

**Florida Department of Education
2014-2015 Curriculum Frameworks
GED® Reasoning through Language Arts**

| Adult General Education | |
|--------------------------------|---|
| Program Title | GED® Preparation Program |
| Program Number | 9900130 |
| Program Length | Varies |
| Course Title | GED® Reasoning Through Language Arts |
| Course Number | 9900131 |
| CIP Number | 1532.010207 |
| Grade Level | 30, 31 |
| Standard Course Length | Varies |
| Teacher Certification | Bachelor's degree or higher |

PURPOSE

The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the adult student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The Reasoning through Language Arts (RLA) course of the GED® Preparation Program is to prepare students to pass the GED® RLA Test. This test will focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

THE GED® 2014 ASSESSMENT

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service. The manual can be downloaded at <http://gedtestingservice.org>.

The GED® RLA test items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, requires test-

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takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA Test includes the following:

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literature.
- For texts in which comprehension hinges on vocabulary, the focus will be on understanding words that appear frequently in texts from a wide variety of disciplines and, by their definition, are not unique to a particular discipline.
- U.S. founding documents and the “Great American Conversation” that followed are the required texts for study and assessment.
- The length of the texts included in the reading comprehension component will vary between 450 and 900 words.
- Reading and writing standards will also be measured in the GED® Social Studies Test, and the reading standards will be measured in the GED® Science Test.

Webb’s Depth of Knowledge (DOK) Model

Bloom’s Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service is using Webb’s Depth of Knowledge model to guide test item development for the GED® 2014 assessment. In Bloom’s Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom’s system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE

The GED® Preparation Program consist of four courses: Reasoning through Language Arts, Mathematics Reasoning, Social Studies, and Science. The courses are non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (A-D) per test passed by the student. An agency will be awarded

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a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma. The program and course length can vary however the recommended length for Reasoning through Language Arts is approximately 500 hours.

| Course Number | Course Title | Length | LCP Level |
|---------------|---|--------|-----------|
| 9900131 | GED® Prep Reasoning Through Language Arts | Varies | A |

Program procedures include the following:

- A. Determining eligibility for enrollment:
 - 1. Must be 16 years of age or older.
 - 2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
 - 3. Student does not have a State of Florida diploma.
 - 4. Student must be functioning at or above a 9.0 grade level.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Managing learning activities.
- E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that “ a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16.”

ACCOMMODATIONS

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s Section 504 Accommodation Plan or any other accommodation plan.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed.**

It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their

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service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Special Notes:

Career Development Standards

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

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| READING STANDARDS | LCP – A |
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| Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas. | |
| Comprehend explicit details and main ideas in text. | |
| Summarize details and ideas in text. | |
| Make sentence-level inferences about details that support main ideas. | |
| Infer implied main ideas in paragraphs or whole texts. | |
| Determine which detail(s) support(s) a main idea. | |
| Identify a theme, or identify which element(s) in a text support a theme. | |
| Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. | |
| Draw conclusions or make generalizations that require mixing several main ideas in text. | |
| Analyze how individuals, events, and ideas develop and interact over the course of a text. | |
| Order sequences of events in texts. | |
| Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts. | |
| 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. | |
| Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship). | |
| Analyze the roles that details play in complex literary or informational texts. | |
| Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone. | |
| Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context. | |
| Analyze how meaning or tone is affected when one word is replaced with another. | |
| 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. | |
| Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole. | |
| Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | |
| Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another). | |

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| Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author’s purpose. |
| Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose. |
| Determine an author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text. |
| Determine an author’s point of view or purpose of a text. |
| 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. |
| Infer an author’s implicit and explicit purposes based on details in text. |
| Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements). |
| Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence. |
| Delineate the specific steps of an argument the author puts forward, including how the argument’s claims build on one another. |
| Identify specific pieces of evidence an author uses in support of claims or conclusions. |
| Evaluate the relevance and sufficiency of evidence offered in support of a claim. |
| Distinguish claims that are supported by reason and evidence from claims that are not. |
| Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact. |
| Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. |
| Analyze how two or more texts address similar themes or topics. |
| Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline). |
| Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact. |
| 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. |
| Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author’s argument. |
| Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing. |

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| Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations. | |
| LANGUAGE STANDARDS | LCP – A |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its). | |
| Edit to correct errors in straightforward subject-verb agreement. | |
| Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case. | |
| Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game). | |
| Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements). | |
| Edit to ensure parallelism and proper subordination and coordination. | |
| Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns). | |
| Edit to eliminate wordiness or awkward sentence construction. | |
| Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity. | |
| Demonstrate command of the conventions of standard English capitalization and punctuation when writing. | |
| Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences). | |
| Edit to eliminate run-on sentences, fused sentences, or sentence fragments. | |
| Edit to ensure correct use of apostrophes with possessive nouns. | |
| Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation). | |
| | |
| WRITING STANDARDS | LCP-A |
| W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence | |
| W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples , facts, or details from the text; and maintains a coherent focus. | |

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W.3 Write clearly and demonstrate sufficient command of standard English conventions

Notes:

- Information provided on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.