

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.

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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[iPad resources](#)

Pearson ReadingPrep: Supporting Details

[Print resources](#)

1. Steck-Vaughn Reasoning Through Language Arts: Unit 1, Lessons 8 and 21
2. Common Core Achieve: Reading and Writing, Lesson 6.2
3. Kaplan Big Book: Interpreting Nonfiction and Informational Texts, Lesson 1; Analyzing Nonfiction and Informational Texts, Lesson 3

[Online resources](#)

<https://learnzillion.com/resources/57305-9th-and-10th-grade-close-reading-modules-informational-texts>

<https://learnzillion.com/resources/57306-9th-and-10th-grade-close-reading-modules-literary-texts>

<https://learnzillion.com/resources/57308-11th-and-12th-grade-close-reading-modules-informational-texts>

<https://learnzillion.com/resources/57309-11th-and-12th-grade-close-reading-modules-literary-texts>

<http://www.wiki-teacher.com/unwrapView.php?objectType=standard&objectId=1425>

<http://www.uen.org/core/languagearts/writing/argumentative.shtml>

<https://www.flocabulary.com/standards/ela/9/> Scroll down to CCSS.ELA-LITERACY.RI.9-10.1

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.)*

Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning through Language Arts, Unit 1, Lessons 6, 7, and 12
2. Common Core Achieve: Science, pp. 165, 261, and 346
3. Kaplan Big Book: Science, Science Practices, Lesson 1

Online resources

<http://commoncore.scholastic.com/teachers/lesson-plans> Scroll down to Science (Grades 6 – 8 and 9 – 12).

<https://www.teachingchannel.org/videos/support-claims-with-evidence-getty>

<http://schools.nyc.gov/NR/rdonlyres/EFCAE6D4-8B9A-4319-BC31-95B28AD8ECC0/0/612ScienceTextGuide.pdf> This document is a pdf listing resources for implementing the Common Core Standards for Literacy in Science.

<http://www.learnzillion.com> CCSS RI 9 – 10.1 (Close reading information)

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.)*

Application: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning through Language Arts, Unit 1, Lessons 1 and 12
2. Common Core Achieve: Science, pp. 37, 157, and 229

Online resources

<http://www.learnzillion.com> Search for "Citing specific textual evidence to support analysis of science and technical texts."

<http://www.wiki-teacher.com/unwrapView.php?objectType=standard&objectId=1425>

<http://commoncore.scholastic.com/teachers/lesson-plans>

<http://schools.nyc.gov/NR/rdonlyres/EFCAE6D4-8B9A-4319-BC31-95B28AD8ECC0/0/612ScienceTextGuide.pdf>

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/RL .9 – 10.2 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.

[iPad resources](#)

Pearson ReadingPrep: Stated Main Idea; also, Implied Main Idea; also, Supporting Details

[Print resources](#)

1. Steck-Vaughn GED Skill Book: Language Arts, Reading – Lesson 1
2. Steck-Vaughn Reasoning Through Language Arts: Unit 1, Lessons 1 and 2
3. Kaplan Big Book: Unit 1, Interpreting Nonfiction and Informational Text: Lessons 1 and 2; Interpreting Fiction: Lesson 4
4. Common Core Achieve: Reading and Writing, Chapter 1; Lesson 4.1

[Workforce resources](#)

1. McGraw-Hill Workforce Career Companion (all titles), pp. 42 - 45

[Online resources](#)

<https://learnzillion.com/resources/57305-9th-and-10th-grade-close-reading-modules-informational-texts>

<https://learnzillion.com/resources/57306-9th-and-10th-grade-close-reading-modules-literary-texts>

<https://learnzillion.com/resources/75013-11th-and-12th-grade-close-reading-modules>

<https://learnzillion.com/resources/57309-11th-and-12th-grade-close-reading-modules-literary-texts>

<http://www.k12reader.com/subject/reading-skills/main-idea-worksheets/>

<http://www.wiki-teacher.com/unwrapView.php?objectType=standard&objectId=1427>

<https://www.flocabulary.com/standards/ela/9/> Scroll down to CCSS.ELA-LITERACY.RL.9-10.2

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.)

RST.11 – 12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

iPad resources

Pearson ReadingPrep: Stated Main Idea, also, Implied Main Idea

Print resources

1. Common Core Achieve: Science, pp. 18, 235, 265
2. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lesson 1
3. Steck-Vaughn GED Skill Book: Language Arts, Reading, Lesson 14
4. Kaplan Big Book, Interpreting Nonfiction and Informational Text, Lesson 2
5. Steck-Vaughn Science (2014), Unit 1, Lesson 2; Unit 3, Lesson 2

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 42 - 45

Online resources

<http://schools.nyc.gov/NR/rdonlyres/EFCAE6D4-8B9A-4319-BC31-95B28AD8ECC0/0/612ScienceTextGuide.pdf>

<https://www.flocabulary.com/standards/ela/11/> Scroll down to CCSS.ELA-LITERACY.RI.11-12.1

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.11 – 12.3 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.

