

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 High Intermediate 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.)*

Standard RI/RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[iPad resources](#)

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

[Print resources](#)

1. Common Core Basics: Reading, Lesson 3.3
2. News for You (available online)
3. Kaplan Big Book, Unit 1, Lesson 1: Main Idea and Details
4. Close reading literature

[Online resources](#)

https://learnzillion.com/common_core/ela/7/, see both RI and RL for standard 7.1 (multiple resources)

<https://run.careerready101.com> Reading for Information, Level 3

<http://www.k12reader.com/worksheet/inference-in-literature-the-wizard-of-oz/>

<http://www.wiki-teacher.com/resourceSearch.php#keyword=&standardId=1192>

<http://www.uen.org/core/displayLinks.do?courseNumber=4270&standardId=70752>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4270&standardId=70742>

<https://www.flocabulary.com/standards/ela/7/> Scroll down to CCSS.ELA-LITERACY.RI.7.1 and RL.7.1

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.)*

Standard RH.6-8.1 Application: Cite specific textual evidence to support analysis of primary and secondary sources.

iPad resources

Social Studies Websites Folder >> Our Documents; also, America's Historical Documents (primary resources)

Print resources

1. Common Core Basics: Reading, Lessons 2.2 and 3.2
2. News For You (available online)
3. Steck-Vaughn GED Social Studies (© 2002), Unit 1, Lessons 3 and 6; Unit 2, Lessons 7 and 10; Unit 3, Lesson 11; Unit 4, Lesson 17; Unit 5, Lesson 19
4. Steck-Vaughn Access Social Studies (© 2002), Unit 3, Lesson 13, 14, 16, and 17; Unit 4, Lesson 22; Unit 5, Lesson 26
5. Common Core Basics: Social Studies – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)

Online resources

Online newspapers – Current events; political sections

<http://www.commoncorehistorysocialstudies6to8.com/rh6-81-cite-specific-textual-evidence.html> (Websites that define primary and secondary sources; Websites for primary sources; Activities for finding textual evidence in primary and secondary sources)

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.)*

Standard RST.6-8.1 Application: Cite specific textual evidence to support analysis of science and technical texts.

iPad resources

None

Print resources

1. McGraw-Hill Common Core Basics: Reading, Lessons 2.2 and 2.3; also, Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)
2. News for You (available online)
3. Steck-Vaughn Access: Science, Unit 1, Lessons 4 – 7; Unit 2, Lesson 18
4. Steck-Vaughn GED Science (© 2002), Unit 1, Lessons 1 – 7, Unit 2, Lessons 9 and 11; Unit 3, Lessons 16 and 18
5. Common Core Basics: Science – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)

Online resources

Online newspapers – Science and Technology sections

https://learnzillion.com/common_core/ela/6 (RI.6.8)

https://learnzillion.com/common_core/ela/7 (RI 7.1)

https://learnzillion.com/common_core/ela/8 (RI 8.1)

http://betterlesson.com/common_core/browse/2493/ccss-ela-literacy-rst-6-8-1-cite-specific-textual-evidence-to-support-analysis-of-science-and-technical-texts

CCR Anchor 2: Determine central ideas of 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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

Standard RI/RL.6.2 Determine a theme or 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.

[iPad resources](#)

Pearson ReadingPrep >> Stated Main Idea; also, Implied Main Idea; also, Supporting Details; also, Inference

[Print resources](#)

1. Common Core Basics: Reading, Lesson 5.5
2. Kaplan Big Book, Reasoning Through Language Arts, Lessons 1 – 2
3. Steck-Vaughn Access: Reading, Unit 1, Lessons 1, 9, 11; Unit 2, Lesson 1; Unit 3, Lesson 22; Unit 4, Lessons 25 and 26
4. Achieving TABE Success in Reading, Level M, Unit 4, pp. 131 – 135, 163 – 166; Unit 5, pp. 185 – 188
5. Steck-Vaughn GED: Language Arts, Reading (© 2002), Unit 3, Lesson 24; Unit 4, Lesson 28
6. Contemporary's Top 50 Reading Skills for GED Success, Skills 27 and 30

[Workforce resources](#)

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

[Online resources](#)

https://learnzillion.com/common_core/ela/6 (RI 6.2, RL 6.2)

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1124&keyword=>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1177&keyword=>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70672>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70662>

