

DISCLAIMERS

The OCTAE College and Career Readiness Standards document below contains links to other websites, all of which are revised from time to time. *Laurens County Adult Education is neither responsible for the content of these links nor the current availability of the links.*

Some of the online links may take the teacher to a Common Core website that offers free worksheets. The teacher should always vet the worksheet before assigning it to students. Anyone who follows the news or social media has seen ridiculous Common Core math problems on worksheets that elementary school teachers have sent home with students for homework. Examine all worksheets closely to see that they will be effective for adult students before you decide to print and use them.

These documents are not perfect. They are merely intended to give the teacher a starting point for each standard.

Please send any corrections that need to be addressed to Anita Wilson at awilson@laurens55.org.

Constructive feedback is also welcomed.

Using the College and Career Readiness Standards Documents

1. Every document is formatted so that each standard is presented on exactly one page. Because of this formatting, the print size will differ from page to page depending on the length of the standard or the number of print or online resources aligned with the standard. Font sizes will range from 9 to 12, with most being either 10 or 11.
2. The list of print resources is merely a starting point. Included are the most commonly used books here at Laurens County Adult Education for the 2014 series GED® tests. Other resources include the Contemporary books, the Steck-Vaughn GED books, the Number Power series, etc., that were used for the 2002 series GED® tests. All of the Laurens County Adult Education sites will have some, but perhaps not all, of those additional resources since books have disappeared over the years and the older books have not been replaced. Some of the print resources are closely aligned, but many may be loosely aligned.
3. The list of online resources is also merely a starting point. As with print resources, some online resources are better than others. The teacher should always vet a website before sending students to that website. Khan Academy (Mathematics) and Learnzillion often include videos to explain the standard. Note that the links included in each document will take the teacher to a “home page” for each standard. Khan Academy, for example, may have several links under each standard, and when the teacher clicks on each link, the teacher will find several lessons to address the standard. Feel free to explore each website to determine lessons that best suit individual students.
4. The reading level for some of the print resources may be above the reading level of some of the students in your class who are on the Beginning ABE Level. The teacher may find the print resources useful for generating ideas for lessons for weaker readers.

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

RI/RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[iPad resources](#)

Stories in the Literacy App folder

[Print resources](#)

1. TABE Fundamentals: Reading, Lesson 10
2. Building Skills with TABE, 2nd Edition: Reading, Level E, pp. 20 -27
3. Achieving TABE Success in Reading, Level M, Unit 2
4. Building Skills with TABE, 2nd Edition: Reading, Level M, pp. 24 - 33

[Online resources](#)

<https://learnzillion.com/resources/57220-2nd-grade-close-reading-modules-informational-texts>

<https://learnzillion.com/resources/57222-2nd-grade-close-reading-modules-literary-texts>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4220&standardId=70277>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4220&standardId=70260>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=859&keyword=>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=824&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.2.1>

http://betterlesson.com/common_core/browse/1037/ccss-ela-literacy-ri-2-1-ask-and-answer-such-questions-as-who-what-where-when-why-and-how-to-demonstrate-understanding-of-key-de?from=domain_core

http://betterlesson.com/common_core/browse/1023/ccss-ela-literacy-ri-2-1-ask-and-answer-such-questions-as-who-what-where-when-why-and-how-to-demonstrate-understanding-of-key-de?from=domain_core

<https://www.flocabulary.com/standards/ela/2/> Scroll down to CCSS.ELA-LITERACY.RI.2.2 and CCSS.ELA-LITERACY.RL.2.1

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

[iPad resources](#)

ELA Folder >> Pearson Reading Prep >> Stated Main Idea app

[Print resources](#)

1. Building Skills with TABE, 2nd Edition, Reading/Language Arts, Level E, pp.20 – 37
2. TABE Fundamentals, Reading, Level E, Lessons 10 and 14
3. Building Skills with TABE, 2nd Edition, Reading/Language Arts, Level M, pp. 34-43
4. Achieving TABE Success in Reading, Level M, pp. 63 – 66, 135 -138
5. Steck-Vaughn GED Language Arts, Reading, Unit 1, Lesson 1
6. Steck-Vaughn Access, Reading, Unit 1, Lesson 1

[Online resources](#)

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1872&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.3.2>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70404>

http://betterlesson.com/common_core/browse/1137/ccss-ela-literacy-ri-3-2-determine-the-main-idea-of-a-text-recount-the-key-details-and-explain-how-they-support-the-main-idea?from=domain_core

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.2

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[iPad resources](#)

ELA Folder >> Pearson Reading Prep >> Patterns of Organization app

[Print resources](#)