[iPad resources](#)

Pearson ReadingPrep: Patterns of Organization

[Print resources](#)

1. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lessons 3 and 4
2. Common Core Achieve: Reading and Writing, Chapters 2 and 4
3. Kaplan Big Book, Interpreting Nonfiction and Informational Text, Lesson 9

[Workforce resources](#)

1. Mc-Graw Hill Workforce Career Companion (all titles), pp. 46 - 49

[Online resources](#)

<https://learnzillion.com/search?utf8=%E2%9C%93&query=sequencing%20events&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1536&keyword=>

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.)

RH.9 – 10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

iPad resources

None

Print resources

1. Kaplan Big Book, Interpreting Nonfiction and Informational Text, Lesson 4
2. Common Core Achieve, Reading and Writing, Chapter 2
3. Steck-Vaughn GED Skill Book: Language Arts, Reading, Lesson 11
4. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lesson 5, 13, and 14

Online resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=cause%20and%20effect&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.k12reader.com/subject/reading-skills/cause-and-effect/>

http://www.lessonplanet.com/search?keywords=Ccause%20and%20effect%20Common%20Core&ccss_affiliation%5B%5D=2

https://cse.google.com/cse?cx=016626638030143176847:fiw1kfej4o8&q=cause%20and%20effect&oq=cause%20and%20effect&gs_l=partner.3...714790.716990.0.717206.16.16.0.0.0.118.841.15j1.16.0.gsnos%2Cn%3D13...0.2192j356554j16..1ac.1.25.partner..14.2.170.nYVlzEKxTdo#gsc.tab=0&gsc.q=cause%20and%20effect&gsc.page=1

<https://www.flocabulary.com/unit/cause-and-effect/video/>

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.)

RST.9 – 10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

[iPad resources](#)

None

[Print resources](#)

1. Kaplan Big Book, Unit 4 (Science), Science Practices
2. Steck-Vaughn Science (2014), Unit 2, Lessons 1 – 3, 8, 14, and 15
3. Common Core Achieve: Science, Use the “Application of Science Practices” at the end of each chapter.

[Workforce resources](#)

1. McGraw-Hill Workforce Career Companion (all titles), pp. 46 - 49

[Online resources](#)

<http://schools.nyc.gov/NR/rdonlyres/EFCAE6D4-8B9A-4319-BC31-95B28AD8ECC0/0/612ScienceTextGuide.pdf>

<https://www.teachingchannel.org/search?utf8=%E2%9C%93&q=following+complex+multistep+procedures>

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/RL.9 – 10.4 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).

iPad resources

Pearson ReadingPrep: Purpose and Tone

Print resources

1. Kaplan Big Book, Unit 1, Interpreting Fiction and Informational Text, Lessons 7 and 8; Interpreting Fiction, Lessons 5 and 6
2. Common Core Achieve: Reading and Writing, Chapter 3
3. Steck-Vaughn GED Skill Book: Language Arts, Reading, Lessons 10 and 13
4. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lessons 7, 9 – 11, 13 and 19

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 50 - 55

Online resources

Listen to MLK Jr's "I Have a Dream" speech
(<http://www.youtube.com/watch?v=smEgnklfYs>) Dual focus: speeches as a literary form; figurative language

Green, Richard, "Why Dr. King's 'I Have a Dream' is the Greatest Speech of the 20th Century: Line by Line Analysis," http://www.huffingtonpost.com/richard-greene/why-dr-kings-i-have-a-dre_b3828999.html

Kakutani, Michiko, "The Lasting Power of King's Dream Speech," http://www.nytimes.com/2013/08/28/us/the-lasting-power-of-dr-kings-dream-speech.html?_r=0

"'I Have a Dream' Speech Analysis Lesson Plan," <http://blog.flocabulary.com/i-have-a-dream-speech-analysis-lesson-plan/> (gives examples of many different figures of speech, along with hyperlinks to definitions and discussions of those figures of speech)

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.)

RST.9 – 10.4 Application: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

iPad resources

None

Print resources

1. Contemporary's Complete Pre-GED, 2003, "Before and After: Roots, Prefixes, and Suffixes," pp. 502 – 503.
2. Steck-Vaughn Science (2014), unit 1, Lessons 1 – 6, 12

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 50 - 55

Online Resources

"Skill Builder: Science Vocabulary," <http://www.sfponline.org/uploads/SB%20-%20Scientific%20Vocabulary.pdf>

<http://www.enchantedlearning.com/science/dictionary/>

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.9 – 10.5 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).

