New Readers Press
ProLiteracy's publishing division

Social Studies for the GED® Test

correlated to the Texas AEL-Content Standards

Texas Standard	*Social Studies for the GED® Test* (NRP 2694)
I. English Language Arts and Literacy Content Standard and Benchmarks	
Subarea I.1 - Reading Foundations	
A. Beginning Reading Skills/Print Awareness. Understand that the function of conventional and digital print is to convey meaning and that there is a connection between oral and written language, recognize the ways print is organized, and recognize the conventions for reading and writing. 1. Display ability to segment words into separate parts, blend sounds to form words, and manipulate sounds aurally and orally.	
B. Beginning Reading Skills/Phonemic Awareness. Understand that the sounds of spoken language work together to make words. 1. Display awareness of phonics (e.g., letter-sound knowledge, segmenting, blending, and manipulating sounds aurally and orally).	
C. Beginning Reading Skills/Word Analysis and Phonics Instruction. Understand there is a relationship between letters and sounds through written language. 1. Use the relationships between letters and sounds, spelling patterns, and analysis of word structure to decode/encode written and spoken English.	
2. Use word analysis skills such as phonetic and morphemic analysis.	
D. Beginning Reading/Strategies. Develop increasingly sophisticated strategies for comprehending a variety of diverse texts. 1. Determine what print and digital texts say explicitly and make logical inferences from texts (e.g., written directions, signs, captions, warning labels, and informational books).	
E. Fluency. Read a text accurately and with fluency. 1. Read developmentally appropriate text with fluency (rate, accuracy, expression, phrasing).	
Subarea I.2 – Reading	
A. Vocabulary Development. Apply vocabulary and concepts to use accurately in reading, speaking, and writing. 1. Identify new words and concepts by studying their relationships to other words and concepts by using context clues.	Throughout
2. Apply knowledge of roots and affixes to infer the meanings of new words.	
3. Use printed, digital, and web-based resources (e.g., dictionaries, glossaries, and thesauruses) to confirm the meanings of words.	Throughout
B. Comprehension of Literary Texts in a Variety of Genres and Presentation Modes. Comprehend a wide range of literary texts (novels, poems, plays, etc.) from different world cultures and historical periods. 1. Analyze themes, structures, and elements of contemporary, traditional, and classical literary texts from various cultures.	
2. Analyze and compare the use of language in diverse literary works from a variety of world cultures and historical periods.	
3. Analyze a wide variety of texts from different world cultures and historical periods to determine what they suggest about the historical period and cultural contexts in which they were written.	

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C. Comprehension of Literary Texts: Locate explicit textual information, draw inferences, and analyze and evaluate the varied structural patterns, stylistic elements, and features of literary nonfiction and fiction. Identify supporting evidence from the text to support understanding. 1. Draw and support inferences from texts to summarize what is presented, draw conclusions, and distinguish facts from opinions.	
2. Identify explicit and implicit textual information including main ideas, supporting evidence, and author's purpose.	
3. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers: Compare and analyze how features of genres are used across texts (e.g., tone; irony; mood; figurative language; allusion; diction; dialogue; symbolism; point of view; voice; understatement and overstatement; time and sequence; narrator; and poetic elements, such as sound, imagery, and personification).	Unit 1: Lesson 5
D. Comprehension of a Variety of Informational Texts. Describe, analyze, and evaluate diverse informational texts, and identify supporting evidence from the text to support understanding. 1. Identify and distinguish differences in structure and purpose for a range of informational texts, regardless of print or digital presentation mode (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, manuals, procedures and other job-related materials, schedules, speeches, memoranda, public documents, and maps).	Unit 1: Lesson 2, Quiz 2 Unit 2: Lessons 1-9 Unit 3: Lessons 1-10 Unit 4: Lessons 2, 3, 4
2. Identify and analyze the purpose and message of informational texts, including pros and cons, author's bias, and alternate points of view when applicable.	Unit 2: Lesson 9
3. Analyze informational texts for what they suggest about the historical period and cultural contexts in which they were written.	Unit 2: Lessons 1-9
E. Comprehension of Persuasive Texts. Locate explicit textual information, draw inferences, and analyze and evaluate the information about persuasive texts. Identify supporting evidence from the text to support understanding. 1. Identify and analyze the audience, purpose, and message of a persuasive text.	Unit 2: Lesson 9
2. Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.	Unit 1: Lesson 7
3. Analyze the presentation of information in a range of persuasive texts to determine and judge the strength, sufficiency, and quality of evidence used by the author; the coherence and logic of the presentation; credibility of the argument (e.g., author's bias, author's expertise, authenticity); clarity of purpose; consistency; effectiveness of organizational pattern; validity of reasoning; and use of rhetorical devices to serve a purpose (e.g., propaganda techniques, appeal to a friendly or hostile audience, and effective modes of persuasion).	Unit 4: Lesson 5
4. Evaluate the use of print and digital text features, graphics, and informational aides in persuasive texts to determine where to locate information and enhance comprehension and credibility (e.g., guide words; title page; table of contents; index; glossary; headings, subheadings; keywords; and illustrations and photographs).	
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, persuasive structure, format, arguments and evidence, and omissions or ambiguities).	
F. Comprehension of Expository Texts. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. 1. Identify explicit and implicit textual information, including main idea, point of view, and author's purpose (e.g., full-length feature articles in newspapers, magazines, and the Internet).	Unit 2: Lesson 9

