



College and Career Readiness Standards Framework

Arkansas Department of Career Education, Adult Education Division

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Arkansas Adult Education Frameworks

MATH Level D (Grades 6.0-8.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>ANCHOR 6.NS.5</p>	<p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 16-17 https://learnzillion.com/lessonsets/447-understand-the-relationship-between-positive-and-negative-numbers-interpret-zero-and-positive-or-negative-numbers-in-realworld-contexts https://learnzillion.com/lessonsets/94-understand-how-positive-and-negative-numbers-describe-quantities My Skills Tutor: Lesson: Changes in Temperature
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>ANCHOR 6.NS.6</p>	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.6

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.6a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 16-17 https://learnzillion.com/lessonsets/210-position-numbers-and-their-opposites-on-a-number-line
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.6b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 122, 134 https://learnzillion.com/lessonsets/676-understand-rational-numbers-and-ordered-pairs-place-pairs-of-rational-numbers-on-the-coordinate-plane https://learnzillion.com/lessonsets/230-understand-ordered-pairs-signs-and-the-coordinate-plane My Skills Tutor: Lesson: The Coordinate Plane
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.6c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 16, 122 https://learnzillion.com/lessonsets/676-understand-rational-numbers-and-ordered-pairs-place-pairs-of-rational-numbers-on-the-coordinate-plane https://learnzillion.com/lessonsets/230-understand-ordered-pairs-signs-and-the-coordinate-plane https://learnzillion.com/lessonsets/210-position-numbers-and-their-opposites-on-a-number-line https://learnzillion.com/lessonsets/15-compare-fractions-to-12 My Skills Tutor: Lessons: <ol style="list-style-type: none"> Comparing and Ordering Numbers Graphing ordered Pairs The Coordinate Plane Graphing on the Coordinate Plane Number Lines
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.7	Understand ordering and absolute value of rational numbers	Examples are closely related to the skills and can be found in the resources provided to the right.	https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.7

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.7a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 18, 51 https://learnzillion.com/lessonsets/138-interpret-statements-of-inequality-and-write-interpret-and-explain-statements-of-order-for-rational-numbers My Skills Tutor: Lessons: <ul style="list-style-type: none"> Comparing and Ordering Numbers Number Lines
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.7b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 51 https://learnzillion.com/lessonsets/138-interpret-statements-of-inequality-and-write-interpret-and-explain-statements-of-order-for-rational-numbers My Skills Tutor: Lesson: Comparing and Ordering Numbers
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.7c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 14-15 https://learnzillion.com/lessonsets/191-understand-and-interpret-absolute-value-and-distinguishing-comparisons-of-absolute-value-from-statements-about-order My Skills Tutor: Lessons: <ol style="list-style-type: none"> Absolute Value Number Lines
Apply and extend previous understandings of numbers to the system of rational numbers. ANCHOR 6.NS.7d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.7d Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 11 https://learnzillion.com/lessonsets/191-understand-and-interpret-absolute-value-and-distinguishing-comparisons-of-absolute-value-from-statements-about-order

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>ANCHOR 6.NS.8</p>	<p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-NS Lesson 6.NS.C.8 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 122-123 https://learnzillion.com/lessonsets/192-graph-points-in-all-four-quadrants-on-the-coordinate-plane-to-solve-realworld-and-mathematical-problems <p>My Skills Tutor: Lessons:</p> <ul style="list-style-type: none"> Graphing Ordered Pairs The Coordinate Plane <p>Graphing on the Coordinate Plane</p>
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.1</p>	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.1 https://learnzillion.com/lessonsets/411-add-and-subtract-rational-numbers-represent-addition-and-subtraction-on-a-horizontal-or-vertical-number-line-diagram
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.1a</p>	<p>Describe situations in which opposite quantities combine to make 0. For example, if a check is written for the same amount as a deposit, made to the same checking account, the result is a zero increase or decrease in the account balance.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.1a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 46 https://learnzillion.com/lessonsets/418-describe-situations-in-which-opposite-quantities-combine-to-make-0 https://learnzillion.com/lessonsets/339-describe-situations-in-which-opposite-quantities-combine-to-make-0-understand-p-q-as-the-number-q-from-p https://learnzillion.com/lessonsets/140-describe-situations-in-which-opposite-quantities-combine-to-make-0-understanding-p-q-as-the-number-q-from-p-1

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.1b</p>	<p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.1b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 46 https://learnzillion.com/lessonsets/596-adding-and-subtracting-rational-numbers-using-distance-absolute-value-and-opposites https://learnzillion.com/lessonsets/339-describe-situations-in-which-opposite-quantities-combine-to-make-0-understand-p-q-as-the-number-q-from-p https://learnzillion.com/lessonsets/140-describe-situations-in-which-opposite-quantities-combine-to-make-0-understanding-p-q-as-the-number-q-from-p-1 My Skills Tutor: Lessons: <ol style="list-style-type: none"> Addition of Mixed Numerals Addition of Decimals Addition of Like Fractions Decision Making: A Job at the Ball Park Addition of Decimals Subtraction of Decimals Addition of Fractions Problem Solving: Pass the Popcorn Identity Elements and Inverses One-Step Addition Problems Word Problems about Money Menus and Price Lists <p>Two-Step Problems for Addition and Subtraction</p>
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.1c</p>	<p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.1c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 47 https://learnzillion.com/lessonsets/659-understand-subtraction-as-addition-of-additive-inverses-and-differences-in-terms-of-distance-on-the-number-line https://learnzillion.com/lessonsets/150-understand-subtraction-of-rational-numbers-as-adding-the-additive-inverse https://learnzillion.com/lessonsets/137-apply-properties-of-operations-to-add-and-subtract-rational-numbers-and-understanding-subtraction-of-rational-numbers-as-adding-the-additive-inverse https://learnzillion.com/lessonsets/16-use-a-place-value-chart My Skills Tutor: Lessons: <ol style="list-style-type: none"> Subtraction of Like Fractions Subtraction of Mixed Numerals Subtraction of Whole Numbers Subtraction of Decimals Subtraction of Fractions