1. TABE Fundamentals, Reading, Level E, Lesson 11
2. Achieving TABE Success, Level M, Unit 2, pp. 67 – 74; Unit 4, pp. 155 – 158
3. Steck-Vaughn GED Language Arts, Reading, Lessons 8 and 13
4. Steck-Vaughn Access, Reading, Lessons 6 and 7

[Online resources](#)

<http://www.wiki-teacher.com/resourceSearch.php#standardId=905&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.3.3>

http://betterlesson.com/common_core/browse/1138/ccss-ela-literacy-ri-3-3-describe-the-relationship-between-a-series-of-historical-events-scientific-ideas-or-concepts-or-steps-i?from=breadcrumb_core_dropdown

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70405>

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.3

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.

iPad resources

ELA Folder >> Vocabulary app

Print resources

1. TABE Fundamentals, Reading, Level E, Lessons 7 – 9
2. Building Skills with TABE, 2nd Edition, Level E, pp. 12 – 19
3. Building Skills with TABE, 2nd Edition, Level M, pp. 16 – 23
4. Achieving TABE Success, Reading, Level M, Unit 1 (all lessons)
5. Steck-Vaughn GED Language Arts, Reading, Unit 2, Lesson 10
6. Steck-Vaughn Access, Reading, Unit 1, Lesson 10

Online resources

<http://www.wiki-teacher.com/resourceSearch.php#standardId=912&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.3.4>

http://betterlesson.com/common_core/browse/1140/ccss-ela-literacy-ri-3-4-determine-the-meaning-of-general-academic-and-domain-specific-words-and-phrases-in-a-text-relevant-to-a?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70406>

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

[iPad resources](#)

ELA Folder >> Pearson Reading Prep >> Patterns of Organization app; also, News Folder for various news apps

[Print resources](#)

1. TABE Fundamentals, Reading, Level E, Lesson 6
2. Achieving TABE Success in Reading, Level M, Unit 3
3. Steck-Vaughn Access, Reading, Unit 1, Lesson 3
4. Common Core Basics: Reading, pp. 59, 94 – 97, 102, and 165

[Online resources](#)

<http://www.wiki-teacher.com/resourceSearch.php#standardId=873&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.2.5>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4220&standardId=70282>

http://betterlesson.com/common_core/browse/1042/ccss-ela-literacy-ri-2-5-know-and-use-various-text-features-e-g-captions-bold-print-subheadings-glossaries-indexes-electronic-me?from=domain_core

<https://www.flocabulary.com/standards/ela/2/> Scroll down to CCSS.ELA-LITERACY.RI.2.5

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

iPad resources

ELA Folder >> Pearson Reading Prep >> Patterns of Organization app; also, News Apps Folder for various news apps

Print resources

1. TABE Fundamentals, Reading, Level E, Lesson 6
2. Achieving TABE Success in Reading, Level M, Unit 3
3. Steck-Vaughn Access, Reading, Unit 1, Lesson 3
4. Common Core Basics: Reading, pp. 59, 94 – 97, 102, and 165

Online resources

<http://www.wiki-teacher.com/resourceSearch.php#standardId=7126&keyword=>

<http://www.k12reader.com/worksheet/20-nonfiction-text-features-posters/>

http://betterlesson.com/common_core/browse/1141/ccss-ela-literacy-ri-3-5-use-text-features-and-search-tools-e-g-key-words-sidebars-hyperlinks-to-locate-information-relevant-to?from=domain_core

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.5

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

[iPad resources](#)

ELA Folder >> Pearson Reading Prep >> Purpose and Tone app

[Print resources](#)

1. Achieving TABE Success in Reading, Level M, pp. 193 -200
2. Steck-Vaughn GED Language Arts, Reading: Unit 1, Lesson 9
3. Steck-Vaughn Access, Reading, Unit 1, Lesson 9
4. Common Core Basics: Reading, pp. 39 – 43, 58, 70, 102,103, and135

[Online resources](#)

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RI.2.6&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=875&keyword=>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4220&standardId=70284>

http://betterlesson.com/common_core/browse/1043/ccss-ela-literacy-ri-2-6-identify-the-main-purpose-of-a-text-including-what-the-author-wants-to-answer-explain-or-describe?from=domain_core

<https://www.flocabulary.com/standards/ela/2/> Scroll down to CCSS.ELA-LITERACY.RI.2.6

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.3.6 Distinguish their own point of view from that of the author of a text.

iPad resources

News Apps for various news outlets; Procon.org

Print resources

1. TABE Fundamentals, Reading, Level E, Lesson 18
2. Building Skills with TABE, 2nd Edition, Level E, pp. 38 – 43
3. Building Skills with TABE, 2nd Edition, Level M, pp. 44 – 53
4. Achieving TABE Success in Reading, Level M, pp. 175, 185 – 197
5. Steck-Vaughn Access, Reading, pp. 41, 54, 113, and 126
6. Common Core Basics: Reading, pp. 124, 127, 173, 175, 206 -210