<https://www.flocabulary.com/standards/ela/6/> Scroll down to CCSS.ELA-LITERACY.RI.6.2. and RL.6.2

CCR Anchor 2: Determine central ideas of 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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

Standard RST.6-8.2 Application: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

iPad resources

None

Print resources

1. Common Core Basics: Science – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)
2. Steck-Vaughn GED Science (© 2002), Unit 1, Lessons 1 – 8; Unit 2, Lesson 11
3. Steck-Vaughn Access: Science, Unit 1, Lessons 2, 4, and 6; Unit 3, Lesson 20; Unit 4, Lesson 25

Workforce resources

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

Online resources

Online newspapers (Science and technology sections)

http://betterlesson.com/common_core/browse/2494/ccss-ela-literacy-rst-6-8-2-determine-the-central-ideas-or-conclusions-of-a-text-provide-an-accurate-summary-of-the-text-distinc?from=breadcrumb_core_dropdown

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

Standard RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

iPad resources

None

Print resources

1. Kaplan Big Book, Unit 1, Lesson 5 (Compare and Contrast)
2. Steck-Vaughn GED Language Arts, Reading, Unit 1, Lesson 8; Unit 2, Lesson 18
3. Achieving TABE Success in Reading, Level M, Unit 4, pp. 139 – 146
4. Steck-Vaughn Access: Reading, Unit 1, Lessons 7 and 8; Unit 2, Lesson 19
5. Common Core Basics: Reading, pp. 15, 39, 127, 200 – 201, 221

Workforce resources

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

Online resources

https://learnzillion.com/common_core/ela/8

Online newspapers

http://betterlesson.com/common_core/browse/1692/ccss-ela-literacy-ri-8-3-analyze-how-a-text-makes-connections-among-and-distinctions-between-individuals-ideas-or-events-e-g-thr?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4280&standardId=70832>

<https://www.flocabulary.com/standards/ela/8/> Scroll down to CCSS.ELA-LITERACY.RI.8.3

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

Standard RH.6-8.3 Application: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

iPad resources

Social Studies Apps >> Citizenship; also, Civics; also, US History

Print resources

1. Common Core Basics: Social Studies – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)
2. Steck-Vaughn Access: Social Studies, Units 3 and 4
3. Steck-Vaughn GED Social Studies (©2002), Units 3 and 4
4. Kaplan Big Book, Unit 3: Social Studies, Civics and Government; also, Economics
5. News for You (available online)

Online resources

Online newspapers

<https://quizlet.com/7566738/10-steps-how-a-bill-becomes-a-law-flash-cards/>

<https://quizlet.com/subject/how-the-government-raises-interest-rates/>

http://betterlesson.com/common_core/browse/2450/ccss-ela-literacy-rh-6-8-3-identify-key-steps-in-a-text-s-description-of-a-process-related-to-history-social-studies-e-g-how-a-b?from=domain_core

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)*

Standard RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

iPad resources

None

Print resources

1. Steck-Vaughn Access: Science, Unit 1, Lessons 1 and 10
2. Kaplan Big Book, Unit 4: Science Practices
3. Common Core Basics: Science – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)

Workforce resources

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

Online resources

http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml

<http://www.virtualnerd.com/middle-math/measurement/customary-system/measure-ruler-inches>

<https://quizlet.com/subject/the-scientific-method/>

<https://quizlet.com/subject/multi%252Dstep-science-procedures/>

http://betterlesson.com/common_core/browse/2495/ccss-ela-literacy-rst-6-8-3-follow-precisely-a-multistep-procedure-when-carrying-out-experiments-taking-measurements-or-performi?from=domain_core

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standards RI/RL.6.4 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.

iPad resources

Pearson ReadingPrep: Vocabulary

Print resources

1. Kaplan Big Book, Unit 1, pp. 76 – 78; Unit 1, pp. 112 – 113
2. Common Core Basics: Reading, Lesson 5.4
3. Steck-Vaughn Access: Reading, Unit 1, Lessons 4 and 10; Unit 2, Lessons 17 and 18; Unit 4, Lessons 24 and 25
4. Achieving TABE Success in Reading, Level M, Unit 1
5. Building Skills with TABE, 2nd Edition, Reading/Language Arts, pp. 14 – 18
6. Steck-Vaughn GED Reading (© 2002), Unit 2, Lesson 16; Unit 3, Lesson 21
7. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lesson 13
8. Contemporary's Top 50 Reading Skills for GED Success, Skills 4 and 34

