

New Readers Press Online Learning: Pre-HSE Reading & Writing, Social Studies and Science correlated to CCR Reading Standards Level D

The citation in parentheses at the beginning of each standard identifies the CCSS grade, domain and standard number (or standard number and letter where applicable). For example, **RI.4.3** stands for Reading Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RL: Reading Literature

RH: Reading Historical/Social Studies Text

RST: Reading Scientific and Technical Text The

citation for each course includes the unit number and the lesson number. For example, U1.L1: Setting stands for Unit 1, Lesson 1: Setting

	<i>Pre-HSE Reading & Writing</i>	<i>Pre-HSE Social Studies</i>	<i>Pre-HSE Science</i>
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.			
(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.	U1.L1: Setting, U1.L3: Characterization, U1.L5: Mood and Tone; U2.L2: Symbolism, U2.L3: Figurative Language, U2.L4: Tone, U2.L7: Dialogue; U3.L2: Main Idea and Supporting Details, U3.L4: Drawing Conclusions	U3.L3: The Bill of Rights	
• (RH.6-8.1) <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources.			
• (RST.6-8.1) <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts.			
CCR Anchor 2: Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.			
(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.	U1.L6: Theme, U2.L2: Symbolism in Poetry, U2.L4: Tone in Poetry, U2.L5: Theme in Poetry, U3.L2: Main Idea and Supporting Details, U3.L6: Summarizing	U2.L3: The American Revolution	
• (RST.6-8.2) <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.			

	Pre-HSE Reading & Writing	Pre-HSE Social Studies	Pre-HSE Science
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
(RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	U3.L2: Main Idea and Supporting Details, U3.L3: Text Structure		
• (RH.6-8.3) <i>Application:</i> 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).	U6.L1: Types of Essays		
(RST.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			U1.L4: Reasoning from Data
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.			
(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.	U1.L5: Mood and Tone, U2.L2: Symbolism in Poetry, U2.L3: Figurative Language in Poetry, U2.L4: Tone in Poetry, U3.L4: Drawing Conclusions, U3.L5: Purpose	U2.L7: Industrialization and Reform	
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.			
(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.	U3.L3: Text Structure		
(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.	U3.L3: Text Structure		

	<i>Pre-HSE Reading & Writing</i>	<i>Pre-HSE Social Studies</i>	<i>Pre-HSE Science</i>
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.			
(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.	U3.L5: Purpose	U3.L9: Expanding Rights	
(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).	U3.L5: Purpose		
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
(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.	U3.L3: Text Structure, U3.L4: Drawing Conclusions, U3.L7: Understanding Vocabulary	U1.L1: Geography and Geographic Tools; U1.L2: Global and U.S. Regions; U1.L3: Studying Populations; U1.L5: Climate and Weather; U2.L4: Three Branches of Government; U2.L7: Municipal Governments	U1.L3: Comprehending Scientific Presentations, U1.L4: Reasoning from Data
(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).		U3.L5: Balancing Power; U4.L3: Supply and Demand in Action	U1.L3: Comprehending Scientific Presentations, U1.L5: Expressing Scientific Information
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.			
(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.	U3.L2: Main Idea and Supporting Details, U3.L5: Purpose		
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.			
(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.			