability Skills Lesson 2</td>
</tr>
<tr>
<td></td>
<td>L.5.2</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td><strong>KNOWLEDGE OF LANGUAGE (5%)</strong></td>
<td></td>
<td>No High Emphasis questions in this category</td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY ACQUISITION AND USE (26%)</strong></td>
<td>L.4.4</td>
<td>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)</td>
<td>Introduction to Idioms Video about Idioms Article with Hyperlinks to 30 Most Common Idioms Idioms Practice and Idioms Practice Answers</td>
</tr>
</tbody>
</table>
### Text Types and Purposes (25%)

<table>
<thead>
<tr>
<th>LEVEL M (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT TYPES AND PURPOSES (25%)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.1</td>
<td>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)</td>
<td>Determining the Meaning of Unknown Words Playlist (L.4.4)</td>
<td>First-Person View, the Holocaust, and Japanese Internment Camps My POV About Surface Mining Using Evidence to Support Point of View or Opinions (IPDAE)</td>
</tr>
<tr>
<td>W.4.2</td>
<td>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)</td>
<td>Complete and Partial Baths You Are an Internet Explorer</td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL D High Emphasis

<table>
<thead>
<tr>
<th>LEVEL D (AE-CCR LEVEL D)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONVENTIONS OF STANDARD ENGLISH (44%)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6.2.a, L.6.2.b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.8.2</td>
<td>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)</td>
<td>Commas and Dashes in Workplace Writing</td>
<td></td>
</tr>
</tbody>
</table>

### KNOWLEDGE OF LANGUAGE (10%)

<table>
<thead>
<tr>
<th>KNOWLEDGE OF LANGUAGE (10%)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No High Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Click Here to View the Entire Kentucky Skills U Hippocampus English Playlists**
# REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

## TABE 11/12 HIGH EMPHASIS LEVELS

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

## LEVEL D

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY ACQUISITION AND USE (23%)</td>
<td>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)</td>
<td><a href="#">Health Science Careers in Diagnostic Services: Vocabulary for Interpreting Charts and Print Outs</a> <a href="#">Power/Energy Vocabulary in Context</a> <a href="#">The Vocabulary of Saving and Investing Money</a> <a href="#">Determining the Meaning of Unknown Words (IPDAE)</a> <a href="#">Determining the Meaning of Unknown Words Playlist (L.6.4)</a></td>
</tr>
</tbody>
</table>

## LEVEL A

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY ACQUISITION AND USE (23%)</td>
<td>No High Emphasis questions in this category</td>
<td><a href="#">Knowing What's Expected on the GED Extended Response (Grammar and Usage) (IPDAE)</a></td>
</tr>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (52%)</td>
<td>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)</td>
<td><a href="#">Parallel Structure Playlist (L.9-10.1)</a> <a href="#">Revising Your Work Playlist (L.9-10.1)</a> <a href="#">Sentence Variety Playlist (L.9-10.1)</a></td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td><a href="#">Semicolons and Colons Playlist (L.9-10.2)</a></td>
</tr>
<tr>
<td>TEXT TYPES AND PURPOSES (25%)</td>
<td>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)</td>
<td><a href="#">Weight and Weightlessness: Themes of The Things They Carried</a> <a href="#">Persuasive Writing Extensive Resource Playlist (WHST.9-10.1)</a></td>
</tr>
</tbody>
</table>
| 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)](#) |
# LEVEL L Medium Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (66%)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (34%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>

# LEVEL E Medium Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (48%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (22%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
</tr>
<tr>
<td>TEXT TYPES AND PURPOSES (30%)</td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>
# LEVEL M Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL M (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (44%)</td>
<td>L.5.1</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>KNOWLEDGE OF LANGUAGE (5%)</td>
<td>L.5.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3.a, L.5.3.b)</td>
<td>Combining Sentences (IPDAE) L.5.3 Peer Revision and Editing (IPDAE) L.5.3</td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (26%)</td>
<td>L.4.6</td>
<td>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).</td>
<td>100 Plus Word Parts to Make You Smarter (L.4.6) 25 Vocabulary Lessons for Intermediate Adult Learners (Appalachian State University)</td>
</tr>
<tr>
<td>TEXT TYPES AND PURPOSES (25%)</td>
<td></td>
<td>No Medium Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>
# REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