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2. Draw and support inferences from texts to summarize, draw conclusions, and distinguish facts from opinions.	Unit 1: Lessons 6, 7 Unit 3: Lesson 3
3. Analyze the presentation of information and the strength and quality of evidence used by the author. Assess the coherence and logic of the presentation and the credibility of the information presented	Unit 4: Lesson 5
4. Evaluate the use of print and digital text features, graphics, and informational aides in informational texts to determine where to locate information and enhance comprehension (e.g., guide words; title page; table of contents; index; glossary; headings, subheadings; keywords; and illustrations and photographs).	Unit 1: Lessons 2, 3, 5 Unit 2: Lessons 3-7 Unit 3: Lessons 1-10 Unit 4: Lessons 2, 3, 4
5. Identify, analyze, and evaluate similarities and differences in how multiple texts present information (e.g., vocabulary, language use, expository structure, format, arguments and evidence, and omissions or ambiguities).	Unit 1: Unit Practice Unit 2: Lessons 1, 2, Unit Practice
Subarea I.3 - Writing	
A. Writing Process. Use a recursive process to prewrite, compose, revise, and edit a variety of texts that demonstrate clear focus, logical development of ideas in well-organized paragraphs, and the use of language that advances the author's purpose. 1. Use various prewriting strategies such as brainstorming, freewriting, listing, and mapping to generate ideas.	
2. Identify and evaluate effective strategies that demonstrate the writer's purpose and audience (e.g., to explain, inform, analyze, entertain, reflect, and persuade).	
3. Gather information relevant to the topic and purpose, keeping accurate records of outside sources to avoid plagiarism.	
4. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information. Organize material generated and formulate a thesis.	
5. Craft multiple drafts and revisions to refine and revise key ideas to support thesis, and to organize for logic and flow using transitions; ensure accuracy of grammar, punctuation, and other conventions; confirm references and accuracy of information, and cite references.	
6. Edit writing for proper voice, tense, and sentence structure and mechanics, assuring that it conforms to Standard American English (e.g., use a checklist to guide proofreading; edit for grammar, punctuation, capitalization; use resources to resolve issues of usage).	
7. Apply proper writing conventions (e.g., organizational pattern, format, language, and tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, and resumes); and use available digital and web-based resources, such as publishing software or graphics programs, to produce and publish written work.	
Subarea I.4 - Oral and Written Conventions	
A. Language Conventions. Understand the conventions of language when speaking and writing. 1. Understand and apply the parts of speech in the context of reading, writing, and speaking. Use capitalization conventions in writing (e.g., within divided quotations; historical periods and events, geological eras, and scientific terms).	

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2. Develop oral and written text (e.g., sentences, paragraphs, and longer works) that demonstrate control of vocabulary, voice, and structure suitable for specific audiences and purposes.	
3. Use proper punctuation conventions in writing (e.g., colons, quotation marks, and dashes; apostrophes in contractions and possessives; commas with introductory phrases and dependent clauses; semi colons or a comma in compound sentences; commas in a series; and ellipses to indicate a pause, break, or omission).	
B. Print Production. Use basic computer skills. 1. Demonstrate basic computer processing skills, and make efficient use of technology such as spellcheck, font changes, printing, etc.	
2. Adapt email style to purpose and audience.	
3. Master a range of communication protocols for use in the workplace.	
Subarea I.5 – Research	
A. Planning Research. Use a variety of strategies to plan research. 1. Formulate research topics and questions from the curriculum, current events, and the workforce (e.g., identify possible topics by brainstorming, listing questions, using idea webs; organize prior knowledge about a topic; develop a course of action; and determine how to locate necessary information).	
2. Narrow research topics and develop a timeline for completing work.	
B. Gathering Sources. Determine, locate, explore, and systematically document a broad range of relevant print, digital, and web-based resources for addressing a research question. 1. Select information from credible sources related to the topic (e.g., informational books, pictures, charts, indexes, videos, television programs, speeches; technical documents; periodicals; Internet sources, such as web sites, podcasts, blogs, and electronic bulletin boards, and personal observation).	
2. Use source material ethically to avoid plagiarism and note how to properly cite a variety of sources	
3. Systematically record gathered information (e.g., use notes, maps, charts, graphs, tables, and other graphic organizers; paraphrase and summarize information; gather direct quotes; and provide narrative descriptions).	
4. Evaluate the validity and reliability of sources (e.g., the motives and perspectives of the author; credibility of the author and sources; date of publication; use of logic, propaganda, bias, and language.	
C. Organizing and Presenting Ideas. Design and produce a written or oral presentation. 1. Organize and present ideas and information according to the purpose of the research and the audience.	
2. Synthesize the research into a written or oral presentation.	