Workforce resources

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

Online resources

<https://quizlet.com/subject/RI-6.4/>

http://betterlesson.com/common_core/browse/1480/ccss-ela-literacy-ri-6-4-determine-the-meaning-of-words-and-phrases-as-they-are-used-in-a-text-including-figurative-connotative?from=domain_core

http://betterlesson.com/common_core/browse/1466/ccss-ela-literacy-ri-6-4-determine-the-meaning-of-words-and-phrases-as-they-are-used-in-a-text-including-figurative-and-connotat?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70674>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70664>

<https://www.flocabulary.com/standards/ela/6/> Scroll down to CCSS.ELA-LITERACY.RI.6.4 and RL.6.4

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.6.5 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.

[iPad resources](#)

Pearson ReadingPrep >> Patterns of Organization

[Print resources](#)

1. Kaplan Big Book, pp. 136 – 147
2. Steck-Vaughn Reasoning Through Language Arts, Unit 4, Lesson 19
3. Building Skills with TABE, 2nd edition, Level D, pp. 86 -95
4. Achieving TABE Success, Level M, Unit 5, pp. 205 – 208
5. Common Core Basics: Reading, Lesson 5.6
6. Contemporary's Top 50 Reading Skills for GED Success, Skills 18, 20 - 28

[Online resources](#)

http://betterlesson.com/common_core/browse/1467/ccss-ela-literacy-ri-6-5-analyze-how-a-particular-sentence-chapter-scene-or-stanza-fits-into-the-overall-structure-of-a-text-and?from=breadcrumb_core_dropdown

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1182&keyword=>

https://learnzillion.com/common_core/ela/6

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70675>

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

[iPad resources](#)

Pearson ReadingPrep >> Patterns of Organization

[Print resources](#)

1. Kaplan Big Book, pp. 136 – 147
2. Steck-Vaughn Reasoning Through Language Arts, Unit 4, Lesson 19
3. Building Skills with TABE, 2nd edition, Level D, pp. 86 -95
4. Achieving TABE Success, Level M, Unit 5, pp. 205 – 208
5. Common Core Basics: Reading, Lesson 5.6
6. Contemporary's Top 50 Reading Skills for GED Success, Skills 16 and 18

[Online resources](#)

https://learnzillion.com/common_core/ela/7

<http://www.k12reader.com/subject/reading-skills/story-elements/>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1228&keyword=>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4270&standardId=70756>

http://betterlesson.com/common_core/browse/1590/ccss-ela-literacy-ri-7-5-analyze-the-structure-an-author-uses-to-organize-a-text-including-how-the-major-sections-contribute-to?from=domain_core

<https://quizlet.com/subject/RI-7.5/>

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.8.6 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.

iPad resources

None

Print resources

1. Kaplan Big Book, Unit 1, pp. 78 – 79, pp. 110 – 111
2. Common Core Basics: Reading, Lesson 5.3
3. Steck-Vaughn Access: Reading, pp. 41, 54, 113, 126
4. Achieving TABE Success, Level M, pp. 193 – 197
5. Steck-Vaughn GED: Reading (© 2002), Unit 1, Lesson 9
6. Steck-Vaughn Reasoning Through Language Arts, Unit 1, Lesson 20; Unit 2, Lesson 1
7. Contemporary's Top 50 Reading Skills for GED Success, Skill 16 – 18

Workforce resources

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

Online resources

<https://quizlet.com/subject/RI-8.6/>

http://betterlesson.com/common_core/browse/1696/ccss-ela-literacy-ri-8-6-determine-an-author-s-point-of-view-or-purpose-in-a-text-and-analyze-how-the-author-acknowledges-and-re?from=domain_core

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4280&standardId=70835>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1374&keyword=>

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

https://learnzillion.com/common_core/ela/8

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RH.6-8.6 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).

iPad resources

Print resources

1. Kaplan Big Book: Social Studies Practices, Lessons 1 – 6
2. Steck-Vaughn GED Social Studies (© 2002), Unit 2, Lesson 8; Unit 3, Lesson 11 and 13
3. Steck-Vaughn Access: Social Studies, Unit 2, Lesson 10; Unit 3, Lessons 14 and 16
4. Common Core Basics: Social Studies – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, Recognizing Persuasive Language, etc.)
5. News for You (available online)
6. Contemporary's Top 50 Reading Skills for GED Success, Skills 8 - 9