## TABE 11/12 MEDIUM EMPHASIS LEVELS

*Click Here to View the Entire Kentucky Skills U Hippocampus English Playlists*

## LEVEL D Medium Emphasis

<table>
<thead>
<tr>
<th>Standard</th>
<th>Standard Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.8.1</strong></td>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td><strong>L.8.6</strong></td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td><strong>WHST.6-8.2</strong></td>
<td>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)</td>
<td>A Drug-free Workplace; A Failure to Communicate; Commas and Dashes in Workplace Writing; Construction &amp; 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</td>
</tr>
</tbody>
</table>
## LEVEL A Medium Emphasis

<table>
<thead>
<tr>
<th>LEVEL A (AE-CCR LEVEL E)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **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

<table>
<thead>
<tr>
<th>LEVEL L (AE-CCR LEVEL A)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (66%)</td>
<td>L.K.2</td>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (34%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL E Low Emphasis

<table>
<thead>
<tr>
<th>LEVEL E (AE-CCR LEVEL B)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (48%)</td>
<td>No Low Emphasis in this category</td>
<td>eSpark Learning: Word Relationships Instructional Video (L.3.5a) Multiple Meanings Worksheet (L.3.5) Homophones Practice Shades of Meaning Worksheet (L.3.5)</td>
<td></td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (22%)</td>
<td>L.3.5</td>
<td>Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5.a, L.3.5.b, L.3.5.c)</td>
<td>Choose 2-3 Community from the drop-down bar: Vocabulary Which Word? Sentences Game Which Word Worksheet</td>
</tr>
<tr>
<td></td>
<td>L.2.6</td>
<td>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).</td>
<td>Choose K-2 Spring from the drop down bar: Vocabulary Match It Sentences Game Vocabulary Match It Sentences Worksheet Adjective or Adverb Practice</td>
</tr>
<tr>
<td>TEXT TYPES AND PURPOSES (30%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LEVEL M Low Emphasis

<table>
<thead>
<tr>
<th>LEVEL M (AE-CCR LEVEL C)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (44%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE OF LANGUAGE (5%)</td>
<td>No Low Emphasis in this category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOCABULARY ACQUISITION AND USE (26%)</td>
<td>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).</td>
<td>TDL Extended Response Part 2: Transitions are Like Road Signs&lt;br&gt;Transitional Words and Phrases and Their Meanings&lt;br&gt;Transitional Words Chart&lt;br&gt;Transitional Words Chart with Illustrations&lt;br&gt;Transitions Worksheet&lt;br&gt;Transitions Activity</td>
<td></td>
</tr>
<tr>
<td>TEXT TYPES AND PURPOSES (25%)</td>
<td>No Low Emphasis questions in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL D Low Emphasis