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning through Language Arts, Unit 2, Lessons 3 and 6; Unit 3, Lesson 1
2. TABE Fundamentals, Level D, pp. 60 – 61.
3. Common Core Achieve Reading Exercise book, pp. 50 - 53

Online Resources

<https://learnzillion.com/resources/57305-9th-and-10th-grade-close-reading-modules-informational-texts>

<http://www.wiki-teacher.com/unwrapView.php?objectType=standard&objectId=1457>

<http://www.uen.org/core/core.do?courseNum=4290>

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.11 – 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 2: Lesson 7; Unit 3: Lessons 1 - 3
2. Common Core Achieve Reading Exercise Book, pp. 162 – 165
3. Common Core Achieve: Reading and Writing, Chapters 5 and 6
3. Kaplan Big Book, Unit 1, Interpreting Nonfiction and Informational Text, Lessons 8 – 9; Analyzing Nonfiction and Informational Text, Lessons 1 - 3

Online Resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=analyzing%20effectiveness%20of%20structure&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

http://www.lessonplanet.com/search?keywords=CCR%20standard%2011%20-%2012.5&ccss_affiliation%5B%5D=2&ccss%5B%5D=2&type_ids%5B%5D=357917&type_ids%5B%5D=357918&type_ids%5B%5D=357919&type_ids%5B%5D=357922&type_ids%5B%5D=360805

<http://www.wiki-teacher.com/unwrapView.php?objectType=standard&objectId=1539>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4300&standardId=70991>

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.9 – 10.6 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.

[iPad resources](#)

Pearson Reading Prep: Purpose and Tone

[Print resources](#)

1. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lessons 7 – 9; Unit 2, Lessons 1 – 8
2. Common Core Achieve Reading & Writing, Chapter 5
3. Kaplan Big Book, Unit 1, Interpreting Nonfiction and Informational Text, Lesson 8; Analyzing Nonfiction and Informational Text, Lessons 1 - 3

[Workforce resources](#)

1. McGraw-Hill Workforce Career Companion (all titles), pp. 56 -59

[Online Resources](#)

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RI.9-10.6&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.uen.org/k12educator/uenresources.php?cat=English+Language+Arts>

<https://www.flocabulary.com/unit/authors-purpose/video/>

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.)

RL.9 – 10.6 Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

[iPad resources](#)

None

[Print resources](#)

None

[Online Resources](#)

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RL.9-10.6&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1435&keyword=>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RL.9-10.6>

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.)

RL.11 – 12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lesson 19
2. Common Core Achieve Reading & Writing, Chapter 3
3. Kaplan Big Book, Unit 1, Interpreting Fiction, Lesson 6

Online Resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=RL.11-12.6&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.uen.org/core/displayLinks.do?courseNumber=4300&standardId=70982>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RL.11-12.6>

<https://www.flocabulary.com/standards/ela/11/> Scroll down to CCSS.ELA-LITERACY.RL.11-12.6

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.)

RH.9 – 10.6 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.

iPad resources

News folder: Choose news articles from one liberal and one conservative news outlet (especially political articles)

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lessons 9 – 13
2. Common Core Achieve Reading & Writing, Chapter 7
3. Kaplan Big Book, Analyzing Nonfiction and Informational Texts, Lesson 5

Online Resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=compare%20the%20point%20of%20view%20of%20two%20or%20more%20authors&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RH.9-10.6>

Online newspapers and news outlets: be sure to contrast liberal vs conservative viewpoints

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.)

RH.9 – 10.7 Integrate quantitative or technical analysis, (e.g., charts, research data) with qualitative analysis in print or digital text.

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lessons 4, 11 – 13
2. Common Core Achieve Reading & Writing, Chapter 7
3. GED Skill Book: Interpreting Visual Information, all lessons
4. Kaplan Big Book, Unit 1, Applying Nonfiction and Informational Text, Lesson 6

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 66 - 69

Online Resources

Online newspapers such as USA Today and News For You, etc.

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.11 – 12.7 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.

iPad resources

None

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lessons 4, 9 – 13
2. Common Core Achieve Reading & Writing, Chapter 7
3. Kaplan Big Book, Analyzing Nonfiction and Informational Text, Lesson 6

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 66 - 69

Online Resources

Online newspapers such as News for You, USA Today, etc.

NOTE: Standard RST.9-10.7 was accidentally left out of this original document. Scroll all the way to the end of the document to find that standard.

