

# TABE 11/12 to GED® CROSSWALK for REASONING THROUGH LANGUAGE ARTS



Organized by [TABE 11/12 Blueprints](#) from Data Recognition Corporation, the TABE 11/12 GED® Crosswalk for Reasoning through Language Arts aligns TABE 11/12 assessment targets/skills to assessment targets contained in the GED® from GED® Testing Service. As outlined in the [TABE 11/12 Blueprints](#), each CCR standard correlates specific TABE 11/12 skills from the [TABE 11/12 Skills Crosswalks](#) with [GED® High Impact Indicators](#) and their discrete skills (both in red font). Additionally, Social Studies and Science High Impact Indicators are included where they directly relate to GED® reading targets, as laid out in [Relationships Between the High Impact Indicators and Other Indicators](#). The crosswalk further relies on information contained in the GED® Testing Service’s [Assessment Guide for Educators](#) for guidance.

CCRS Abbreviations	GED® Assessment Targets and High Impact Indicator Abbreviations
RI: Reading Informational Text	R: Reading
RL: Reading Literature	L: Language
RH: Reading Historical/Social Studies Text	SSP: Social Studies Practices
RST: Reading Scientific and Technical Text	SP: Science Practices

*The citation at the beginning of each CCR 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. “High emphasis” designations means that a high number of tested items occur for a standard. “Medium emphasis” standards should be considered as a baseline for testing frequency. “Low emphasis” standards indicate a fewer number of occurrences than other standards.*

*The GED® Performance Level Descriptor and High Impact Indicator citations are slightly different. The Performance Level Descriptors and High Impact Indicators are cited according to GED® subject area, CCR anchor standard, and GED® indicator. So, High Impact Indicator R.3.1 refers to CCR Reading anchor standard 3, GED® indicator 1.*

## Crosswalk Contents:

[TABE Level M](#)  
[TABE Level D](#)  
[TABE Level A](#)

# TABE 11/12 Level M

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Medium	<ul style="list-style-type: none"> <li>Support a stated inference with detail from the text.</li> <li>Identify key details in a text.</li> <li>Use details to support inferences regarding connections in a text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	
	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Medium	<ul style="list-style-type: none"> <li>Make an inference about the text.</li> <li>Make an inference about a section of text.</li> <li>Make an inference about an event in a slightly complex text.</li> <li>Make inferences based on events in a moderately complex text.</li> <li>Make an inference connecting ideas in a text.</li> <li>Make an inference based on a section of text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p>	
	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Low	<ul style="list-style-type: none"> <li>Support a stated inference with detail from the text.</li> <li>Identify key details in a text.</li> <li>Use details to support inferences regarding connections in a text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p>	

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Low	<ul style="list-style-type: none"> <li>• Make an inference about the text.</li> <li>• Make an inference about a section of text.</li> <li>• Make an inference about an event in a slightly complex text.</li> <li>• Make inferences based on events in a moderately complex text.</li> <li>• Make an inference connecting ideas in a text.</li> <li>• Make an inference based on a section of text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	
	<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	High	<ul style="list-style-type: none"> <li>• Identify the central idea of a literary text.</li> <li>• Determine the theme of a text across varying text complexities.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.4</b> Infer implied main ideas in paragraphs and whole texts.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.</p>	
	<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	High	<ul style="list-style-type: none"> <li>• Identify the main idea of a moderately complex text.</li> <li>• Identify the main idea of a very complex text.</li> <li>• Summarize a section of the text.</li> <li>• Summarize an informational text.</li> <li>• Use details to support the main idea.</li> <li>• Use details to support the main idea in a very complex text.</li> </ul>	<p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.4</b> Infer implied main ideas in paragraphs and whole.</p>	<ul style="list-style-type: none"> <li>• Identify supporting details for a given main idea. <b>(SSP.2.a)</b></li> <li>• Locate a single piece of evidence in the text. <b>(SSP.2.a)</b></li> <li>• Locate multiple pieces of evidence in a text. <b>(SSP.2.a)</b></li> <li>• Differentiate between the concepts of topic and main idea. <b>(SSP.2.a)</b></li> <li>• Identify the topic and/or main idea of a piece of text. <b>(SSP.2.a)</b></li> <li>• Identify supporting details for a given main idea. <b>(SSP.2.a)</b></li> <li>• Fully explain relevant details in the text that support the main idea. <b>(SSP.2.a)</b></li> <li>• Summarize a piece of text. <b>(SSP.2.a)</b></li> </ul>

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RI.4.2</b> Continued			<p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	
	<b>RI.4.3</b> 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.	High	<ul style="list-style-type: none"> <li>• Explain sequence of an event in a slightly complex text.</li> <li>• Use details to support key ideas.</li> <li>• Explain an idea based on explicitly stated details.</li> <li>• Explain sequence of an event in a moderately complex text.</li> <li>• Make an inference connecting historical events.</li> </ul>	<p><b>R.3.1</b> Order sequences of events in texts. <i>Primarily used with literary texts.</i></p> <p><b>SSP.2.b</b> Describe people, places, environments, processes, and events, and the connections between and among them.</p> <p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p><b>R.3.4</b> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p>	<ul style="list-style-type: none"> <li>• Locate a single, discrete event or plot point in texts. (R.3.1)</li> <li>• Identify chronological and non-chronological sequences of events within texts. (R.3.1)</li> <li>• Describe the progression from one event to the next in a text. (R.3.1)</li> <li>• Describe pertinent elements in the text, including: people, places, environments, processes, and events. (SSP.2.b)</li> <li>• Identify relationships among multiple elements (listed above) in the text. (SSP.2.b)</li> <li>• Fully explain relationships among the elements. (SSP.2.b)</li> <li>• Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>• Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>• Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>• Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>• Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>• Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> <li>• Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>• Identify a hypothesis for a given data set. (SP.2.b)</li> </ul>

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 42%	<p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	Medium	<ul style="list-style-type: none"> <li>Determine the meaning of figurative language (sentence level).</li> </ul>	<p><b>R.4.1/L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> </ul>
	<p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	High	<ul style="list-style-type: none"> <li>Determine the meaning of a tier 1 word in context.</li> <li>Determine the meaning of a tier 1 multiple meaning word in context.</li> <li>Determine the meaning of a tier 2 word in context.</li> <li>Determine the meaning of a more difficult tier 1 word in context.</li> <li>Determine the meaning of a tier 2 multiple meaning word in context.</li> <li>Determine the meaning of a phrase used in context.</li> <li>Determine the meaning of a phrase used in a very complex text.</li> <li>Determine the meaning of a word in very complex text.</li> </ul>	<p><b>R.4.1/L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> </ul>
	<p><b>RI.4.5</b> 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.</p>	Medium	<ul style="list-style-type: none"> <li>Describe the structure of a slightly to moderately complex text.</li> <li>Describe the structure of a section of very complex text.</li> <li>Compare information expressed in multiple formats.</li> <li>Use evidence to support comparisons of information expressed in multiple formats.</li> <li>Describe the structure of multiple paragraphs of a moderately complex text.</li> <li>Describe the structure of a section of very complex text (technical document).</li> <li>Describe the structure of very complex text.</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p> <p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Understand the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Understand why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Understand the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> <li>Understand how structural cues within a text serve an author’s purpose. (R.5.3)</li> <li>Identify potential or actual causes for given effects. (SSP.3.c)</li> </ul>