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.1d</p>	<p>Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.1d Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 19 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 62 https://learnzillion.com/lessonsets/137-apply-properties-of-operations-to-add-and-subtract-rational-numbers-and-understanding-subtraction-of-rational-numbers-as-adding-the-additive-inverse https://learnzillion.com/lessonsets/17-add-and-subtract-mixed-numbers https://learnzillion.com/lessonsets/16-use-a-place-value-chart My Skills Tutor: Lessons: <ol style="list-style-type: none"> Addition of Whole Numbers Subtraction of Decimals <p>Addition of Like Fractions</p>
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.2</p>	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.2 https://learnzillion.com/lessonsets/600-convert-a-rational-number-to-a-decimal-using-long-division
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.2a</p>	<p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.2a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 48 https://learnzillion.com/lessonsets/179-understand-multiplication-of-rational-numbers-1 My Skills Tutor: Lessons: <ul style="list-style-type: none"> Multiplication of Fractions Multiplication of Mixed Numbers Multiplication of Decimals Division of Decimals Problem Solving: Pedal Power One-Step Multiplication Problems <p>Two-Step Multiplication Problems</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.2b</p>	<p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.b 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 49 3. https://learnzillion.com/lessonsets/362-multiply-and-divide-rational-numbers 4. My Skills Tutor: Lessons: Division of Decimals
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.2c</p>	<p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 20, 48-48 2. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 62 3. https://learnzillion.com/lessonsets/253-apply-properties-of-operations-to-multiply-and-divide-rational-numbers-2 4. My Skills Tutor: Lessons: <ul style="list-style-type: none"> • Division of Mixed Numerals • Division of Whole Numerals • One-Step Division Problems Two-Step Division Problems
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.2d</p>	<p>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.2d 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 23-24 3. https://learnzillion.com/lessonsets/790-convert-rational-numbers-to-decimals-using-divisions-understand-rational-numbers 4. My Skills Tutor: Lessons: <ul style="list-style-type: none"> • Interchanging Fractions and Decimals • Interchanging Percents and Decimals • Equivalent Forms Relationships of Ratios, Percents & Decimals
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>ANCHOR 7.NS.3</p>	<p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-NS Lesson 7.NS.A.3 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 79, 216-217 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 44, 47, 50, 63, 95 4. My Skills Tutor: Lessons: <ul style="list-style-type: none"> • Problem Solving: The Gift of Song Comparison: Pondering Puddings

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>ANCHOR 8.NS.2</p>	<p>Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-NS Lesson 8.NS.A.2 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 53 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 7 https://learnzillion.com/lessonsets/41-understand-rational-and-irrational-numbers
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>ANCHOR 6.RP.3</p>	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-RP Lesson 6.RP.A.3
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>ANCHOR 6.RP.3a</p>	<p>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-RP Lesson 6.RP.A.3a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 77, 84, 129 https://learnzillion.com/lessonsets/164-solve-ratio-problems-using-tables-and-the-coordinate-plane-1 https://learnzillion.com/lessonsets/156-solve-ratio-problems-using-tables-and-the-coordinate-plane-2 https://learnzillion.com/lessonsets/86-find-ratio-values-and-compare https://learnzillion.com/lessonsets/57-find-the-missing-proportion My Skills Tutor: Lessons: <ul style="list-style-type: none"> Graphing Ordered Pairs The Coordinate Plane Graphing on the Coordinate Plane
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>ANCHOR 6.RP.3b</p>	<p>Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-RP Lesson 6.RP.A.3b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 78 https://learnzillion.com/lessonsets/157-solve-unitrate-problems My Skills Tutor: Lessons: Using Proportions to Find Group Prices

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>ANCHOR 6.RP.3c</p>	<p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-RP Lesson 6.RP.A.3c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 55-57 https://learnzillion.com/lessonsets/181-use-ratios-to-solve-percent-problems My Skills Tutor: Lessons: <ol style="list-style-type: none"> Introduction to Ratio and Percent Finding the Percent of a Number Percent of a Number Decision Making: Buying a House Percent of Change Discounts Finding the Part by Using Proportions Finding the Percent by Using Proportions Finding the Whole by Using Proportions Finding the Part by Using Number Sentences Finding the Percent by Using Number Sentences Finding the Whole by Using Number Sentences Comparison: Movie House Management <p>Prediction: The Real Cost of Living</p>
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>ANCHOR 6.RP.3d</p>	<p>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-RP Lesson 6.RP.A.3d Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 215 https://learnzillion.com/lessonsets/164-solve-ratio-problems-using-tables-and-the-coordinate-plane-1 https://learnzillion.com/lessonsets/87-use-ratios-to-convert-unit-measures My Skills Tutor: Lessons: Standard Units of Measurement
<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>ANCHOR 7.RP.1</p>	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 79-80 https://learnzillion.com/lessonsets/521-compute-unit-rates-associated-with-ratios-of-fractions My Skills Tutor: Lessons: Standard Units of Measurement

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Analyze proportional relationships and use them to solve real-world and mathematical problems. ANCHOR 7.RP.2	Recognize and represent proportional relationships between quantities.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.2 My Skills Tutor: Lessons: Ratio and Proportion
Analyze proportional relationships and use them to solve real-world and mathematical problems. ANCHOR 7.RP.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.2a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 81, 85-86 https://learnzillion.com/lessonsets/366-determining-whether-two-quantities-are-in-a-proportional-relationship
Analyze proportional relationships and use them to solve real-world and mathematical problems. ANCHOR 7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.2b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 85-86 https://learnzillion.com/lessonsets/367-identifying-the-constant-of-proportionality-unit-rate
Analyze proportional relationships and use them to solve real-world and mathematical problems. ANCHOR 7.RP.2c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.2c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 85 https://learnzillion.com/lessonsets/325-represent-proportional-relationships-by-equations
Analyze proportional relationships and use them to solve real-world and mathematical problems. ANCHOR 7.RP.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.2d Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 86 https://learnzillion.com/lessonsets/612-explain-what-point-xy-on-the-graph-of-a-proportional-relationship-means