Online resources

Online Newspapers – especially political articles; use varied resources (i.e., liberal vs conservative)

<http://www.ereadingworksheets.com/e-reading-worksheets/reading-unit-and-lesson-plans-aligned-with-common-core-state-standards/>

http://betterlesson.com/common_core/browse/2454/ccss-ela-literacy-rh-6-8-6-identify-aspects-of-a-text-that-reveal-an-author-s-point-of-view-or-purpose-e-g-loaded-language-inclu?from=domain_core

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.6.7 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.

iPad resources

None

Print resources

1. Kaplan Big Book, Unit 3, Social Studies Practices, Lesson 6; Unit 4, Science Practices, Lesson 5
2. Steck-Vaughn GED Skill Book: Interpreting Visual Information, all lessons
3. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lesson 4
4. Building Skills with TABE, 2nd edition, Level D, pp. 4 – 13
5. Achieving TABE Success, Level M, Unit 3, all lessons
6. Common Core Basics: Reading, Lessons 1.5 – 1.7
7. Contemporary's Top 50 Reading Skills for GED Success, Skills 40 - 50

Workforce resources

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

Online resources

https://learnzillion.com/common_core/ela/6

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1185&keyword=>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4260&standardId=70677>

http://betterlesson.com/common_core/browse/1484/ccss-ela-literacy-ri-6-7-integrate-information-presented-in-different-media-or-formats-e-g-visually-quantitatively-as-well-as-in?from=domain_core

<https://www.flocabulary.com/standards/ela/6/> Scroll down to CCSS.ELA-LITERACY.RI.6.7

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

iPad resources

None

Print resources

1. Steck-Vaughn GED Skill Book: Interpreting Visual Information, Lessons 13 and 15
2. Steck-Vaughn GED Science (© 2002), Unit 3, Lesson 18
3. Steck-Vaughn Access: Science, Unit 1, Lessons 5, 7, 8 – 11; Unit 2, Lessons 14, 17, and 18; Unit 3, Lesson 21; Unit 4, Lessons 23 and 26
4. Common Core Basics: Science – Throughout the book, there are sections regarding reading skills (Determining Meaning, Determining Central Ideas, Citing Textual Evidence, etc.)
5. Contemporary's Top 50 Reading Skills for GED Success, Skills 49 - 50

Workforce resources

1. McGraw-Hill Workforce Career Companions (all titles), pp. 70 - 73

Online resources

http://betterlesson.com/common_core/browse/2501/ccss-ela-literacy-rst-6-8-7-integrate-quantitative-or-technical-information-expressed-in-words-in-a-text-with-a-version-of-that?from=domain_core

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.8.8 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.

[iPad resources](#)

Pearson ReadingPrep: Critical Thinking

[Print resources](#)

1. Kaplan Big Book, pp. 86 – 91
2. Achieving TABE Success in Reading, pp. 185 – 192
3. Steck-Vaughn Reasoning Through Language Arts, Unit 2, Lessons 1 – 7
4. Contemporary's Top 50 Reading Skills for GED Success, Skills 7 - 9

[Online resources](#)

https://learnzillion.com/common_core/ela/8

<http://www.k12reader.com/subject/reading-skills/fact-and-opinion/>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1377&keyword=>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=31437>

http://betterlesson.com/common_core/browse/1699/ccss-ela-literacy-ri-8-8-delineate-and-evaluate-the-argument-and-specific-claims-in-a-text-assessing-whether-the-reasoning-is-so?from=domain_core

<https://quizlet.com/subject/RI.8.8/>

<http://www.procon.org>

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4280&standardId=70837>

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. Standard 10 defines a staircase of increasing text complexity that rises from beginning reading to the college and career readiness level.)

Standard RI.8.9 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.

[iPad resources](#)

None

[Print resources](#)

1. Contemporary's Top 50 Reading Skills for GED Success, Skills 44 and 48

[Online resources](#)

<http://www.procon.org>

http://betterlesson.com/common_core/browse/1700/ccss-ela-literacy-ri-8-9-analyze-a-case-in-which-two-or-more-texts-provide-conflicting-information-on-the-same-topic-and-identif?from=breadcrumb_core_dropdown

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=4280&standardId=70838>

<http://www.wiki-teacher.com/resourceSearch.php#standardId=1378&keyword=>

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

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.