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 42%	<b>RI.4.5</b> Continued			<p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p> <p><b>R.5.2</b> Analyze the structural relationship between adjacent sections of text.</p> <p><b>SSP.3.a</b> Identify the chronological structure of a historical narrative and sequence steps in a process.</p>	<ul style="list-style-type: none"> <li>Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Identify a hypothesis for a given data set. (SP.2.b)</li> <li>Identify the independent variable in a given investigation. (SP.2.e)</li> <li>Identify the dependent variable in a given investigation. (SP.2.e)</li> <li>Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.e)</li> </ul>
	<b>RI.5.5</b> 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.	Low	<ul style="list-style-type: none"> <li>Use evidence to support comparisons of the structure of moderately to very complex texts.</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Explain the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Explain why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Explain the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> <li>Explain how structural cues within a text serve an author’s purpose. (R.5.3)</li> </ul>
				<p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p>	<ul style="list-style-type: none"> <li>Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> </ul>
				<p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p>	<ul style="list-style-type: none"> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Identify a hypothesis for a given data set. (SP.2.b)</li> </ul>
				<p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p>	<ul style="list-style-type: none"> <li>Identify the independent variable in a given investigation. (SP.2.e)</li> <li>Identify the dependent variable in a given investigation. (SP.2.e)</li> </ul>

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
<b>CRAFT AND STRUCTURE 42%</b>	<b>RI.5.5</b> continued			<b>R.5.2</b> Analyze the structural relationship between adjacent sections of text.	<ul style="list-style-type: none"> <li>Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.e)</li> </ul>
	<b>RI.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	Low	<ul style="list-style-type: none"> <li>Determine the point of view of a moderately complex text.</li> <li>Use evidence to support the determination of point of view.</li> </ul>	<p><b>R.4.1/L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.4.3/L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>R.6.1</b> Determine an author’s point of view or purpose in texts.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p>	<ul style="list-style-type: none"> <li>Explain how context shapes or lends meaning to a specific word. (R.4.1/L.4.1)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Medium	<ul style="list-style-type: none"> <li>Compare point of view between multiple slightly complex texts on the same topic.</li> <li>Describe the author’s point of view in moderately complex text.</li> <li>Compare the point of view across multiple texts on the same topic.</li> <li>Use evidence to support the determination of point of view.</li> <li>Use evidence to support the comparison of points of view across multiple texts on the same topic.</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.6.1</b> Determine an author’s point of view or purpose in texts.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts,	Medium	<ul style="list-style-type: none"> <li>Use quantitative information to support text.</li> <li>Use quantitative information to support multiple texts.</li> <li>Explain the connection between text and graphics.</li> </ul>	<p><b>SP.6.a</b> Express scientific information or findings visually.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p>	<ul style="list-style-type: none"> <li>Translate information presented verbally or numerically into a visual format. (SP.6.a)</li> <li>Integrate information presented verbally and numerically into a visual format.</li> <li>Identify relationships among graphs or diagrams. (SP.6.a)</li> </ul>



M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	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.		<ul style="list-style-type: none"> <li>• Use text evidence to support the use of quantitative information.</li> <li>• Use text evidence from multiple texts to support the use of quantitative information.</li> <li>• Use multiple pieces of evidence to support the explanation of an author’s point about a text.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify visual representations of scientific processes explained in a given text. (SP.6.a)</li> <li>• Complete diagrams to demonstrate understanding of relationships among variables, scientific concepts, or processes. (SP.6.a)</li> </ul>
	<p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	Not tested on TABE M N/A		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>SP.6.a</b> Express scientific information or findings visually.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact.</p>	<ul style="list-style-type: none"> <li>• Identify a common topic in multiple sources. (SSP.8.a)</li> <li>• Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>• Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>• Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> <li>• Translate information presented verbally or numerically into a visual format. (SP.6.a)</li> <li>• Integrate information presented verbally and numerically into a visual format. (SP.6.a)</li> <li>• Identify relationships among graphs or diagrams. (SP.6.a)</li> <li>• Identify visual representations of scientific processes explained in a given text. (SP.6.a)</li> <li>• Complete diagrams to demonstrate understanding of relationships among variables, scientific concepts, or processes. (SP.6.a)</li> </ul>



M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	Medium	<ul style="list-style-type: none"> <li>Identify author’s point about a section of moderately complex text.</li> <li>Use evidence to support the explanation of an author’s point about a section of text.</li> <li>Explain the author’s use of evidence to support an idea in moderately complex text.</li> <li>Explain the author’s use of evidence to support an idea in very complex text.</li> <li>Use evidence to support the explanation of an author’s point about a text.</li> <li>Use multiple pieces of evidence to support the explanation of an author’s point about a text.</li> </ul>	<p><b>R.8.3</b> Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p><b>SP.4.a</b> Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.8.1</b> Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p><b>R.8.4</b> Distinguish claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> <li>Explain how a particular piece of evidence is relevant to a point an author is making. (R.8.3)</li> <li>Distinguish between explanation and evidence. (R.8.3)</li> <li>Distinguish between reasoning and evidence. (R.8.3)</li> <li>Identify and explain why the evidence supports the proposed claim or solution. (SP.4.a)</li> <li>Identify and explain which piece of data supports or contradicts the given hypothesis. (SP.4.a)</li> <li>Identify multiple reasons a piece of evidence supports a theory or hypothesis and compare those reasons to each other. (SP.4.a)</li> <li>Fully explain why given evidence supports a scientific theory. (SP.4.a)</li> <li>Fully explain why given evidence challenges a scientific theory. (SP.4.a)</li> </ul>
	<p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Not Tested in TABE		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact.</p>	<ul style="list-style-type: none"> <li>Identify a common topic in multiple sources. (SSP.8.a)</li> <li>Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>

M	CCR Standard	TABE M 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
	<b>RI.5.9</b> Continued			<b>R.9.3</b> Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.	