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>ANCHOR 7.RP.3</p>	<p>Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-RP Lesson 7.RP.A.3 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 58-63, 82, 85-86 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 58-71 My Skills Tutor: Lessons: <ul style="list-style-type: none"> Direct and Inverse Variation Problem Solving: Planning a Pizza Party Percent of Change Ratio and Proportion Using Proportions to Find Group Prices Finding the Part by Using Proportions Finding the Percent by Using Proportions Finding the Whole by Using Proportions Finding the Part by Using Number Sentences Finding the Percent by Using Number Sentences <p>Finding the Whole by Using Number Sentences</p>
<p>Use properties of operations to generate equivalent expressions.</p> <p>ANCHOR 7.EE.1</p>	<p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 100 https://learnzillion.com/lessonsets/141-apply-properties-of-operations-to-linear-expressions-with-rational-coefficients-1 My Skills Tutor: Lessons: Evaluating Variable Expressions
<p>Use properties of operations to generate equivalent expressions.</p> <p>ANCHOR 7.EE.2</p>	<p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.A.2 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 101 https://learnzillion.com/lessonsets/568-understand-that-rewriting-an-expression-in-different-forms-can-help-solve-the-problem

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>ANCHOR 7.EE.3</p>	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.B.3 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 222-223 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 27 https://learnzillion.com/lessonsets/680-solve-complex-problems-with-positive-and-negative-rational-numbers-in-all-forms-converting-between-forms-and-assessing-the-reasonableness-of-answers My Skills Tutor: Lessons: <ul style="list-style-type: none"> Division of Mixed Numerals Comparison: Renting a Car Equivalent Forms Percent of a Number Operations with Exponents Finding the Missing Operations Relationships of Ratios, Percents & Decimals Needed Operations <p>Needed Information</p>
<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>ANCHOR 7.EE.4</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.B.4 My Skills Tutor: Lessons: <ul style="list-style-type: none"> Linear Equations in One Variable Absolute Value Equations and Inequalities Simplifying Variable Expressions One-Step Equations Two-Step Equations Evaluating Variable Expressions Finding the Missing Operations Finding the Missing Numbers in Equations
<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>ANCHOR 7.EE.4a</p>	<p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.B.4a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 108-109, 115-116 https://learnzillion.com/lessonsets/323-solving-word-problems-with-equations-and-inequalities

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>ANCHOR 7.EE.4b</p>	<p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-EE Lesson 7.EE.B.4b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 150-152 https://learnzillion.com/lessonsets/323-solving-word-problems-with-equations-and-inequalities My Skills Tutor: Lessons: <ul style="list-style-type: none"> Linear Inequalities in One Variable <p>Combined Inequalities</p>
<p>Work with radicals and integer exponents.</p> <p>ANCHOR 8.EE.1</p>	<p>Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3(-3) = (1/3)3 = 1/27$.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 66-68 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 8-10 https://learnzillion.com/lessonsets/307-know-and-apply-the-properties-of-integer-exponents-to-generate-equivalent-numerical-expressions My Skills Tutor: Lessons: <ul style="list-style-type: none"> Fractional Exponents Laws of Exponents Radical Operations Operations with Exponents
<p>Work with radicals and integer exponents.</p> <p>ANCHOR 8.EE.2</p>	<p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.A.2 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 73-74 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 1-4, 16 https://learnzillion.com/lessonsets/351-understand-and-evaluate-square-roots-and-cube-roots My Skills Tutor: Lessons: <ul style="list-style-type: none"> Radical Operations Exponents and Square Roots

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Work with radicals and integer exponents. ANCHOR 8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.A.3 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 69-70 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 11-13 https://learnzillion.com/lessonsets/272-estimate-and-compare-with-integers-to-the-power-of-10 My Skills Tutor: Lessons: Place Value and Scientific Notation
Work with radicals and integer exponents. ANCHOR 8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.A.4 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 71-72 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 14-15 My Skills Tutor: Lessons: <ul style="list-style-type: none"> Place Value and Scientific Notation Scientific Notation
Understand the connections between proportional relationships, lines, and linear equations. ANCHOR 8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.B.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 131-132 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 70, 78, 80, 89 https://learnzillion.com/lessonsets/275-graph-interpret-and-compare-proportional-relationships

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.7	Solve linear equations in one variable.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.7 https://learnzillion.com/lessonsets/560-solve-linear-equations-in-one-variable
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.7a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 118 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 26 https://learnzillion.com/lessonsets/419-give-examples-of-linear-equations-in-one-variable My Skills Tutor: Lessons: <ul style="list-style-type: none"> Linear Equations in One Variable Applications of Linear Equations Absolute Value Equations and Inequalities One-Step Equations Two-Step Equations Evaluating Variable Expressions Finding the Missing Numbers in Equations
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.7b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 110-114 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 17-25 https://learnzillion.com/lessonsets/560-solve-linear-equations-in-one-variable My Skills Tutor: Lessons: Linear Equations in One Variable
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.8	Analyze and solve pairs of simultaneous linear equations.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.8 https://learnzillion.com/lessonsets/777-analyze-and-solve-pairs-of-simultaneous-linear-equations-solve-systems-in-two-equations-algebraically

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.8a Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 139 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 91-92 https://learnzillion.com/lessonsets/776-solve-pairs-of-simultaneous-linear-equations-understand-why-solutions-correspond-to-points-of-intersection My Skills Tutor: Lessons: <ul style="list-style-type: none"> Systems of Linear Equations with Two Variables Systems of Linear Equations Graphing
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.8b Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 119 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 90, 93-94 https://learnzillion.com/lessonsets/777-analyze-and-solve-pairs-of-simultaneous-linear-equations-solve-systems-in-two-equations-algebraically My Skills Tutor: Lessons: <ul style="list-style-type: none"> Systems of Linear Equations with Two Variables Systems of Linear Equations with Three Variables Real World Systems Applications of Systems and Equations Systems of Linear Inequalities Systems of Linear Equations: Graphing Systems of Linear Equations: Substitution Systems of Linear Equations: Linear Combination
Analyze and solve linear equations and pairs of simultaneous linear equations. ANCHOR 8.EE.8c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-EE Lesson 8.EE.C.8c Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 119, 139 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 91-94 My Skills Tutor: Lessons: <ol style="list-style-type: none"> Systems of Linear Equations with Two Variables Systems of Linear Equations with Three Variables Real World Systems Applications of Systems and Equations Systems of Linear Inequalities Systems of Linear Equations: Graphing Systems of Linear Equations: Substitution Systems of Linear Equations: Linear Combination

