

The 2014 GED is based on the College and Career Readiness Standards. Below are some Writing Anchors directly informing the writing components for the 2014 GED.

Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
A	B	C	D	E
	<i>Write opinion pieces on topics or texts, supporting a point of view with reasons</i>	<i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</i>	<i>Write arguments to support claims with clear reasons and relevant evidence</i>	<i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i>
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Provide reasons that support the opinion	Provide logically ordered reasons that are supported by facts and details	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons	Link opinion and reasons using words phrases, and clauses (e.g consequently, specifically)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
			Establish and maintain a formal style	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
	Provide a concluding statement or section	Provide a concluding statement or section related to the opinion presented	Provide a concluding statement or section that follows form and supports the argument presented	Provide a concluding statement or section that follows from and supports the argument presented

Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

A	B	C	D	E
<i>With guidance and support, recall information from experiences or gather information from provided sources to answer a question</i>	<i>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</i>	<i>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</i>	<i>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</i>	<i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</i>

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research

A	B	C	D	E
		<i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i>	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i>	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i>
		Apply reading standards from this level to literature (e.g. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text)	Apply reading standards from this level to literature (e.g. Determine a theme or central idea of a text and how is it conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements)	Apply reading standards from this level to literature (e.g. 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)
		Apply reading standards from this level to informational texts (e.g. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s))	Apply reading standards from this level to literary nonfiction (e.g. Analyze how a text makes connections among and distinctions between individuals' ideas or events)	Apply reading standards from this level to literary nonfiction (e.g. Integrate quantitative or technical analysis with qualitative analysis in print or digital text)

GED Competency: Understanding the prompt, make a claim, identify and support evidence for the claim

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.

Beginning

- Restate prompt – identify verbs
 - Write opinion pieces on topics or texts, supporting point of view with reasons and information from text (1 paragraph)
 - Provide reasons that are supported by facts and details
 - Link opinion and reasons using words phrases and clauses (e.g., for instance, in order to, in addition)
-

Emerging

- Restate prompt – construct thesis
 - Read argument text and identify claim, counter claim
 - Identify relevant evidence
 - Write argument to support claims with clear reason and relevant evidence (2-3 paragraphs)
 - Support claims using credible sources and demonstrate understanding of topic or text.
 - Identify best supported argument with clear evidence from text
 - Use words, phrases, and clauses to clarify the relationship among claims(s) and reasons
 - Establish and maintain formal style
-

Refining

- Clear understanding of prompt and demonstrate ability to restate; construct thesis
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (5-7 paragraphs)
 - Introduce claim, acknowledge and distinguish from alternate or opposing claim
 - Support claim with logical reasoning using accurate sources.
 - Use words phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence
 - Establish and maintain formal style
 - Provide a concluding statement or section that follows from and supports argument presented.
 - Provide clear analysis of best supported argument
-

GED competency: Paraphrase and quote without plagiarism; evaluate sources.

CCR Anchor 8: Gather relevant information from print and digital sources, assess the credibility, and accuracy of each source, and integrate the information while avoiding plagiarism.

Beginning:

- Gather and examine relevant information from print and digital sources; take notes (graphic organizer) and summarize or paraphrase information in finish work from notes (1 paragraph)

Emerging:

- Gather relevant information from multiple print and digital sources, quote or paraphrase the data and conclusions of others
- Quote or paraphrase data and conclusions of others
- Produce 3 paragraph summary; avoid plagiarism

Refining:

- Gather relevant information from multiple print and digital sources, quote or paraphrase the data and conclusions of others
- Assess credibility of sources
- Integrate information into written texts selectively to maintain flow of ideas; avoid plagiarism
- Produce summary; compare and contrast essay

GED Competency: Identify theme and central idea, Summarize without opinion; Analyze connections

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Beginning

- Compare and contrast two or more characters, settings, events from texts
- Identify Main idea of passage; Identify theme of text
- Identify how author uses reasons and evidence to support particular points in a text. (e.g. characters thoughts, words, actions, how characters interact)

Emerging

- Evaluate the argument and specific claims in text; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the text.
- Identify theme of various texts
- Summarize points of view – compare and contrast

Refining

- Identify theme/central idea of various texts
- Identify connections between points of view
- Explain and outline the argument and specific claims/counterclaims from text; evaluate the argument and specific claims in text; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the text.