# TABE Level D

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Medium	<ul style="list-style-type: none"> <li>• Make an inference of a slightly complex text based on explicit evidence.</li> <li>• Use evidence to support a stated inference.</li> <li>• Draw a conclusion based on a section of literary text.</li> <li>• Use details to support an inference of a literary text.</li> </ul>	<b>R.2.1</b> Comprehend explicit details and main ideas in a text.  <b>R.2.3</b> Make sentence-level inferences about details that support main ideas.  <b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.  <b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	
	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	High	<ul style="list-style-type: none"> <li>• Make an inference of a slightly complex text based on explicit evidence.</li> <li>• Use evidence to support a stated inference.</li> <li>• Draw a conclusion based on a section of literary text.</li> </ul>	<b>R.2.1</b> Comprehend explicit details and main ideas in a text.  <b>R.2.3</b> Make sentence-level inferences about details that support main ideas.  <b>R.2.7</b> Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.  <b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  <b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.	
	<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.	Low	<ul style="list-style-type: none"> <li>• Make an inference of a slightly complex text based on explicit evidence.</li> <li>• Use evidence to support a stated inference.</li> </ul>	<b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.  <b>R.2.7</b> Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	<ul style="list-style-type: none"> <li>• Identify supporting details for a given main idea. (SSP.2.a)</li> <li>• Fully explain relevant details in the text that support the main idea. (SSP.2.a)</li> <li>• Locate a single piece of evidence in the text. (SSP.2.a)</li> <li>• Locate multiple pieces of evidence in a text. (SSP.2.a)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RH.6-8.1</b> Continued			<b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.	
	<b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.	High	<ul style="list-style-type: none"> <li>• Make an inference of a slightly complex text based on explicit evidence.</li> <li>• Use evidence to support a stated inference.</li> </ul>	<p><b>SP.4.a</b> Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p> <p><b>R.2.7</b> Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in texts.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	<ul style="list-style-type: none"> <li>• Identify and explain why the evidence supports the proposed claim or solution. (SP.4.a)</li> <li>• Identify and explain which piece of data supports or contradicts the given hypothesis. (SP.4.a)</li> <li>• Identify multiple reasons a piece of evidence supports a theory or hypothesis and compare those reasons to each other. (SP.4.a)</li> <li>• Identify which scientific model would be weakened or strengthened by particular evidence. (SP.4.a)</li> <li>• Fully explain why given evidence supports a scientific theory. (SP.4.a)</li> <li>• Fully explain why given evidence challenges a scientific theory. (SP.4.a)</li> </ul>
	<b>RL.6.2</b> 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.	Medium	<ul style="list-style-type: none"> <li>• Determine central ideas explicitly stated in a moderately complex text.</li> <li>• Determine a central idea of a slightly complex text.</li> <li>• Use evidence to support an explicitly stated main idea in a slightly complex text.</li> <li>• Determine a central idea of a moderately complex text.</li> <li>• Determine a central idea of a very complex text (or section of text).</li> <li>• Identify the central idea of a moderately complex text.</li> <li>• Summarize a complex literary text.</li> <li>• Use details to support a theme in a complex literary text.</li> <li>• Use evidence to support an explicitly stated central idea of a moderately complex text.</li> <li>• Use evidence to support the identification of the central idea of a moderately complex text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.4</b> Infer implied main ideas in paragraphs and whole texts.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.</p> <p><b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p>	

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RL.6.2</b> Continued		<ul style="list-style-type: none"> <li>Support an inferred central idea with evidence from a moderately complex text.</li> </ul>		
	<b>RI.6.2</b> 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.	High	<ul style="list-style-type: none"> <li>Determine central ideas explicitly stated in a moderately complex text.</li> <li>Determine a central idea of a slightly complex text.</li> <li>Use evidence to support an explicitly stated main idea in a slightly complex text.</li> <li>Determine a central idea of a moderately complex text.</li> <li>Determine a central idea of a very complex text (or section of text).</li> <li>Identify the central idea of a moderately complex text.</li> <li>Summarize a slightly complex informational text.</li> <li>Use evidence to support an explicitly stated central idea of a moderately complex text.</li> <li>Use evidence to support the identification of the central idea of a moderately complex text.</li> <li>Support an inferred central idea with evidence from a moderately complex text.</li> </ul>	<p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.3</b> Make sentence-level inferences about details that support main ideas.</p> <p><b>R.2.4</b> Infer implied main ideas in paragraphs and whole texts.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	<ul style="list-style-type: none"> <li>Differentiate between the concepts of topic and main idea. <b>(SSP.2.a)</b></li> <li>Identify the topic and/or main idea of a piece of text. <b>(SSP.2.a)</b></li> <li>Identify supporting details for a given main idea. <b>(SSP.2.a)</b></li> <li>Summarize a piece of text. <b>(SSP.2.a)</b></li> <li>Locate a single piece of evidence in the text. <b>(SSP.2.a)</b></li> <li>Locate multiple pieces of evidence in a text. <b>(SSP.2.a)</b></li> </ul>
	<b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Low	<ul style="list-style-type: none"> <li>Make an inference about the central idea of a moderately complex text.</li> <li>Determine a central idea of a very complex text (or section of text).</li> </ul>	<p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	<ul style="list-style-type: none"> <li>Identify a hypothesis for a given scientific investigation. <b>(SP.2.b)</b></li> <li>Differentiate between an appropriate hypothesis and a poorly conceived hypothesis. <b>(SP.2.b)</b></li> <li>Use a hypothesis to support or challenge a given conclusion. <b>(SP.2.b)</b></li> <li>Identify a hypothesis for a given data set. <b>(SP.2.b)</b></li> <li>Refine a hypothesis to more appropriately suit a scientific experiment. <b>(SP.2.b)</b></li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	High	<ul style="list-style-type: none"> <li>• Use explicit evidence to analyze connections among ideas.</li> <li>• Make connections between clearly stated ideas in a moderately complex text.</li> <li>• Analyze connections among ideas in a slightly complex text.</li> <li>• Make distinctions between ideas in a moderately complex text.</li> <li>• Analyze the connections among ideas in a very complex text.</li> <li>• Use evidence to support the analysis of connections among ideas in a very complex text.</li> </ul>	<p><b>R.3.1</b> Order sequences of events in texts. <i>Primarily used with literary texts.</i></p> <p><b>SSP.3.c</b> Analyze cause-and effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p><b>R.3.3</b> Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.</p> <p><b>R.3.4</b> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p> <p><b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts.</p>	<ul style="list-style-type: none"> <li>• Identify chronological and non-chronological sequences of events within texts. (R.3.1)</li> <li>• Describe the progression from one event to the next in a text. (R.3.1)</li> <li>• Re-order events provided in chronological order texts into a different order (e.g., cause-and-effect, etc.) in order to determine the text’s meaning. (R.3.1)</li> <li>• Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>• Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>• Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>• Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>• Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>• Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> </ul>
	<p><b>RH.6-8.3</b> 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).</p>	Low	<ul style="list-style-type: none"> <li>• Make connections between clearly stated ideas in a moderately complex text.</li> </ul>	<p><b>SSP.2.b</b> Describe people, places, environments, processes, and events, and the connections between and among them.</p> <p><b>SSP.3.c</b> Analyze cause-and effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.3.4</b> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p>	<ul style="list-style-type: none"> <li>• Describe pertinent elements in the text, including people, places, environments, processes, and events. (SSP.2.b)</li> <li>• Identify relationships among multiple elements (listed above) in the text. (SSP.2.b)</li> <li>• Fully explain relationships among the elements. (SSP.2.b)</li> <li>• Identify (potential or actual) causes for given effects. (SSP.3.c)</li> <li>• Identify (potential or actual) effects for a given cause. (SSP.3.c)</li> <li>• Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>• Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>• Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RH.6-8.3</b> Continued				<ul style="list-style-type: none"> <li>Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> </ul>
	<b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Low	<ul style="list-style-type: none"> <li>Identify a step in a multi-step process from a slightly complex text.</li> <li>Use evidence to support following a multi-step process.</li> </ul>	<p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>SP.3.b</b> Reason from data or evidence to a conclusion.</p> <p><b>SP.3.c</b> Make a prediction based upon data or evidence.</p>	<ul style="list-style-type: none"> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Use a hypothesis to support or challenge a given conclusion. (SP.2.b)</li> <li>Identify a hypothesis for a given data set. (SP.2.b)</li> <li>Refine a hypothesis to more appropriately suit a scientific experiment. (SP.2.b)</li> </ul>
CRAFT AND STRUCTURE 38%	<b>RL.6.4</b> 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.	Medium	<ul style="list-style-type: none"> <li>Determine the meaning of tier 1 words.</li> <li>Determine the meaning of tier 2 words in moderately complex texts.</li> <li>Determine the meaning of figurative language in context.</li> <li>Determine the meaning of words in literary texts.</li> <li>Determine the meaning of words in literary texts.</li> <li>Determine the meaning of words in literary texts.</li> <li>Determine the meaning of tier 2/multiple-meaning words in context.</li> <li>Determine the meaning of figurative language in literary text.</li> </ul>	<p><b>R.4.1 /L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>R.4.2 /L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between connotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Explain how context shapes or lends meaning to a specific word. (R.4.1/L.4.1)</li> </ul>
	<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	High	<ul style="list-style-type: none"> <li>Determine the meaning of tier 1 words.</li> <li>Determine the meaning of tier 2 words in moderately complex texts.</li> <li>Determine the meaning of figurative language in context.</li> <li>Determine the meaning of words in literary texts.</li> <li>Determine the meaning of tier 2/multiple-meaning words in context.</li> </ul>	<p><b>R.4.1 /L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>R.4.2 /L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3 /L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>SSP.4.a</b> Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political,</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between connotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Explain how context shapes or lends meaning to a specific word. (R.4.1/L.4.1)</li> </ul>