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Define, evaluate, and compare functions. ANCHOR 8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-F Lesson 8.F.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 124, 128 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 67-69, 74-75 https://learnzillion.com/lessonsets/420-understand-functions-and-their-graphs My Skills Tutor: Lessons: Relations and Functions
Define, evaluate, and compare functions. ANCHOR 8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-F Lesson 8.F.A.3 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 126-127, 131, 135-136 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 76, 83-85 https://learnzillion.com/lessonsets/561-interpret-the-equation-y-mx-b My Skills Tutor: Lessons: Shapes of Graphs
Use functions to model relationships between quantities. ANCHOR 8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-F Lesson 8.F.B.4 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 133-134, 136-137 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 77, 81-82, 88-89 https://learnzillion.com/lessonsets/686-construct-functions-determine-slope-and-initial-value-and-interpret-in-terms-of-a-situation My Skills Tutor: Lessons: Operations with Functions
Use functions to model relationships between quantities. ANCHOR 8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-F Lesson 8.F.B.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 138 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 71-73 https://learnzillion.com/lessonsets/705-describe-functions-by-analyzing-and-building-graphs
Draw, construct, and describe geometrical figures and describe the relationships between them. ANCHOR 7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-G Lesson 7.G.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 87-90 https://learnzillion.com/lessonsets/604-apply-scale-factor-to-realworld-problems My Skills Tutor: Lessons: Decision Making: The Muddy Gap Concert

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. ANCHOR 7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-G Lesson 7.G.B.4 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 174-176 https://learnzillion.com/lessonsets/231-know-and-use-the-formulas-for-area-and-circumference-of-a-circle My Skills Tutor: Lessons: <ul style="list-style-type: none"> Circumference of Circles Area of Circles
Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. ANCHOR 7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-G Lesson 7.G.B.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 155 https://learnzillion.com/lessonsets/430-solve-for-unknown-angles-using-angle-properties
Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. ANCHOR 7.G.6	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-G Lesson 7.G.B.6 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 167, 171, 178, 180, 185 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 120 https://learnzillion.com/lessonsets/452-find-the-area-volume-and-surface-area-of-two-and-three-dimensional-objects My Skills Tutor: Lessons: <ul style="list-style-type: none"> Volume of Prisms and Cylinders Area of Polygons Area of Circles Surface Area Problem Solving: Building a Sandbox Area and Volume
Understand congruence and similarity using physical models, transparencies, or geometry software. ANCHOR 8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-G Lesson 8.G.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 142-143, 146 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 29-30, 36-37, 113 https://learnzillion.com/lessonsets/528-understand-congruency-in-twodimensional-figures

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Understand congruence and similarity using physical models, transparencies, or geometry software. ANCHOR 8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-G Lesson 8.G.A.4 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 148 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 41-42, 111-112 https://learnzillion.com/lessonsets/289-describe-sequences-of-transformations-to-prove-two-figures-are-similar-or-congruent
Understand congruence and similarity using physical models, transparencies, or geometry software. ANCHOR 8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-G Lesson 8.G.A.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 156-157 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 53-55, 114-115, 124-126 https://learnzillion.com/lessonsets/454-establish-facts-about-angle-sum-exterior-angles-transversals-and-the-angle-angle-criterion-for-similarity-of-triangles My Skills Tutor: Lessons: <ol style="list-style-type: none"> Parallel Lines Lines and Angles
Understand and apply the Pythagorean Theorem. ANCHOR 8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-G Lesson 8.G.B.7 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 161-162 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 129-134 https://learnzillion.com/lessonsets/660-apply-the-pythagorean-theorem-to-determine-unknown-side-lengths-in-right-triangles My Skills Tutor: Lessons: Pythagorean Theory
Understand and apply the Pythagorean Theorem. ANCHOR 8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-G Lesson 8.G.B.8 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 162 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 135, 137 https://learnzillion.com/lessonsets/661-apply-the-pythagorean-theorem-to-find-the-distance-between-points-on-the-coordinate-system My Skills Tutor: Lessons: Pythagorean Theory

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Summarize and describe distributions. ANCHOR 6.SP.5</p>	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-6-SP Lesson 6.SP.B.5 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 31-33, 38-40 https://learnzillion.com/lessonsets/213-summarize-numerical-data-sets-in-relation-to-their-context https://learnzillion.com/lessonsets/739-summarize-numerical-data-sets-in-relation-to-their-context https://learnzillion.com/lessonsets/213-summarize-numerical-data-sets-in-relation-to-their-context https://learnzillion.com/lessonsets/739-summarize-numerical-data-sets-in-relation-to-their-context
<p>Use random sampling to draw inferences about a population. ANCHOR 7.SP.1</p>	<p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 202-203 https://learnzillion.com/lessonsets/330-understand-statistics-and-random-sampling
<p>Use random sampling to draw inferences about a population. ANCHOR 7.SP.2</p>	<p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.A.2 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 203-204 https://learnzillion.com/lessonsets/340-draw-inferences-about-a-population-and-understand-variability My Skills Tutor: Lessons: Prediction: Using a Clearer Crystal Ball

