

Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in BOLD type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<p>R.3.1: Order sequences of events in texts. Primarily measured with literary texts.</p>	<p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>	<p>SP.3.b Reason from data or evidence to a conclusion</p> <p>SP.3.c Make a prediction based upon data or evidence</p>	<p>MP.1 a. Search for and recognize entry points for solving a problem.</p> <p>MP.1 b. Plan a solution pathway or outline a line of reasoning.</p> <p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.2 c. Recognize the important and salient attributes of a problem.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<p>R.4.1/L.4.1: Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context. Measured with both informational and literary texts.</p>	<p>SSP.4 a. 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>	<p>SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>
<p>R.5.3: Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose. Measured with both informational and literary texts.</p>	<p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p>	<p>SP.2.b: Identify and refine hypotheses for scientific investigations.</p> <p>SP.2.e: Identify and interpret independent and dependent variables in scientific investigations.</p>	<p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.</p>	<p>SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.</p> <p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p> <p>SSP.7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>	<p>SP.1.a Understand and explain textual scientific presentations</p> <p>SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error</p> <p>SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs</p> <p>SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<p>R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts.</p>	<p>SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.</p> <p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p>SSP.3 a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3 b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p> <p>SSP.7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>	<p>SP.1.a Understand and explain textual scientific presentations</p> <p>SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error</p> <p>SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs</p> <p>SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>

Mathematical Reasoning – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
Mathematical Reasoning	Social Studies	Science	RLA
<p>Q.1 Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents</p>	<p>SSP.6 a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>SSP.6 b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.</p> <p>SSP.11 a. Calculate the mean, median, mode, and range of a dataset.</p>	<p>SP.1.b Determine the meaning of symbols, terms and phrases as they are used in scientific</p> <p>SP.6.b Express scientific information or findings numerically or symbolically.</p> <p>SP.7.b Apply formulas from scientific theories</p> <p>SP.8.a Describe a data set statistically</p> <p>SP.8.b Use counting and permutations to solve scientific problems</p> <p>SP.8.c Determine the probability of events</p>	
<p>Q.3 Calculate and use ratios, percents and scale factors</p>	<p>SSP.6 a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>SSP.6 b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.</p> <p>SSP.11 a. Calculate the mean, median, mode, and range of a dataset.</p>	<p>SP.6.b Express scientific information or findings numerically or symbolically.</p> <p>SP.7.b Apply formulas from scientific theories</p> <p>SP.8.a Describe a data set statistically</p> <p>SP.8.b Use counting and permutations to solve scientific problems</p> <p>SP.8.c Determine the probability of events</p>	
<p>Q.4 Calculate dimensions, perimeter, circumference, and area of two-dimensional figures and Q.5 Calculate Dimensions, surface area, and volume of three-dimensional figures</p>		<p>SP.6.b Express scientific information or findings numerically or symbolically.</p>	
<p>A.3 Write, manipulate, solve, and graph linear inequalities</p>			
<p>A.7 Compare, represent, and evaluate functions</p>			

Science – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
Science	Social Studies	Mathematical Reasoning	RLA
<p>SP.2.b: Identify and refine hypotheses for scientific investigations.</p>	<p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p> <p>SSP.2.b: Describe people, places, environments, processes, and events, and the connections between and among them.</p> <p>SSP.1 b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p> <p>SSP.10 c. Distinguish between correlation and causation.</p>	<p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>	<p>R.2.7 Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p>R.5.1 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.</p> <p>R.5.2 Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>R.5.3: Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose. Measured with both informational and literary texts.</p> <p>R.5.4 Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Science	Social Studies	Mathematical Reasoning	RLA
<p>SP.4.a: Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.</p>	<p>SSP.1 b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.</p> <p>SSP.7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p> <p>SSP.10 a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).</p> <p>SSP.10 b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.</p> <p>SSP.10 c. Distinguish between correlation and causation.</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.3 c. Improve or correct a flawed line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>	<p>R.8.1 Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.</p> <p>R.8.2 Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.</p> <p>R.8.4 Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>R.8.5 Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Science	Social Studies	Mathematical Reasoning	RLA
<p>SP.6.a: Express scientific information or findings visually.</p>	<p>SSP.6 a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>SSP.6 b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.</p> <p>SSP.6 c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.</p> <p>SSP.10 b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.</p>	<p>MP.2 a. Represent real world problems algebraically.</p> <p>MP.2 b. Represent real world problems visually.</p> <p>MP.4 c. Display data or algebraic expressions graphically.</p>	<p>R.9.1/R. 7.1 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).</p> <p>R.7.2 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>R.7.3 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.</p> <p>R.7.4 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.</p> <p>W.2 Produce an extended analytic 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.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Science	Social Studies	Mathematical Reasoning	RLA
<p>SP.7b: Apply formulas from scientific theories.</p>	<p>SSP.6 a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>SSP.10 a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).</p>	<p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>Q.6.a Represent, display, and interpret categorical data in bar graphs or circle graphs.</p> <p>Q.6.b Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.</p> <p>Q.6.c Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and graphs.</p> <p>Q.8.a Use counting techniques to solve problems and determine combinations and permutations.</p> <p>Q.8.b Determine the probability of simple and compound events.</p>	<p>R.4.2/L.4.2 Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>R.4.3/L.4.3 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>