D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 38%	<b>RI.6.4</b> Continued			social, geographic, and economic aspects of social studies.	
	<b>RL.6.5</b> 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.	Low	<ul style="list-style-type: none"> <li>Analyze the connection of a section of text to the whole (very complex text).</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p> <p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>R.5.1</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p><b>R.5.4</b> Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Explain the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Explain why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Explain the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> <li>Explain how structural cues within a text serve an author’s purpose. (R.5.3)</li> </ul> <ul style="list-style-type: none"> <li>Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> </ul>
	<b>RI.7.5</b> 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.	High	<ul style="list-style-type: none"> <li>Determine the purpose of a section of text.</li> <li>Analyze the connection of a section of text to the whole (moderately complex text).</li> <li>Analyze the function of a section of text.</li> <li>Use evidence to support the determination of the purpose of a section of text.</li> <li>Analyze the function of a text feature.</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p> <p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Explain the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Explain why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Explain the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 38%	<b>RI.7.5</b> Continued			<p>individuals, natural and societal processes, and the influence of ideas.</p> <p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p> <p><b>R.5.1</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p><b>R.5.2</b> Analyze the structural relationship between adjacent sections of text.</p> <p><b>R.5.4</b> Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.</p>	<ul style="list-style-type: none"> <li>• Explain how structural cues within a text serve an author’s purpose. (R.5.3)</li> <li>• Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>• Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>• Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>• Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>• Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>• Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> <li>• Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>• Differentiate between an appropriate hypothesis and a poorly conceived hypothesis. (SP.2.b)</li> <li>• Use a hypothesis to support or challenge a given conclusion. (SP.2.b)</li> <li>• Identify a hypothesis for a given data set. (SP.2.b)</li> <li>• Refine a hypothesis to more appropriately suit a scientific experiment. (SP.2.b)</li> <li>• Identify the independent variable in a given investigation. (SP.2.e)</li> <li>• Identify the dependent variable in a given investigation. (SP.2.e)</li> <li>• Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.e)</li> </ul>
	<b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting	High	<ul style="list-style-type: none"> <li>• Determine the author’s purpose (explicitly stated).</li> <li>• Compare the author’s purpose across multiple texts.</li> <li>• Determine the authors’ purposes across complex texts.</li> <li>• Determine the point of view of a section of text.</li> <li>• Determine the point of view of a text (explicitly stated).</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.4.2/L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3/L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text,</p>	<ul style="list-style-type: none"> <li>• Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>• Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>• Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 38%	evidence or viewpoints.		<ul style="list-style-type: none"> <li>Determine the point of view of a moderately complex text.</li> <li>Determine the point of view of a moderately-very complex text.</li> <li>Use evidence to support the determination of point of view.</li> </ul>	<p>with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>R.6.1</b> Determine an author’s point of view or purpose in texts.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.6.4</b> Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.</p>	<ul style="list-style-type: none"> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	<p><b>RH.6-8.6</b> 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).</p>	Low	<ul style="list-style-type: none"> <li>Use evidence to support the determination of point of view.</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.4.2/L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3/L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.6.4</b> Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 15%	<p><b>RI.6.7</b> 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.</p>	Low	<ul style="list-style-type: none"> <li>Incorporate graphic and text to understand topic.</li> </ul>	<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1 /R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>	<ul style="list-style-type: none"> <li>Identify a common topic in multiple sources. (SSP.8.a)</li> <li>Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>
	<p><b>RST.6-8.7</b> 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).</p>	Low	<ul style="list-style-type: none"> <li>Integrate basic quantitative information with evidence from the text.</li> <li>Use quantitative data to support stated author’s point of view.</li> <li>Use quantitative data and evidence from the text to support stated author’s point of view.</li> <li>Integrate quantitative information with evidence from the text.</li> </ul>	<p><b>SP.6.a</b> Express scientific information or findings visually.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1 /R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>	<ul style="list-style-type: none"> <li>Translate information presented verbally or numerically into a visual format. (SP.6.a)</li> <li>Integrate information presented verbally and numerically into a visual format.</li> <li>Identify relationships among graphs or diagrams. (SP.6.a)</li> <li>Identify visual representations of scientific processes explained in a given text. (SP.6.a)</li> <li>Complete diagrams to demonstrate understanding of relationships among variables, scientific concepts, or processes. (SP.6.a)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 15%	<p><b>RI.8.8</b> 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.</p>	High	<ul style="list-style-type: none"> <li>• Use evidence to support a stated claim.</li> <li>• Evaluate support for a claim.</li> <li>• Evaluate a claim made in a text.</li> <li>• Compare claims made across texts.</li> <li>• Identify a claim made in text.</li> <li>• Use evidence to support a claim made in complex texts.</li> <li>• Determine the relevance of evidence used to support a claim.</li> <li>• Compare claims made across texts and support comparison with multiple pieces of evidence.</li> </ul>	<p><b>R.8.3</b> Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p><b>R.8.6</b> Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p> <p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p>	<ul style="list-style-type: none"> <li>• Explain how a particular piece of evidence is relevant to a point an author is making. (R.8.3)</li> <li>• Explain how a particular piece or pieces of evidence are sufficient to justify an author’s singular point or overall message. (R.8.3)</li> <li>• Distinguish between irrelevant and relevant evidence. (R.8.3)</li> <li>• Distinguish between an idea that has sufficient evidence to support it and one that does not. (R.8.3)</li> <li>• Distinguish between explanation and evidence. (R.8.3)</li> <li>• Distinguish between reasoning and evidence. (R.8.3)</li> <li>• Make judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence. (R.8.3)</li> <li>• Identify explicit premises and assumptions inherent to an argument in a text. (R.8.6)</li> <li>• Identify implicit premises and assumptions inherent to an argument in a text. (R.8.6)</li> <li>• Explain what, if any, of an author’s biases and assumptions are observable within a text. (R.8.6)</li> <li>• Make judgments on whether any implicit premises or assumptions of an argument are justified (fully or partially) by evidence that is explicitly provided in the text. (R.8.6)</li> <li>• Differentiate between the concepts of topic and main idea. (SSP.2.a)</li> <li>• Identify the topic and/or main idea of a piece of text. (SSP.2.a)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 15%	<p><b>RI.8.8</b> 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.</p>	High	<ul style="list-style-type: none"> <li>• Use evidence to support a stated claim.</li> <li>• Evaluate support for a claim.</li> <li>• Evaluate a claim made in a text.</li> <li>• Compare claims made across texts.</li> <li>• Identify a claim made in text.</li> <li>• Use evidence to support a claim made in complex texts.</li> <li>• Determine the relevance of evidence used to support a claim.</li> </ul> <p>Compare claims made across texts and support comparison with multiple pieces of evidence.</p>	<p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p><b>SP.4.a</b> Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.4.3/L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>R.6.4</b> Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.</p> <p><b>R.8.1</b> Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p><b>R.8.4</b> Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p><b>R.8.5</b> Assess whether reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p>	<ul style="list-style-type: none"> <li>• Identify supporting details for a given main idea. (SSP.2.a)</li> <li>• Summarize a piece of text. (SSP.2.a)</li> <li>• Fully explain relevant details in the text that support the main idea. (SSP.2.a)</li> <li>• Locate a single piece of evidence in the text. (SSP.2.a)</li> <li>• Locate multiple pieces of evidence in a text. (SSP.2.a)</li> <li>• Differentiate between relevant and irrelevant evidence. (SSP.2.a)</li> <li>• Use evidence to support or challenge an author’s conclusion. (SSP.2.a)</li> <li>• Identify and explain why the evidence supports the proposed claim or solution. (SP.4.a)</li> <li>• Identify and explain which piece of data supports or contradicts the given hypothesis. (SP.4.a)</li> <li>• Identify multiple reasons a piece of evidence supports a theory or hypothesis and compare those reasons to each other. (SP.4.a)</li> <li>• Identify which scientific model would be weakened or strengthened by particular evidence. (SP.4.a)</li> <li>• Fully explain why given evidence supports a scientific theory. (SP.4.a)</li> <li>• Fully explain why given evidence challenges a scientific theory. (SP.4.a)</li> </ul>