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Draw informal comparative inferences about two populations. ANCHOR 7.SP.3</p>	<p>Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.B.3 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 209 3. https://learnzillion.com/lessonsets/740-assess-the-degree-of-visual-overlap-of-two-numerical-data-distributions
<p>Draw informal comparative inferences about two populations. ANCHOR 7.SP.4</p>	<p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in one chapter of a science book are generally longer or shorter than the words in another chapter of a lower level science book.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.B.4 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 209 3. https://learnzillion.com/lessonsets/706-draw-comparative-inferences-about-populations-using-measures-of-center-and-variabilityh
<p>Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.5</p>	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.5 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 189-190 3. https://learnzillion.com/lessonsets/88-understand-the-probability-of-chance-events 4. My Skills Tutor: Lessons: <ul style="list-style-type: none"> • Simple Probability • Counting Outcomes Predicting Outcomes
<p>Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.6</p>	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.6 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 193-196 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 108-109 4. https://learnzillion.com/lessonsets/262-approximate-the-probability-of-a-chance-event-by-collecting-and-interpreting-data

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Examples are closely related to the skills and can be found in the resources provided to the right.	1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.7
Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Examples are closely related to the skills and can be found in the resources provided to the right.	1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.7a 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 191-195 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 105 4. https://learnzillion.com/lessonsets/305-develop-probability-models
Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	Examples are closely related to the skills and can be found in the resources provided to the right.	1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.7b 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 193, 195-196 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 108-109 4. https://learnzillion.com/lessonsets/305-develop-probability-models
Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Examples are closely related to the skills and can be found in the resources provided to the right.	1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.8a 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 197-198 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 106 4. https://learnzillion.com/lessonsets/329-understand-and-find-probabilities-of-compound-events
Investigate chance processes and develop, use, and evaluate probability models. ANCHOR 7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.	Examples are closely related to the skills and can be found in the resources provided to the right.	1. https://www.khanacademy.org/commoncore/grade-7-SP Lesson 7.SP.C.8b 2. Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 197-198 3. Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 107 4. https://learnzillion.com/lessonsets/329-understand-and-find-probabilities-of-compound-events

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Investigate patterns of association in bivariate data. ANCHOR 8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-SP Lesson 8.SP.A.1 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, p. 210 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, pp. 100-102 https://learnzillion.com/lessonsets/143-model-and-interpret-bivariate-measurement-data My Skills Tutor: Lessons: Scatter Plots
Investigate patterns of association in bivariate data. ANCHOR 8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-SP Lesson 8.SP.A.2 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 211-212 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 103 https://learnzillion.com/lessonsets/670-informally-fit-straight-lines-to-scatter-plots-and-assess-fit My Skills Tutor: Lessons: <ul style="list-style-type: none"> Line of Best Fit Scatter Plots Finding a Regression Equation Quadratic Curve of Best Fit Using Regressions to Approximate Data
Investigate patterns of association in bivariate data. ANCHOR 8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-SP Lesson 8.SP.A.3 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 211-212 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 104 https://learnzillion.com/lessonsets/696-use-lines-of-best-fit-to-solve-problems
Investigate patterns of association in bivariate data. ANCHOR 8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they like to cook and whether they participate actively in a sport. Is there evidence that those who like to cook also tend to play sports?	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-8-SP Lesson 8.SP.A.4 Houghton Mifflin Harcourt MATH REVIEW CORE SKILLS, pp. 213 Houghton Mifflin Harcourt MATH GRADE 8 CORE SKILLS, p. 99 https://learnzillion.com/lessonsets/696-use-lines-of-best-fit-to-solve-problems

MATH Level E (Grades 9.0-12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Extend the properties of exponents to rational exponents. ANCHOR N.RN.2</p>	<p>Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-HSN-N-RN Lessons: HSN-RN-A.1 & HSN-RN.2 2. AZTEC ALIGNMENT Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> • Exponents and Roots 3. Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> • Student Book p. 54-57 • Workbook pp. 66-77 4. Houghton Mifflin Harcourt Core Skills Algebra, pp. 43-47, 51-52, 117, 120-121 5. https://learnzillion.com/lessonsets/646-rewrite-expressions-involving-radicals-and-rational-exponents 6. McGraw Hill Common Core Achieve Math, Lesson 1.4 pp. 36-43
<p>Reason quantitatively and use units to solve problems. ANCHOR N.Q.1</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> 1. https://www.khanacademy.org/commoncore/grade-HSN-N-Q Lessons HSN-Q.A.1 & HSN-Q.A.3 2. AZTEC ALIGNMENT Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> • Ratios and Percentages 3. Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> • Student Book pp.4-15, 26-31, 50-75, 94-111 • Workbook pp. 18-29, 42-45, 146-149 4. Houghton Mifflin Harcourt Core Skills Algebra, pp. 64, 79, 81 5. https://learnzillion.com/lessonsets/397-use-units-as-a-way-to-understand-and-solve-problems 6. My Skills Tutor: Arkansas Curriculum Frameworks Algebra A (2013) <ul style="list-style-type: none"> • Frequency Histograms • Scatter Plots • The Normal Curve • Writing and Using Functions to Solve Real-World Problems • Using Quadratic Functions to Solve Real-World Problems • Exponential Growth and Decay • Using Trigonometric Functions to Solve Real-World Problems 7. New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning, pp. 8-9, 18-21

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Reason quantitatively and use units to solve problems. ANCHOR N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSN-N-Q Lessons HSN-Q.A.3 Houghton Mifflin Harcourt Core Skills Algebra, p. 182 My Skills Tutor: Arkansas Curriculum Frameworks Algebra A (2013) <ul style="list-style-type: none"> Using Trigonometric Ratios to Solve Real-World Problems Writing and Using Functions to Solve Real-World Problems Using Quadratic Functions to Solve Real-World Problems Exponential Growth and Decay Using Trigonometric Functions to Solve Real-World Problems https://learnzillion.com/lessonsets/399-choose-a-level-of-accuracy-appropriate-to-limitations-on-measurement- New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning, pp. 10, 11
Interpret the structure of expressions. ANCHOR A.SSE.1	Interpret expressions that represent a quantity in terms of its context.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSA-A-SSE Lessons HSA-SSE.A.1 Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> Student Book pp. 54-59 Workbook pp. 58-77, 114-121 McGraw Hill Common Core Achieve Math, Lesson 3.1 pp 82-89 My Skills Tutor: Arkansas Curriculum Frameworks Algebra A (2013) <ul style="list-style-type: none"> Prime Factorization New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning pp. 24-25
Interpret the structure of expressions. ANCHOR A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	Examples are closely related to the skills and can be found in the resources provided to the right.	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSA-A-SSE Lessons HSA-SSE-A.1a Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> Student Book pp. 50-53, 78-79 Workbook pp. 82-86 Houghton Mifflin Harcourt Core Skills Algebra, pp. 5-7, 14 https://learnzillion.com/lessonsets/749-interpret-quadratic-expressions-by-understanding-their-parts https://learnzillion.com/lessonsets/649-interpret-complicated-expressions-in-context-understanding-the-meaning-of-specific-terms-factors-and-coefficients McGraw Hill Common Core Achieve Math, Lesson 3.1 pp. 82-89 New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning, pp. 24-25