<table>
<thead>
<tr>
<th>LEVEL D (AE-CCR LEVEL D)</th>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (44%)</td>
<td>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)</td>
<td>Accessory After the Fact--Tending to Editing and Word Choice&lt;br&gt;Consider the Source--Exploring Effects of Point of View, Worldview, and Life Experiences&lt;br&gt;Active and Passive Voice Instruction and Worksheet&lt;br&gt;Active and Passive Voice Additional Practice&lt;br&gt;Gerunds, Participles, and Infinitives Instruction and Worksheets&lt;br&gt;Pronoun Case Instructional Video (First 6 Min)&lt;br&gt;Pronoun Case Worksheet&lt;br&gt;Pronoun Case Worksheet Answers&lt;br&gt;Pronoun Antecedent Agreement Worksheet&lt;br&gt;Pronoun Antecedent Agreement Answers&lt;br&gt;Verb Mood Instruction&lt;br&gt;Shifts in Voice or Mood (Verbs)&lt;br&gt;Types of Clauses and Functions&lt;br&gt;Sentence Combining (Types of Sentences) Worksheet</td>
<td></td>
</tr>
</tbody>
</table>
## LEVEL D (AE-CCR LEVEL D)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.7.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2.a, L.7.2.b)</td>
<td>Misplaced and Dangling Modifiers Instruction and Practice&lt;br&gt;Active and Passive Voice Playlist&lt;br&gt;Agreement Playlist&lt;br&gt;Modifiers Hippocampus Playlist</td>
</tr>
</tbody>
</table>

### KNOWLEDGE OF LANGUAGE (10%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3.a, L.6.3.b)</td>
<td>Listening and Speaking Skills: The Wisdom of a Third Grade Dropout&lt;br&gt;TDL Extended Response Part 2: Transitions are Like Road Signs</td>
</tr>
<tr>
<td>L.7.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3.a)</td>
<td>Listening and Speaking Skills: The Wisdom of a Third Grade Dropout&lt;br&gt;TDL Extended Response Part 2: Transitions are Like Road Signs</td>
</tr>
</tbody>
</table>

### VOCABULARY ACQUISITION AND USE (23%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Low Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>

### TEXT TYPES AND PURPOSES (23%)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Low Emphasis questions in this category</td>
<td></td>
</tr>
</tbody>
</table>

## LEVEL A Low Emphasis

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY ACQUISITION AND USE (23%)</td>
<td>No Low Emphasis questions in this Category</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>STANDARD DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENTIONS OF STANDARD ENGLISH (52%)</td>
<td>No Low Emphasis questions in this Category</td>
<td></td>
</tr>
<tr>
<td>LEVEL A (AE-CCR LEVEL E)</td>
<td>STANDARD</td>
<td>STANDARD DESCRIPTION</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 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

**KY Skills U Lesson Bank**  
**GED® RLA High Impact Indicators**  
**Relationships Between GED® High Impact Indicators and Other Indicators**  
**Links to all KY Skills U Hippocampus RLA Playlists**

Source: [https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf](https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf)

<table>
<thead>
<tr>
<th>GED® High Impact Indicator</th>
<th>College and Career Readiness Standard</th>
<th>Correlating Lessons, Playlists, and Open Educational Resources</th>
</tr>
</thead>
</table>
| 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) |
### 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)

### 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.

**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
### REASONING THROUGH LANGUAGE ARTS (RLA) INSTRUCTIONAL FRAMEWORK

**KY Skills U Lesson Bank**

**GED® RLA High Impact Indicators**

**Relationships Between GED® High Impact Indicators and Other Indicators**

**Links to all KY Skills U Hippocampus RLA Playlists**

Source: [https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf](https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf)

<table>
<thead>
<tr>
<th></th>
<th><strong>Sticks and Stones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The Legos of Language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Main Idea: Boston Tea Party</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Vocabulary of Saving and Investing Money</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A Drug-free Workplace</strong> <em>(Note: a few vocabulary words discussed in context)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Being a Good Employee</strong> <em>(Note: a few vocabulary words discussed in context)</em></td>
</tr>
<tr>
<td></td>
<td><strong>My Bedside Manners: Putting Thoughts into Written Word</strong></td>
</tr>
</tbody>
</table>

| | **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

**KY Skills U Lesson Bank**

GED® RLA High Impact Indicators

Relationships Between GED® High Impact Indicators and Other Indicators

Links to all KY Skills U Hippocampus RLA Playlists

Source: [https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf](https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf)

| R.S.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. | 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRA.R.S 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.</td>
<td></td>
</tr>
</tbody>
</table>
| 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) |
| 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 |
| 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 |