D	CCR Standard	TABE D 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 15%	<p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Not Tested on TABE 11/12</p>		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact.</p> <p><b>R.9.3</b> Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>	<ul style="list-style-type: none"> <li>• Identify a common topic in multiple sources. (SSP.8.a)</li> <li>• Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>• Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>• Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>



## TABE Level A

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Low	<ul style="list-style-type: none"> <li>• Support a given inference.</li> <li>• Make an inference based on explicit details.</li> <li>• Make a text-based inference of a literary text.</li> </ul>	<b>R.2.3</b> Make sentence-level inferences about details that support main ideas.  <b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme.  <b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	
	<b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Medium	<ul style="list-style-type: none"> <li>• Support a given inference.</li> <li>• Make an inference based on explicit details.</li> </ul>	<b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	
	<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	High	<ul style="list-style-type: none"> <li>• Support a given inference.</li> <li>• Make an inference based on explicit details.</li> </ul>	<b>R.2.3</b> Make sentence-level inferences about details that support main ideas.  <b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.  <b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  <b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.	

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Low	<ul style="list-style-type: none"> <li>• Support a given inference.</li> <li>• Make an inference based on explicit details.</li> </ul>	<b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	
	<b>RL.9-10.2</b> 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.	Medium	<ul style="list-style-type: none"> <li>• Determine an explicitly stated central idea.</li> <li>• Determine the central idea of a section of text.</li> <li>• Determine a central idea of a moderately complex text.</li> <li>• Determine the central idea of a complex text.</li> <li>• Determine the central idea of a complex literary text.</li> <li>• Use evidence to support a stated central idea.</li> <li>• Use evidence to support a stated central idea of a highly complex text.</li> <li>• Summarize key details in a section of text.</li> <li>• Support a stated summary with explicit text.</li> <li>• Use inference to summarize a section of text.</li> <li>• Summarize events across multiple sections of text.</li> <li>• Use multiple pieces of evidence to support a summary.</li> </ul>	<b>R.2.1</b> Comprehend explicit details and main ideas in a text. <b>R.2.2</b> Summarize details and ideas in text. <b>R.2.3</b> Make sentence-level inferences about details that support main ideas. <b>R.2.4</b> Infer implied main ideas in paragraphs and whole texts. <b>R.2.5</b> Determine which details support a main idea. <b>R.2.6</b> Identify a theme, or identify which element(s) in a text support a theme. <b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts. <b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.	
	<b>RI.9-10.2</b> 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	High	<ul style="list-style-type: none"> <li>• Determine an explicitly stated central idea.</li> <li>• Determine the central idea of a section of text.</li> <li>• Determine a central idea of a moderately complex text.</li> <li>• Determine the central idea of a complex text.</li> <li>• Determine the central idea of a highly complex informational text.</li> </ul>	<b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.  <b>R.2.1</b> Comprehend explicit details and main ideas in a text. <b>R.2.2</b> Summarize details and ideas in text. <b>R.2.3</b> Make sentence-level inferences about details that support main ideas.	<ul style="list-style-type: none"> <li>• Differentiate between the concepts of topic and main idea. (SSP.2.a)</li> <li>• Identify the topic and/or main idea of a piece of text. (SSP.2.a)</li> <li>• Identify supporting details for a given main idea. (SSP.2.a)</li> <li>• Summarize a piece of text. (SSP.2.a)</li> <li>• Fully explain relevant details in the text that support the main idea. (SSP.2.a)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	specific details; provide an objective summary of the text.		<ul style="list-style-type: none"> <li>• Use evidence to support a stated central idea.</li> <li>• Use evidence to support a stated central idea of a highly complex text.</li> <li>• Summarize key details in a section of text.</li> <li>• Support a stated summary with explicit text.</li> <li>• Use inference to summarize a section of text.</li> <li>• Summarize events across multiple sections of text.</li> <li>• Use multiple pieces of evidence to support a summary.</li> <li>• Summarize key details of an informational text.</li> </ul>	<p><b>R.2.4</b> Infer implied main ideas in paragraphs and whole texts.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>	<ul style="list-style-type: none"> <li>• Locate a single piece of evidence in the text. (SSP.2.a)</li> <li>• Locate multiple pieces of evidence in a text. (SSP.2.a)</li> <li>• Differentiate between relevant and irrelevant evidence. (SSP.2.a)</li> <li>• Use evidence to support or challenge an author’s conclusion. (SSP.2.a)</li> </ul>
	<b>RST.11-12.2</b> 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.	Low	<ul style="list-style-type: none"> <li>• Determine an explicitly stated central idea.</li> <li>• Determine the central idea of a highly complex informational text.</li> <li>• Summarize key details of an informational text.</li> </ul>	<p><b>R.2.1</b> Comprehend explicit details and main ideas in a text.</p> <p><b>R.2.2</b> Summarize details and ideas in text.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p>	
	<b>RI.11-12.3</b> 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.	Medium	<ul style="list-style-type: none"> <li>• Analyze the connection of ideas within a section of text.</li> <li>• Analyze the connection of ideas across a text.</li> <li>• Use multiple pieces of evidence to support analysis of the connection of ideas.</li> <li>• Use multiple pieces of evidence to support an analysis of the connection of ideas within a highly complex text.</li> <li>• Analyze the connection of ideas across a highly complex text.</li> </ul>	<p><b>R.3.1</b> Order sequences of events in texts. <i>Primarily used with literary texts.</i></p> <p><b>SSP.3.c</b> Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p>	<ul style="list-style-type: none"> <li>• Re-order events provided in chronological order texts into a different order (e.g., cause-and-effect, etc.) in order to determine the text’s meaning. (R.3.1)</li> <li>• Identify potential or actual causes for given effects. (SSP.3.c)</li> <li>• Identify potential or actual effects for a given cause. (SSP.3.c)</li> <li>• Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>• Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