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Interpret the structure of expressions.</p> <p>ANCHOR A.SSE.2</p>	<p>Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSA-A-SSE Lessons HSA-SSE.A.1 Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> Student Book pp. 52-53, 62-65 Houghton Mifflin Harcourt Core Skills Algebra, pp. 5-7, 35, 54, 115, 153-156, 158 https://learnzillion.com/lessonsets/718-use-the-structure-of-an-expression-to-identify-ways-to-rewrite-it New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning, pp. 14-15, 26-31
<p>Write expressions in equivalent forms to solve problems.</p> <p>ANCHOR A.SSE.3</p>	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSA-A-SSE Lessons HSA-SSE.B.3
<p>Write expressions in equivalent forms to solve problems.</p> <p>ANCHOR A.SSE.3a</p>	<p>Factor a quadratic expression to reveal the zeros of the function it defines.</p>	<p>Examples are closely related to the skills and can be found in the resources provided to the right.</p>	<ol style="list-style-type: none"> https://www.khanacademy.org/commoncore/grade-HSA-A-SSE Lessons HSA-SSE.B.3a Steck-Vaughn Test Preparation for the GED 2014 Test: Mathematical Reasoning <ul style="list-style-type: none"> Student Book pp.56-67 Workbook pp. 70-92, 114-121 AZTEC ALIGNMENT Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> Factoring Polynomials Houghton Mifflin Harcourt Core Skills Algebra, pp. 160, 164-172 McGraw Hill Common Core Achieve Math, Lesson 4.3 pp. 130-137 https://learnzillion.com/lessonsets/625-factor-a-quadratic-expression-to-reveal-the-zeros-of-the-function-it-defines https://learnzillion.com/lessonsets/502-factor-a-quadratic-expression-to-reveal-the-zeros-of-the-function-it-defines https://learnzillion.com/lessonsets/218-factor-a-quadratic-expression-to-reveal-the-zeros-of-the-function https://learnzillion.com/lessonsets/171-factor-a-quadratic-equation-to-reveal-the-zeros-of-the-function-it-describes New Readers Press: Scoreboost For The 2014 GED Test Algebraic Reasoning, pp.18-19