Social Studies – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
Social Studies	Science	Mathematical Reasoning	RLA
<p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p>	<p>SP.1.a Understand and explain textual scientific presentations</p> <p>SP.1.b Determine the meaning of symbols, terms and phrases as they are used in scientific</p> <p>SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error</p> <p>SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs</p> <p>SP.3.a Cite specific textual evidence to support a finding or conclusion</p> <p>SP.3.b Reason from data or evidence to a conclusion</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.3 b. Complete the lines of reasoning of others.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>	<p>R.2.1 Comprehend explicit details and main ideas in text.</p> <p>R.2.3 Make sentence level inferences about details that support main ideas.</p> <p>R.2.5 Determine which detail(s) support(s) a main idea.</p> <p>R.2.7 Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Social Studies	Science	Mathematical Reasoning	RLA
<p>SSP.2.b: Describe people, places, environments, processes, and events, and the connections between and among them.</p>	<p>SP.1.a Understand and explain textual scientific presentations</p> <p>SP.6.c Express scientific information or findings verbally</p>		<p>R.2.1 Comprehend explicit details and main ideas in text.</p> <p>R.2.2 Summarize details and ideas in text.</p> <p>R.2.5 Determine which detail(s) support(s) a main idea.</p> <p>R.2.6 Identify a theme, or identify which element(s) in a text support a theme.</p> <p>R.3.1: Order sequences of events in texts. Primarily measured with literary texts.</p> <p>R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p>R.3.3 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>R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p> <p>R.3.5 Analyze the roles that details play in complex literary or informational texts.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Social Studies	Science	Mathematical Reasoning	RLA
<p>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p>	<p>SP.3.a Cite specific textual evidence to support a finding or conclusion</p> <p>SP.3.b Reason from data or evidence to a conclusion</p> <p>SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.3 a. Build steps of a line of reasoning or solution pathway, based on previous step or givens.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>	<p>R.3.1: Order sequences of events in texts. Primarily measured with literary texts.</p> <p>R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p>R.3.3 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>R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p> <p>R.8.1 Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.</p> <p>R.8.2 Identify specific pieces of evidence an author uses in support of claims or conclusions.</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Social Studies	Science	Mathematical Reasoning	RLA
<p>SSP.5.c: Analyze how a historical context shapes an author's point of view.</p>			<p>R.6.1 Determine an author's point of view or purpose of a text.</p> <p>R.6.2 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>R.6.3 Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>R.6.4 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).</p>

High Impact Indicator	Related Indicators from Other Content Areas		
Social Studies	Science	Mathematical Reasoning	RLA
<p>SSP.8.a: Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p>	<p>SP.5.a Reconcile multiple findings, conclusions or theories.</p> <p>SP.6.a Express scientific information or findings visually</p> <p>SP.6.b Express scientific information or findings numerically or symbolically.</p> <p>SP.6.c Express scientific information or findings verbally</p>	<p>MP.1 d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1 e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.5 a. Recognize flaws in others' reasoning.</p> <p>MP.5 b. Recognize and use counterexamples.</p> <p>MP.5 c. Identify the information required to evaluate a line of reasoning.</p>	<p>R.9.1/R. 7.1 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).</p> <p>R.9.3 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>R.7.3 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.</p> <p>R.7.4 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.</p> <p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.</p> <p>R.8.4 Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>R.8.5 Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p>