KEY IDEAS AND DETAILS 47%	<b>RI.11-12.3</b> Continued		<ul style="list-style-type: none"> <li>Use evidence to support an analysis of the connection of ideas within an informational text.</li> </ul>	<p><b>R.3.3</b> Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.</p> <p><b>R.3.4</b> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p> <p><b>R.3.5</b> Analyze the roles that details play in complex literary or informational texts.</p>	<ul style="list-style-type: none"> <li>Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> </ul>
	<b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Medium	<ul style="list-style-type: none"> <li>Use causal relationships to analyze the connection of ideas with and across texts.</li> </ul>	<p><b>SSP.3.c</b> Analyze cause-and effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p><b>R.3.2</b> Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p><b>R.3.3</b> Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.</p> <p><b>R.3.4</b> Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p>	<ul style="list-style-type: none"> <li>Identify (potential or actual) causes for given effects. (SSP.3.c)</li> <li>Identify (potential or actual) effects for a given cause. (SSP.3.c)</li> <li>Identify examples of cause-effect relationships in texts. (SSP.3.c)</li> <li>Fully explain how or why one event or set of circumstances in a cause-effect relationship caused another. (SSP.3.c)</li> <li>Fully explain a sequence of causes leading to a given effect. (SSP.3.c)</li> <li>Identify multiple causes of a given event or set of circumstances. (SSP.3.c)</li> </ul>
	<b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements,	Medium	<ul style="list-style-type: none"> <li>Use evidence to support an analysis of the connection of ideas within an informational text.</li> </ul>	<p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>R.2.7</b> Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p>	<ul style="list-style-type: none"> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Differentiate between an appropriate hypothesis and a poorly conceived hypothesis. (SP.2.b)</li> <li>Use a hypothesis to support or challenge a given conclusion. (SP.2.b)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
	or performing technical tasks attending to special cases or exceptions defined in the text.			<p><b>SP.3.b</b> Reason from data or evidence to a conclusion.</p> <p><b>SP.3.c</b> Make a prediction based upon data or evidence.</p>	<ul style="list-style-type: none"> <li>Identify a hypothesis for a given data set. (SP.2.b)</li> <li>Refine a hypothesis to more appropriately suit a scientific experiment. (SP.2.b)</li> </ul>
CRAFT AND STRUCTURE 42%	<p><b>RI.9-10.4</b> 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).</p>	High	<ul style="list-style-type: none"> <li>Determine the meaning of tier 2 words in context.</li> <li>Determine the meaning of figurative language in context.</li> <li>Determine the connotative meaning of familiar phrases in context.</li> <li>Determine the meaning of tier 3 words in context (when defined in text).</li> <li>Determine the impact of word choice on tone and meaning.</li> <li>Determine the meaning of tier 2/multiple meaning words in context.</li> </ul>	<p><b>R.4.1 /L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>R.4.2 /L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3 /L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>SSP.4.a</b> Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between connotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Explain how context shapes or lends meaning to a specific word. (R.4.1/L.4.1)</li> </ul>
	<p><b>RL.9-10.4</b> 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;</p>	Low	<ul style="list-style-type: none"> <li>Determine the meaning of tier 2 words in context.</li> <li>Determine the meaning of figurative language in context.</li> <li>Determine the connotative meaning of familiar phrases in context.</li> <li>Determine the meaning of tier 3 words in context (when defined in text).</li> <li>Determine the impact of word choice on tone and meaning.</li> <li>Determine the meaning of tier 2/multiple meaning words in context.</li> <li>Make a text-based inference to determine word meaning in a literary text.</li> </ul>	<p><b>R.4.1 /L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>R.4.2 /L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3 /L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and connotative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between denotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Distinguish between connotative and figurative meanings of a word. (R.4.1/L.4.1)</li> <li>Explain how context shapes or lends meaning to a specific word. (R.4.1/L.4.1)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 42%	how it sets a formal or informal tone).				
	<b>RST.9-10.4</b> 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.	Medium	<ul style="list-style-type: none"> <li>Determine the meaning of tier 3 words in context.</li> </ul>	<p><b>R.4.1/L.4.1</b> Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p>	<ul style="list-style-type: none"> <li>Identify what a word means, specific to the sentence(s) that provides its context. (R.4.1/L.4.1)</li> <li>Identify the independent variable in a given investigation. (SP.2.5)</li> <li>Identify the dependent variable in a given investigation. (SP.2.5)</li> <li>Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.5)</li> </ul>
	<b>RI.9-10.5</b> 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).	High	<ul style="list-style-type: none"> <li>Analyze the function of a section of text to develop ideas in an informational text.</li> <li>Analyze the function of a section of text to develop ideas in a moderately complex text.</li> <li>Analyze the function of a section of text to develop claims in an informational text.</li> <li>Analyze the function of a section of text to develop ideas in a complex text.</li> <li>Analyze the function of a section of text to develop claims in a complex text.</li> <li>Analyze the function of a section of text to develop ideas in a highly complex text.</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p> <p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p> <p><b>R.5.1</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p><b>R.5.4</b> Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Explain the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Explain why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Explain the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> <li>Explain how structural cues within a text serve an author’s purpose. (R.5.3)</li> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Differentiate between an appropriate hypothesis and a poorly conceived hypothesis. (SP.2.b)</li> <li>Use a hypothesis to support or challenge a given conclusion. (SP.2.b)</li> <li>Identify a hypothesis for a given data set.</li> <li>Refine a hypothesis to more appropriately suit a scientific experiment. (SP.2.b)</li> <li>Identify the independent variable in a given investigation. (SP.2.e)</li> </ul>