Reading Standards Level D (Grades 6.0-8.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>ANCHOR 1. RI/RL.7.1 ANCHOR 1. RH.6-8.1 ANCHOR 1. RST.6-8.1</p>	<p>RI/RL7.1.a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RH.6-8.1.b. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST.6-8.1.c. Cite specific textual evidence to support analysis of science and technical texts.</p>	<p>RI/RL7.1.a Identify and describe the specific pieces of evidence that an author uses in support of claims or conclusions.</p> <p>RI/RL7.1.a. Determine whether evidence supports a claim.</p> <p>RI/RL7.1.a Explain the steps that a writer uses to build an argument.</p> <p>RH.6-8.1.b. Pull specific evidence from a document or other source to support inferences or analyses of given processes, events, or concepts.</p> <p>RST.6-8.1.c. Pull specific evidence from a written source to support a finding or conclusion.</p>	<p>RI/RL7.1.a My Skills Tutor: Reading Comprehension: LL Skill Lesson(s): 1,2,3</p> <p>RI/RL7.1.a Common Core Achieve: Reading & Writing: Student Book pp.180-185</p> <p>RH.6-8.1.b Common Core Resources for History/Social Studies Grades 6 to 8: http://www.commoncorehistorysocialstudies6to8.com/rh6-81-cite-specific-textual-evidence.htm</p> <p>RI/RL7.1.c My Skills Tutor: Reading Comprehension A: Skill Lesson: Science and Technology</p> <p>RST.6-8.1.c Science News for Students: https://student.societyforscience.org/sciencenews-students</p>
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>ANCHOR 2. RI/RL.6.2 ANCHOR 2. RST.6-8.2</p>	<p>RI/RL6.2.a 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</p> <p>RST.6-8.2.b. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>RI/RL6.2.a. Summarize the details and main idea given.</p> <p>RI/RL6.2.a. Synthesize details that relate to the theme of a passage.</p> <p>RST.6-8.2.b.Determine the main ideas and supporting details of a text and which details in the text support the main idea.</p>	<p>RI/RL6.2.a My Skills Tutor: Reading Comprehension B: Skill Lesson 3: Summarizing</p> <p>RI/RL6.2.a Common Core Achieve: Reading & Writing: Student Book pp.38-43</p> <p>RI/RL6.2.a LearnZillion: https://learnzillion.com/lessons/1651-determine-the-central-idea</p> <p>RST.6-8.2.b Common Core Achieve: Reading & Writing: Student Book pp.20-25</p> <p>RST.6-8.2.b LearnZillion: https://learnzillion.com/lessonsets/781</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>ANCHOR 3. RI.8.3 ANCHOR 3. RH.6-8.3 ANCHOR 3. RST.6-8.3</p>	<p>RI.8.3.a. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RH.6-8.3.b. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RST.6-8.3.c. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>RI.8.3.a. Infer relationships within a text and provide examples and evidence from the text to support inferences</p> <p>RH.6-8.3.b. Put historical events in chronological order and understand the order of steps in social studies processes.</p> <p>RST.6-8.3.c Express scientific information or finding visually (for example use tables, diagrams, etc.)</p>	<p>RI.8.3.a. My Skills Tutor: Reading Comprehension Skill Lesson: Compare and Contrast</p> <p>RI.8.3.a. Common Core Achieve: Reading & Writing: Student Book pp.58-63</p> <p>RH.6-8.3.b. My Skills Tutor: Reading Comprehension C Skill Lesson: U.S. Government</p> <p>RST.6-8.3.c How Laws are Made: http://bensguide.gpo.gov/9-12/lawmaking/index.html</p> <p>RH.6-8.3 The Federal Reserve and Interest Rates http://www.bbt.com/bbt.com/financial-education/planning/federal-reserve-and-interest-rates.page</p> <p>RST.6-8.3 Article on “Scientific Investigation of the 1918 Flu http://www.pbs.org/wgbh/americanexperience/features/general-article/influenza-investigation/</p>
<p>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.</p> <p>ANCHOR 4. RI/RL.6.4</p>	<p>RI/RL.6.4.a. 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.</p>	<p>RI/RL.6.4.a Identify connotative and figurative meanings in various texts.</p> <p>RI/RL.6.4.a Determine how word choice affects the understanding of a text and give examples of the impact that the word choice has on the text.</p>	<p>RI/RL.6.4.a My Skills Tutor: Reading Comprehension Skill Lesson: Word Knowledge</p> <p>RI/RL.6.4.a. Common Core Achieve: Reading & Writing: Student Book pp.90-95; pp.102-107</p>
<p>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.</p> <p>ANCHOR 5. RI.6.5 ANCHOR 5. RI.7.5.</p>	<p>RI.6.5.a. 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.</p> <p>RI.7.5.b. 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.</p>	<p>RI.6.5.a. Identify different types of text structure and explain how the structure supports the development of ideas.</p> <p>RI.7.5.b. Distinguish which text structure impacts key ideas in a text and how the text structure impacts key ideas within the text.</p>	<p>RI.6.5.a. My Skills Tutor: Reading Comprehension LL Skill Lesson(s): A,B,C</p> <p>RI.6.5.a. Common Core Achieve: Reading & Writing: Student Book pp.116-121</p> <p>RI.7.5.b. Common Core Achieve: Reading & Writing: Student Book pp.122-127</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Assess how point of view or purpose shapes the content and style of a text. ANCHOR 6. RI.8.6</p>	<p>RI.8.6.a. 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</p> <p>RH.6.8.6.b. 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).</p>	<p>RI.8.6.a Determine the author’s purpose and point of view.</p> <p>RH.6.8.6.b Analyze how the structure of informational and literary texts support the authors purpose.</p>	<p>RI.8.6.a. My Skills Tutor: Reading Comprehension LL Skill Lesson(s): A,B,C</p> <p>RI.8.6.a. Common Core Achieve: Reading & Writing: Student pp.142-147</p> <p>RH.6.8.6.b. Common Core Achieve: Reading & Writing: Student Book pp.148-153</p>
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ANCHOR 7. RI.6.7 ANCHOR 7. RST.6-8.7</p>	<p>RI.6.7.a. 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.</p> <p>RST.6-8.7.b. 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).</p>	<p>RI.6.7.a. Compare two texts in different formats that address a similar topic by analyzing information presented visually (for example, in maps, tables, charts, photographs, political cartoons, etc.)</p> <p>RST.6-8.7.b. Put numerical information found in a written source into tables, graphs and charts, and express numerical information in words.</p>	<p>RI.6.7.a. Common Core Achieve: Reading & Writing: Student Book pp.218-223</p> <p>RST.6-8.7.b. Common Core Achieve: Reading & Writing: Student Book pp.148-153</p>
<p>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. ANCHOR 8. RI.8.8</p>	<p>RI.8.8.a. 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.</p>	<p>RI.8.8.a. Make a judgment about whether the evidence offered to support a claim is relevant and sufficient.</p>	<p>RI.8.8.a. Common Core Achieve: Reading & Writing: Student Book pp.186-197</p> <p>RI.8.8.a. LearnZillion: Choosing relevant evidence that support a claim: https://learnzillion.com/lessons/2099-choose-relevant-evidence-to-support-a-claim-by-rereading-close-reading-notes#quickcode-modal</p>
<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ANCHOR 9. RI.8.9</p>	<p>RI.8.9.a. 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.</p>	<p>RI.8.9.a Compare two argumentative written sources for how they interpret and use evidence differently.</p>	<p>RI.8.9.a Common Core Achieve: Reading & Writing: Student Book pp.180-185; pp.230-235</p>

