

Reading/Writing Curriculum Map

Objective: TSW pass the HiSET Reading and Writing test:

<p>HiSET Reading Content Categories:</p> <ul style="list-style-type: none"> Literary Texts (40%) Informational Texts (60%) <p>HiSET Depth of Knowledge (DOK) Levels on HiSET:</p> <ul style="list-style-type: none"> Level 1 (14%)-Recall: test takers reflect surface-level understanding of explicit details of the text. Level 2 (41%)-Skill/Concept: test takers process text and make inferences to exhibit understanding beyond surface level. Level 3 (37%)-Strategic Thinking: test takers analyze and make meaning beyond the text. Level 4 (8%)-Extended Thinking: test takers synthesize information and reveal higher-order thinking through complex reasoning. 	<p>HiSET Writing Content Categories:</p> <ul style="list-style-type: none"> Organization of Ideas (22%) Language Facility (43%) Writing Conventions (35%) <p>HiSET Depth of Knowledge (DOK) Levels on Hiset:</p> <ul style="list-style-type: none"> Level 1 (9%)-Recall: test takers identify correct spelling of commonly misspelled words Level 2 (41%)-Skill/Concept: test takers edit drafts by applying rules of grammar, punctuation, and capitalization Level 3 (43%)-Strategic Thinking: test takers analyze drafts and make revisions for clarity, coherence, tone, and organization Level 4 (7%)-Extended Thinking: test takers use complex reasoning and/or synthesize information in order to make revisions to drafts. 	<p>HiSET will test in the following categories:</p> <ul style="list-style-type: none"> Multiple choice Essay questions <p>Anchors for Writing and Language:</p> <ul style="list-style-type: none"> Anchor 1: TSW write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor 2: TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 3: TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor 4: TSW apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
---	--	---

College and Career <u>Reading</u> Readiness Standards for Adult Education	HI Set Reading Test Standards	College and Career <u>Writing</u> Readiness Standards for Adult Education	HI Set Writing Test Standards	UNM-G Language Arts Level
CCRS Grades 2-5 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		CCSS Grades 2-5 Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and		Orange

<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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> <p>Compare and contrast 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> <p>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> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		<p>adverbs, and choose between them depending on what is to be modified.</p> <p>Recognize and correct inappropriate shifts in word tense.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use punctuation to separate items in a series.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use underlining, quotation marks, or italics to indicate titles of work.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>		
--	--	--	--	--

<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>		<p>Distinguish shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g. knew, believed, suspected, heard, wondered)</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		
<p>CCRS Grades 6-8</p> <p>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> <p>Integrate information presented in different media or formats (e.g. in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.</p> <p>Analyze how a text makes connections among and distinctions between individuals ideas, or events (e.g. through comparisons, analogies, or categories).</p>		<p>CCSS Grades 6-8</p> <p>Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Recognize and correct vague or unclear pronouns.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.</p>		<p>Purple</p>

<p>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>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> <p>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>Determine a theme or 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.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Cite several pieces of textual evidence to support analysis of</p>		<p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>Use a comma to separate coordinate adjectives.</p> <p>Maintain consistency in style and tone.</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>		
---	--	---	--	--

<p>what the text says explicitly as well as inferences drawn from the text.</p>				
<p>CCRS Grades 9-12</p> <p>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> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>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.</p> <p>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> <p>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).</p> <p>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>	<p>Multiple Choice Questions Reading</p> <p><u>Comprehension:</u> Demonstrate understanding of explicit details in the text.</p> <p>Determine the meaning of words and phrases as they are used in text.</p> <p>Analyze the impact of specific word choices on meaning and tone.</p> <p><u>Inference and Interpretation:</u> Make and support inferences from the text.</p> <p>Draw conclusions or deduce meanings not explicitly present in the text.</p> <p>Infer the traits, feelings, and motives of characters or individuals.</p> <p>Interpret information presented in different formats (e.g. charts, graphs, tables) and apply to understanding of the text.</p> <p>Interpret nonliteral language (e.g. figurative language, symbolism, connotation).</p>	<p>CCRS Grades 9-12</p> <p>Use parallel structure.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p> <p>Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.</p> <p>Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions;</p>	<p>Multiple Choice Questions Writing</p> <p><u>Organization of ideas:</u> TSW select logical or effective opening, transitional, and closing sentences.</p> <p>TSW evaluate relevance of content.</p> <p>TSW analyze and evaluate organizational structure of a text or portion of a text.</p> <p>TSW recognize logical transitions (e.g. however, consequently, likewise) and related words and phrases.</p> <p><u>Language Facility</u> TSW recognize appropriate use of phrases and clauses, parallel structure, and modifier placement.</p> <p>TSW recognize effective and varied use of compound , complex, and compound-complex sentences.</p> <p>TSW recognize idiomatic usage (e.g. phrases like “to miss the boat”, “to cut corners”, “feel under the weather”).</p>	<p>Green</p>

<p>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> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is</p>	<p><u>Analysis:</u> Determine the main idea, topic, or theme of a text; summarize key details and ideas.</p> <p>Determine the author’s or speaker’s purpose or viewpoint.</p> <p>Analyze individuals, events, and ideas and how they develop and interact over the course of a text (e.g. through comparisons, contrasts, analogies, time lines).</p> <p>Recognize aspects of an author’s style, structure (eg. chronological, cause-effect), mood, or tone (e.g. objective, humorous, solemn).</p> <p>Evaluate arguments or use of literary devices (e.g. foreshadowing, flashback, irony).</p>	<p>include formatting (e.g. headings), graphics (e.g. figures, tables), and multi-media when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p>	<p>TSW express ideas precisely, maintaining appropriate style and tone.</p> <p>TSW analyze nuances in the meaning of words with similar denotations (e.g. the shades of meaning among look, glance, stare, glare, and scowl).</p> <p><u>Writing Conventions</u></p> <p>TSW recognize correct forms of verbs, modifiers, and pronouns (e.g. comparative vs. superlative adjectives; subjective vs. objective pronoun case).</p> <p>TSW maintain grammatical agreement (e.g. subject-verb or pronoun-antecedent) and avoid inappropriate shifts in verb tense or pronoun number and person.</p> <p>TSW recognize and correct incomplete sentence fragments and run-ons.</p> <p>TSW recognize correct capitalization, punctuation, (e.g. commas, semicolons, colons, dashes, quotation marks, ellipses), and spelling.</p> <p>TSW use reference sources (e.g. dictionaries, thesauruses, glossaries) appropriately.</p>	
---	--	--	--	--

really meant (e.g. satire, sarcasm, irony, or understatement).

Essay Question

Development of a Central Position or Claim

Focus on central position, supporting ideas.

Explanation of supporting ideas

Command over writing an argument

Organization of Ideas

Introduction and conclusion

Sequencing of ideas

Paragraphing

Transitions

Language Facility

Word choice

Sentence structure

Expression and voice

Grammar Conventions

Grammar

Usage

Mechanics