A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
<b>CRAFT AND STRUCTURE 42%</b>	<b>RI.9-10.5</b> Continued				<ul style="list-style-type: none"> <li>Identify the dependent variable in a given investigation. (SP.2.e)</li> <li>Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.e)</li> </ul>
	<b>RI.11-12.5</b> 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.	Medium	<ul style="list-style-type: none"> <li>Use evidence to support the analysis of text structure.</li> <li>Analyze the function of multiple sections to develop ideas in a complex text.</li> <li>Use multiple pieces of evidence to support the analysis of text structure.</li> </ul>	<p><b>R.5.3</b> Analyze transitional language or signal words (words that indicate structural relationships, such as <i>consequently</i>, <i>nevertheless</i>, <i>otherwise</i>) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose.</p> <p><b>SP.2.b</b> Identify and refine hypotheses for scientific investigations.</p> <p><b>SP.2.e</b> Identify and interpret independent and dependent variables in scientific investigations.</p> <p><b>R.5.2</b> Analyze the structural relationship between adjacent sections of text.</p> <p><b>R.5.4</b> Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.</p>	<ul style="list-style-type: none"> <li>Identify transitional words or phrases within texts. (R.5.3)</li> <li>Explain the function of transitional language as it is used in a specific text. (R.5.3)</li> <li>Explain why specific transitional word(s) were used to convey meaning. (R.5.3)</li> <li>Explain the structural relationship between two clauses or phrases in terms of their transitions. (R.5.3)</li> <li>Explain how structural cues within a text serve an author’s purpose. (R.5.3)</li> <li>Identify a hypothesis for a given scientific investigation. (SP.2.b)</li> <li>Differentiate between an appropriate hypothesis and a poorly conceived hypothesis. (SP.2.b)</li> <li>Use a hypothesis to support or challenge a given conclusion. (SP.2.b)</li> <li>Identify a hypothesis for a given data set.</li> <li>Refine a hypothesis to more appropriately suit a scientific experiment. (SP.2.b)</li> <li>Identify the independent variable in a given investigation. (SP.2.e)</li> <li>Identify the dependent variable in a given investigation. (SP.2.e)</li> <li>Fully explain the relationship between the independent and dependent variables in a given experiment. (SP.2.e)</li> </ul>
	<b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a	Low	<ul style="list-style-type: none"> <li>Compare point of view across multiple texts.</li> </ul>	<p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify</li> </ul>



