

## NRP 2755: Science for the GED® Test

### correlated to CCR Level E Standards

CCR READING STANDARDS		NRP 2755: SCIENCE FOR THE GED® TEST	
Anchor #	Competency	Scientific and Technical Texts	Lesson Extensions & Additional Notes
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) // [Application: Cite spec. textual evidence to support analysis of primary & sec. sources, such as date and origin of info (RH.9-10.1) AND same for science the tech texts, such as precise details of explanations/descriptions. (RST.9-10-1)]	Unit 1: L2, L4, L5 Unit 3: L1	Read articles that present opposing view of readings in NRP books. Students are to analyze evidence and strength of arguments using criteria outlined in NRP lessons.
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. (RST.11-12.1)	Unit 1: L1, L3, L5 Unit 2: L1–4 Unit 3: L1, L2	Use readings to create lessons on summarizing and paraphrasing. This will be important as part of the short answer writing in the Science test.
3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)	Throughout text	Create order of events lists based on scientific readings. Translate the list into a full paragraph.
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. (RST.9-10-3)	Unit 1: L1, L2, L5 Unit 2: L1, L2 Unit 3: L3	Perform simple science experiments in your classroom.
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. diff. between lang. of court and lang. of newspaper) (RI/RL.9-10.4) // [Application: determine meaning of symbols, key terms, and other domain- specific words & phrases as used in specific scientific or tech. context. RST.9-10.4]	Note highlighted vocabulary words for each lesson	Develop vocabulary exercises for content specific and academic terms. Utilize reading sections of the book, have students identify any vocabulary words that are difficult.
7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Throughout text	Graphs, charts and tables are incorporated throughout the text. Pay special attention to these items and address one on one and in small group. Review how to understand reading visual representations.

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7	Translate quantitative or technical information expressed in words in a text into visual format (e.g. a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)	All lessons, corresponding units, and unit reviews address this competency through practice questions.	Create graphs and/or charts from narrative writings.
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. (RI.11-12.7)		This competency is addressed throughout <i>Science for the GED Test</i> .
9	Compare and contract 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. (RST.9-10.9) [Application: compare and contrast treatments of the same topic in several primary and secondary sources. RH.9-10.9]]	Throughout text	Use graphic organizers for compare/contrast reading analysis.

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1	1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
1	1e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
2	2a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
2	2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.

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2	2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11- 12.4)	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
5	Focus on addressing what is most significant for a specific purpose and audience. (Editing conventions should demonstrate command of Language standards 1-3 at this level.) (W.11-12.5)	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Writing standards listed can be addressed within the context of <i>Science for the GED Test</i> , by concentrating on all short-answer activities incorporated throughout the text.
7	Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquire when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)	Throughout text	Students can utilize topics in <i>Science for the GED Test</i> to develop specific research projects. Start with prompt, expand by identifying an issue. Research additional writings on the topic, synthesis materials demonstrate possible solutions.

CCR LANGUAGE STANDARDS		NRP 2755: SCIENCE FOR THE GED® TEST	
Anchor #	Competency	Language	Lesson Extensions & Additional Notes
2	LEVEL E, 2 c. Spell correctly.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Verify spelling through writing to short answers. Utilize word check when available, identify words misspelled and practice memorizing the correct spelling
3	LEVEL D, 3 a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Competencies Level D, 3a-c can be covered together when reviewing exercises on building short answers. Cover once writing is complete, to build editing skills.
3	LEVEL D, 3 b. Maintain consistency in style and tone.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Competencies Level D, 3a-c can be covered together when reviewing exercises on building short answers. Cover once writing is complete, to build editing skills.

CCR LANGUAGE STANDARDS		NRP 2755: SCIENCE FOR THE GED® TEST	
Anchor #	Competency	Language	Lesson Extensions & Additional Notes
3	LEVEL D, 3 c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Page 15 & 80 Also all short answer questions incorporated within all Unit Practices	Competencies Level D, 3a-c can be covered together when reviewing exercises on building short answers. Cover once writing is complete, to build editing skills.
4	LEVEL D, 4 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Throughout text	Have students identify unknown vocabulary within <i>Science for the GED Test</i> . Research and identify these words using online dictionaries for definition and pronunciation; practice writing sentences with vocabulary within various contexts.
4	LEVEL D, 4 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)	Throughout text	This competency can be covered with Level D, 3c.
4	LEVEL E, 4 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.	Throughout text	Have students keep a personal dictionary to list new or problem words found within the text. Include definition, part of speech, content area(s), use in a sentence, other clues to help retain understanding.