Online resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RI.3.6&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.k12reader.com/subject/reading-skills/point-of-view/>

<http://www.uen.org/core/displayLinks.do?courseNumber=4230&standardId=70408>

http://betterlesson.com/common_core/browse/1142/ccss-ela-literacy-ri-3-6-distinguish-their-own-point-of-view-from-that-of-the-author-of-a-text?from=domain_core

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.6

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

iPad resources

News Apps Folder for various news outlets

Print resources

1. TABE Fundamentals, Reading, Lessons 1 – 6
2. Building Skills with TABE, 2nd Edition, Level E, pp. 4 – 11
3. Building Skills with TABE, 2nd Edition, Level M, pp. 4 – 15
4. Achieving TABE Success in Reading, Level M, Unit 3
5. Common Core Basics: Reading, Lesson 1.5

Online resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RI.3.7&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=916&keyword=>

http://betterlesson.com/common_core/browse/1144/ccss-ela-literacy-ri-3-7-use-information-gained-from-illustrations-e-g-maps-photographs-and-the-words-in-a-text-to-demonstrate-u?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70409>

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.7

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

iPad resources

News App Folder for various news outlets

Print resources

1. Steck-Vaughn GED Language Arts, Reading, Lessons 26 – 28
2. Steck-Vaughn Access, Reading, Lessons 16, 18, and 20
3. Common Core Basics: Reading, Lessons 5.1, 5.2, and 5.5

Online Resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RL.3.7&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=892&keyword=>

http://betterlesson.com/common_core/browse/1130/ccss-ela-literacy-rl-3-7-explain-how-specific-aspects-of-a-text-s-illustrations-contribute-to-what-is-conveyed-by-the-words-in-a?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70399>

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.2.8 Describe how reasons support specific points the author makes in a text.

iPad resources

ELA Folder >> Pearson Reading Prep >> Supporting Details app

Print resources

1. Steck-Vaughn GED Language Arts, Reading, Lesson 1
2. Steck-Vaughn Access, Reading, Unit 1, Lesson 6
3. Common Core Basics: Reading, Chapter 3

Online Resources

http://betterlesson.com/common_core/browse/1046/ccss-ela-literacy-ri-2-8-describe-how-reasons-support-specific-points-the-author-makes-in-a-text?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4220&standardId=70288>

<https://www.flocabulary.com/standards/ela/2/> Scroll down to CCSS.ELA-LITERACY.RI.2.8

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

[iPad resources](#)

News App Folder – choose a liberal news outlet and a conservative news outlet

[Print resources](#)

1. News for You (available online)
2. Steck-Vaughn GED Language Arts, Reading, Lessons 8 and 18
3. Steck-Vaughn Access, Reading, Lessons 7 and 8
4. Common Core Basics: Reading, Lesson 1.7

[Online Resources](#)

<http://www.wiki-teacher.com/resourceSearch.php#standardId=918&keyword=>

http://betterlesson.com/common_core/browse/1146/ccss-ela-literacy-ri-3-9-compare-and-contrast-the-most-important-points-and-key-details-presented-in-two-texts-on-the-same-topic?from=domain_core

<https://www.flocabulary.com/unit/compare-and-contrast/video/>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4230&standardId=70411>

<https://www.flocabulary.com/standards/ela/3/> Scroll down to CCSS.ELA-LITERACY.RI.3.9

CCR Level 2 Reading (Beginning ABE)

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

| Common Core Band | ATOS | Degrees of Reading Power® | Flesch-Kincaid | The Lexile Framework® | Reading Maturity | SourceRater |
|--|---------------|---------------------------|----------------|-----------------------|------------------|---------------|
| 2 nd – 3 rd (B) | 2.75 – 5.14 | 42 – 54 | 1.98 – 5.34 | 420 – 820 | 3.53 – 6.13 | 0.05 – 2.48 |
| 4 th – 5 th (C) | 4.97 – 7.03 | 52 – 60 | 4.51 – 7.73 | 740 – 1010 | 5.42 – 7.92 | 0.84 – 5.75 |
| 6 th – 8 th (D) | 7.00 – 9.98 | 57 – 67 | 6.51 – 10.34 | 925 – 1185 | 7.04 – 9.57 | 4.11 – 10.66 |
| 9 th – 10 th (E) | 9.67 – 12.01 | 62 – 72 | 8.32 – 12.12 | 1050 – 1335 | 8.41 – 10.81 | 9.02 – 13.93 |
| 11 th – CCR (E) | 11.20 – 14.10 | 67 – 74 | 10.34 – 14.20 | 1185 – 1385 | 9.57 – 12.00 | 12.30 – 14.50 |