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.9 – 10.8 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.

iPad resources

Procon.org

Print resources

1. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lessons 1 – 7
2. Common Core Achieve Reading & Writing, Chapter 6
3. Kaplan Big Book, Unit 1, Analyzing Nonfiction and Informational Text, Lessons 2 and 3

Online Resources

<https://learnzillion.com/search?utf8=%E2%9C%93&query=CCSS%20Ri.9-10.8&page=1&sort=Relevance&models%5B%5D=LessonPlan&models%5B%5D=LessonSet&models%5B%5D=Resource>

<http://www.uen.org/core/languagearts/presidentialwritings/downloads/FranklinRoosevelt.pdf>

<http://www.k12reader.com/search-results/?q=CCSS+Code+RI.9-10.8>

http://betterlesson.com/common_core/browse/1807/ccss-ela-literacy-ri-9-10-8-delineate-and-evaluate-the-argument-and-specific-claims-in-a-text-assessing-whether-the-reasoning-is

<https://www.flocabulary.com/unit/persuasive-language/video/>

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.9 – 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

[iPad resources](#)

Social Studies Folder: America’s Historical Documents ([archives.gov](#)); also, Our Documents ([ourdocuments.gov](#))

[Print resources](#)

1. Steck-Vaughn GED Skill Book: Social Studies: Key Historical Documents

[Online Resources](#)

http://betterlesson.com/common_core/browse/1808/ccss-ela-literacy-ri-9-10-9-analyze-seminal-u-s-documents-of-historical-and-literary-significance-e-g-washington-s-farewell-addr

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.11 – 12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

[iPad resources](#)

Social Studies Folder: America’s Historical Documents (archives.gov); also, Our Documents (ourdocuments.gov)

[Print resources](#)

1. Steck-Vaughn GED Skill Book: Social Studies: Key Historical Documents

[Online Resources](#)

http://betterlesson.com/common_core/browse/1906/ccss-ela-literacy-ri-11-12-9-analyze-seventeenth-eighteenth-and-nineteenth-century-foundational-u-s-documents-of-historical-and?from=domain_core

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.)*

RST.9 – 10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

iPad resources

None

Print resources

1. Steck-Vaughn Science Test Preparation for the 2014 GED® Test, Units 1 and 2

Online Resources

http://betterlesson.com/common_core/browse/2518/ccss-ela-literacy-rst-9-10-9-compare-and-contrast-findings-presented-in-a-text-to-those-from-other-sources-including-their-own-e?from=domain_core

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.)*

RH.9 – 10.9 Application: Compare and contrast treatments of the same topic in several primary and secondary sources.

iPad resources

Social Studies Folder: America's Historical Documents (archives.gov); also, Our Documents (ourdocuments.gov)

Print resources

1. Steck-Vaughn GED Skill Book: Social Studies: Key Historical Documents

Online Resources

http://betterlesson.com/common_core/browse/2473/ccss-ela-literacy-rh-9-10-9-compare-and-contrast-treatments-of-the-same-topic-in-several-primary-and-secondary-sources?from=domain_core

Online newspapers and news outlets; be sure to use both liberal and conservative media

CCR Anchor 10: Read and comprehend complex literary and informational texts

CCR Levels 5-6 Reading (Low/High ASE)

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

Workforce resources

1. McGraw-Hill Workforce Career Companions (all titles), pp. 42 – 59
2. Refer to Reading Resource page on www.laurenscountyadulthood.org for websites leading to texts that are already leveled.

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.)

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

iPad resources

None

Print resources

1. Steck-Vaughn GED Skill Book: Interpreting Visual Information
2. McDougal-Littell Algebra 1, Chapter 4 (various examples)

Workforce resources

1. McGraw-Hill Workforce Career Companion (all titles), pp. 70 -71

Online Resources

Online newspapers such as News for You, USA Today, etc.

http://www.internet4classrooms.com/common_core/translate_quantitative_technical_information_expressed_words_literacy_in_science_technical_subjects_ninth_tenth_9th_10th_grade_english_language_arts.htm

<http://curriculum.vexrobotics.com/taxonomy/term/2216>

https://betterlesson.com/common_core/browse/2516/ccss-ela-literacy-rst-9-10-7-translate-quantitative-or-technical-information-expressed-in-words-in-a-text-into-visual-form-e-g-a/browse/2516/ccss-ela-literacy-rst-9-10-7-translate-quantitative-or-technical-information-expressed-in-words-in-a-text-into-visual-form-e-g-a?from=breadcrumb_core_dropdown

NOTE: Standard RST.9-10.7 was accidentally left out of this original document. The format of this document did not allow for the insertion of this standard in the correct place in the document.