A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 42%	work of literature from outside the United States, drawing on a wide reading of world literature.				<p>influential events, figures, and ideas therein. (SSP.5.c)</p> <ul style="list-style-type: none"> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	<p><b>RL.11-12.6</b> 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).</p>	Low	<ul style="list-style-type: none"> <li>Determine character point of view in a literary text.</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.4.2/L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	<p><b>RI.9-10.6</b> 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.</p>	High	<ul style="list-style-type: none"> <li>Determine the author’s purpose in an informational text.</li> <li>Determine the author’s purpose in a moderately complex text.</li> <li>Analyze the development of the author’s purpose.</li> <li>Use evidence to support the analysis of point of view.</li> <li>Analyze method for developing point of view (including rhetoric).</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.4.2/L.4.2</b> Analyze how meaning or tone is affected when one word is replaced with another.</p> <p><b>R.4.3/L.4.3</b> Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author’s intent to convey information or construct an argument.</p> <p><b>R.6.1</b> Determine an author’s point of view or purpose in texts.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p> <p><b>R.6.4</b> Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
CRAFT AND STRUCTURE 42%	<p><b>RH.9-10.6</b> 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.</p>	Low	<ul style="list-style-type: none"> <li>Use multiple pieces of evidence to support the comparison of point of view (within and across texts).</li> </ul>	<p><b>SSP.5.c</b> Analyze how a historical context shapes an author’s point of view.</p> <p><b>R.6.1</b> Determine an author’s point of view or purpose in texts.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.3</b> Infer an author’s implicit as well as explicit purposes based on details in a text.</p>	<ul style="list-style-type: none"> <li>Identify the author’s point of view in a primary source text. (SSP.5.c)</li> <li>Identify the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. (SSP.5.c)</li> <li>Identify context (events, figures, ideas) relevant to the given text. (SSP.5.c)</li> <li>Fully explain how the historical context directly relates to the author’s point of view. (SSP.5.c)</li> </ul>
	INTEGRATION OF KNOWLEDGE AND IDEAS 11%	<p><b>RI.9-10.8</b> 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.</p>	High	<ul style="list-style-type: none"> <li>Determine a claim made in an informational text.</li> <li>Support a stated claim with evidence from an informational text.</li> <li>Support a stated argument with evidence from a moderately complex text.</li> <li>Determine a claim made in a moderately complex text.</li> <li>Support a stated claim with multiple pieces of evidence from a moderately complex text.</li> <li>Support a cross-text claim with evidence from a moderately complex text.</li> <li>Identify faulty reasoning as related to a stated claim.</li> <li>Determine a claim made in a complex text.</li> <li>Support a claim made in a complex text.</li> <li>Determine a claim based on information in a moderately complex text.</li> </ul>	<p><b>R.8.3</b> Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p><b>R.8.6</b> Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	RI.9-10.8 continued	High	<ul style="list-style-type: none"> <li>Determine a claim made in an informational text.</li> <li>Support a stated claim with evidence from an informational text.</li> <li>Support a stated argument with evidence from a moderately complex text.</li> <li>Determine a claim made in a moderately complex text.</li> <li>Support a stated claim with multiple pieces of evidence from a moderately complex text.</li> <li>Support a cross-text claim with evidence from a moderately complex text.</li> <li>Identify faulty reasoning as related to a stated claim.</li> <li>Determine a claim made in a complex text.</li> <li>Support a claim made in a complex text.</li> <li>Determine a claim based on information in a moderately complex text.</li> </ul>	<p><b>SSP.2.a</b> Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p><b>SP.4.a</b> Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p> <p><b>R.2.5</b> Determine which details support a main idea.</p> <p><b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>R.6.4</b> Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose.</p> <p><b>R.8.1</b> Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another.</p> <p><b>R.8.2</b> Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p><b>R.8.4</b> Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p><b>R.8.5</b> Assess whether reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p>	<ul style="list-style-type: none"> <li>Differentiate between the concepts of topic and main idea. (SSP.2.a)</li> <li>Identify the topic and/or main idea of a piece of text. (SSP.2.a)</li> <li>Identify supporting details for a given main idea. (SSP.2.a)</li> <li>Summarize a piece of text. (SSP.2.a)</li> <li>Fully explain relevant details in the text that support the main idea. (SSP.2.a)</li> <li>Locate a single piece of evidence in the text. (SSP.2.a)</li> <li>Locate multiple pieces of evidence in a text. (SSP.2.a)</li> <li>Differentiate between relevant and irrelevant evidence. (SSP.2.a)</li> <li>Use evidence to support or challenge an author’s conclusion. (SSP.2.a)</li> <li>Identify and explain why the evidence supports the proposed claim or solution. (SP.4.a)</li> <li>Identify and explain which piece of data supports or contradicts the given hypothesis. (SP.4.a)</li> <li>Identify multiple reasons a piece of evidence supports a theory or hypothesis and compare those reasons to each other. (SP.4.a)</li> <li>Identify which scientific model would be weakened or strengthened by particular evidence. (SP.4.a)</li> <li>Fully explain why given evidence supports a scientific theory. (SP.4.a)</li> <li>Fully explain why given evidence challenges a scientific theory. (SP.4.a)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	<p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	Not Tested on TABE 11/12		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p>	<ul style="list-style-type: none"> <li>Identify a common topic in multiple sources. (SSP.8.a)</li> <li>Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>
	<p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	Not Tested on TABE 11/12		<p><b>SP.6.a</b> Express scientific information or findings visually.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1 /R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p>	<ul style="list-style-type: none"> <li>Translate information presented verbally or numerically into a visual format. (SP.6.a)</li> <li>Integrate information presented verbally and numerically into a visual format. (SP.6.a)</li> <li>Identify relationships among graphs or diagrams. (SP.6.a)</li> <li>Identify visual representations of scientific processes explained in a given text. (SP.6.a)</li> <li>Complete diagrams to demonstrate understanding of relationships among variables, scientific concepts, or processes. (SP.6.a)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	<p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	Not Tested on TABE 11/12		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>SP.6.a</b> Express scientific information or findings visually.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1 /R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.2</b> Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author’s argument.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>	<ul style="list-style-type: none"> <li>Identify a common topic in multiple sources. (SSP.8.a)</li> <li>Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul> <ul style="list-style-type: none"> <li>Translate information presented verbally or numerically into a visual format. (SP.6.a)</li> <li>Integrate information presented verbally and numerically into a visual format. (SP.6.a)</li> <li>Identify relationships among graphs or diagrams. (SP.6.a)</li> <li>Identify visual representations of scientific processes explained in a given text. (SP.6.a)</li> <li>Complete diagrams to demonstrate understanding of relationships among variables, scientific concepts, or processes. (SP.6.a)</li> </ul>
	<p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four</p>	Not Tested on TABE 11/12		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p>	<ul style="list-style-type: none"> <li>Identify a common topic in multiple sources. (SSP.8.a)</li> <li>Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>

A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%	<p>Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>			<p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact.</p> <p><b>R.9.3</b> Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>	
	<p><b>RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes,</p>	<p>Not Tested on TABE 11/12</p>		<p><b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p> <p><b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas.</p> <p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or</p>	<ul style="list-style-type: none"> <li>• Identify a common topic in multiple sources. (SSP.8.a)</li> <li>• Describe commonalities in treatment of a topic across multiple sources. (SSP.8.a)</li> <li>• Identify differences in the way the sources treat the topic. (SSP.8.a)</li> <li>• Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. (SSP.8.a)</li> </ul>

<b>A</b>	<b>CCR Standard</b>	<b>TABE A 11/12 Emphasis Level</b>	<b>Demonstrated TABE Skill</b>	<b>GED® Assessment Targets and High Impact Indicators</b>	<b>GED® High Impact Indicator Skills</b>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS 11%</b>	purposes, and rhetorical features.			differences in perspective, tone, style, structure, purpose, or impact. <b>R.9.3</b> Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.	
	<b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Not Tested on TABE 11/12		<b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas. <b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints. <b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats. <b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact. <b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.	
	<b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	Not Tested on TABE 11/12		<b>SSP.8.a</b> Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources. <b>R.2.8</b> Draw conclusions or make generalizations that require synthesis of multiple main ideas in text. <b>R.6.2</b> Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> <li>• Identify a common topic in multiple sources. <b>(SSP.8.a)</b></li> <li>• Describe commonalities in treatment of a topic across multiple sources. <b>(SSP.8.a)</b></li> <li>• Identify differences in the way the sources treat the topic. <b>(SSP.8.a)</b></li> <li>• Fully explain how a given difference in treatment is meaningful to the understanding of the topic itself. <b>(SSP.8.a)</b></li> </ul>



A	CCR Standard	TABE A 11/12 Emphasis Level	Demonstrated TABE Skill	GED® Assessment Targets and High Impact Indicators	GED® High Impact Indicator Skills
INTEGRATION OF KNOWLEDGE AND IDEAS 11%				<p><b>R.7.1/R.9.1</b> Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats.</p> <p><b>R.7.3</b> Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact.</p> <p><b>R.7.4</b> Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>R.9.2</b> Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or impact.</p> <p><b>R.9.3</b> Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>	