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NRP 2694: *Social Studies for the GED® Test*
correlated to CCR Level E Standards

CCR READING STANDARDS		NRP 2694: *SOCIAL STUDIES FOR THE GED® TEST, 2016 EDITION*	
Anchor #	**Competency**	**Historical / Social Studies 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)]		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 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 (RI/RL.9-102)		Present list of possible themes and have students identify which one applies to text and state why.
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: L6 Unit 3: L3	Use readings to create lessons on summarizing and paraphrasing
3	Analyze a complex set of ideas or sequence of events & explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)		Discuss how an author develops relationships and interactions between ideas in informational texts. Present students with common organizational techniques and how they contribute to text meaning.
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)	Unit 1: L2, Q2 Unit 2: all lessons Unit 3: all lessons Unit 4: L2, L3, L4	Create timelines that note significant happenings that occurred before and after events noted in lessons.

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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]	Unit 1: L5, Q2 Also, note highlighted vocabulary words for each lesson.	Develop vocabulary exercises for content specific and academic terms.
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. section/chapter) (RI.9-10.5)		For both competencies of Anchor 5, in a small group deconstruct a reading to identify how claims are being made, and to identify how word choice affects meaning and tone.
5	Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)		
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. (RH.9-10.6)		
7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Unit 1: L 2, L3, L5, Unit Practice Unit 2: L3–7, Unit Practice Unit 3: all lessons, Unit Practice Unit 4: L 2–4, Unit practice	
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 anchor 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)	Throughout text	

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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. (RI.9-10.8)		
9	Analyze seminal US 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 (RI.0-10.9)	Unit 1: Practice Unit 2: L1, L2, Unit Practice	
9	Analyze seventeenth- eighteenth- and nineteenth-century foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)	Unit 2: L1, L2	
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)]		Use graphic organizers for compare/contrast reading analysis.

CCR LANGUAGE STANDARDS		NRP 2694: *SOCIAL STUDIES FOR THE GED® TEST*	
Anchor #	**Competency**	**Language**	**Lesson Extensions & Additional Notes**
2	LEVEL E, 2 c. Spell correctly.		Verify spelling through writing to prompts. 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.		For Competencies Level D, 3 a-c, utilize the Extended Response activities as part of a post-writing editing activity either one-on-one, or within a small group to help edit student writing.
3	LEVEL D, 3 b. Maintain consistency in style and tone.		
3	LEVEL D, 3 c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
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 clarity its precise meaning or its part of speech.	Throughout text	Have students identify unknown vocabulary within the text. Research & identify these words using online dictionaries for definition and pronunciation; practice writing sentences with vocabulary within various contexts.
6	LEVEL D, 6. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)	Throughout text	