Reading Standards Level E (Grades 9.0-12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>ANCHOR 1. RI/RL.9-10.1</p>	<p>RI/RL.9-10.1.a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI/RL.9-10.1.b. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RI/RL.9-10.1.c. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>RI/RL.9-10.1.a. Identify the specific pieces of evidence that an author uses in support of claims or conclusions.</p> <p>RI/RL.9-10.1.a. Determine when a statement is supported by the passage and when it is not supported.</p> <p>RI/RL.9-10.1.a. Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>RI/RL.9-10.1.b. Compare two different written sources.</p> <p>RI/RL.9-10.1.b. Compare two argumentative written sources for how they interpret and use evidence differently.</p> <p>RI/RL.9-10.1.c. Analyze how data, graphs, or pictures work in a written source or support an argument at an outstanding level.</p> <p>RI/RL.9-10.1.c. Identify and describe the specific steps of an argument.</p> <p>RI/RL.9-10.1.c. Analyze numerical and technical materials (for example, charts, and research data) and written materials on common topic.</p>	<p>RI/RL.9-10.1.a. Scoreboost for the New GED 2014-Thinking Skills: Critical Thinking for Reading, Science, and Social Studies pp. 20, 24</p> <p>RI/RL.9-10.1.a. Steck-Vaughn Test Preparation for the GED 2014: Reasoning through Language Arts</p> <p>RI/RL.9-10.1.a. Student Book Unit 1: Workbook Unit 1</p> <p>RI/RL.9-10.1.a. My Skills Tutor: Reading Comprehension A Skills Lesson-Inference; Reading Comprehension Drawing Conclusions</p> <p>RI/RL.9-10.1.b. Scoreboost for the New GED 2014-Thinking Skills: Critical Thinking for Reading, Science, and Social Studies pp. 8, 9</p> <p>RI/RL.9-10.1.b. Steck-Vaughn Test Preparation for the GED 2014: Reasoning through Language Arts: Student Book Unit I; Workbook Unit 1</p> <p>RI/RL.9-10.1.c. . Steck-Vaughn Test Preparation for the GED 2014: Reasoning through Language Arts: Student Book Unit I; Workbook Unit 1</p> <p>RI/RL.9-10.1.c. My Skills Tutor: Reading Comprehension A Skills Lesson-Inference; Reading Comprehension Drawing Conclusions</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>ANCHOR 2. RI/RL.9-10.2</p>	<p>RI/RL.9-10.2.a. 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.</p> <p>RST.11-12.2 b. 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.</p>	<p>RI/RL.9-10.2.a. Determine the author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</p> <p>RI/RL.9-10.2.a. Analyze how an author uses rhetorical techniques.</p> <p>RST.11-12.2 b. Infer what an author’s stated and unstated purpose is based on the details in a passage.</p> <p>RST.11-12.2 b. Understand specific details and ideas in a text.</p> <p>RST.11-12.2 b. Infer the main idea based on a set of details in single paragraphs and the whole written source.</p> <p>RST.11-12.2 b. Summarize the details and ideas in a passage.</p>	<p>RI/RL.9-10.2.a. Scoreboost for the New GED 2014-Thinking Skills: Critical Thinking for Reading, Science, and Social Studies pp. 5, 10, 14</p> <p>RI/RL.9-10.2.a. Steck-Vaughn Test Preparation for the GED 2014: Reasoning through Language Arts: Student Book Unit 1; Workbook Unit 1</p> <p>RI/RL.9-10.2.a. My Skills Tutor: Reading Comprehension Main Idea Summarizing ; Drawing Conclusions</p> <p>RST.11-12.2 b. Scoreboost for the New GED 2014-Writing Across the Tests-Responding to Text on the Language Arts, Social Studies, and Science Tests pp. 38,39,40,41</p> <p>RST.11-12.2 b. Steck-Vaughn Test Preparation for the GED 2014: Reasoning through Language Arts: Student Book Unit 1; Workbook Unit 1</p> <p>RST.11-12.2 b. My Skills Tutor: Reading Comprehension: Summarizing</p>

Science Standards Levels D & E (Grades 6.0 – 12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Comprehending Scientific Presentations</p> <p>ANCHOR SP.1</p>	<p>SP.1.a. Understand and explain textual scientific presentations.</p> <p>SP.1.b. Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.</p> <p>SP.1.c. Understand and explain non-textual scientific presentations.</p>	<p>Create a scientific presentation in journals. Students observe and record the way humans move and manipulate objects. Then watch the video “Observing Primates” and make similar observations for non-human primates. Scholars discuss similarities/differences and propose testable questions about primate movement and/or manipulation. Scholars test the exemplar question “How does using an opposable thumb affect the time it takes to open a lock?” using the exemplar protocol. Students summarize data and results in notebook using scientific jargon, symbols and non-textual scientific presentations.</p>	<p>McGraw Hill – Common Core Achieve Exercise book for the GED® Test (Science).</p> <p>Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.1.a.: Unit 1 Lessons 1-15, pp. 2-31; Unit 2 Lessons 1-15, pp. 42-71. SP.1.b.: Unit 1 Lessons 1-15, pp. 2-31; Unit 2 Lessons 1-15, pp. 42-71. SP.1.c.: Unit 1 Lessons 1-11, 13-15, pp. 2-23,26-31; Unit 2 Lessons 1-15, pp. 42-71.</p> <p>http://www.cs.ubc.ca/~harrison/PowerPoint/Scientific-Presentation-Planning.pdf</p>
<p>Investigation Design (Experimental and Observational)</p> <p>ANCHOR SP.2</p>	<p>SP.2.a. Identify possible sources of error and alter the design of an investigation to ameliorate that error.</p> <p>SP.2.b. Identify and refine hypotheses for scientific investigations.</p> <p>SP.2.c. Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs.</p> <p>SP.2.d. Design a scientific investigation.</p> <p>SP.2.e. Identify and interpret independent and dependent variables in scientific investigations.</p>	<p>SP.2: For the fuel source your group chooses, you must answer the following questions in a PowerPoint which you will present to the class.</p> <ol style="list-style-type: none"> 1. Why is there a demand for alternative fuels? 2. Where does the fuel come from? 3. What are three advantages of this fuel type? 4. What are two disadvantages of this fuel type? 5. Can you buy cars with this fuel now? 6. How much would it cost to drive this vehicle 100 miles? 7. Is this fuel renewable? 8. Would YOU buy this car if given the chance? 	<p>http://www.schools.utah.gov/CURR/educatoreffectiveness/Observation-Tools/8thGradeScience.aspx</p> <p>http://www.fueleconomy.gov/feg/current.shtml</p> <p>http://www.afdc.energy.gov/</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Reasoning from Data</p> <p>ANCHOR SP.3</p>	<p>SP.3.a. Cite specific textual evidence to support a finding or conclusion.</p> <p>SP.3.b. Reason from data or evidence to a conclusion.</p> <p>SP.3.c. Make a prediction based upon data or evidence.</p> <p>SP.3.d. Using sampling techniques to answer scientific questions.</p>	<p>SP.3. Reasoning from Data</p> <p>Select a different type of local severe weather or natural disaster. Create a poster, slide show, or other visual aid answering the following questions:</p> <ol style="list-style-type: none"> 1. What is a (selected type of severe weather or natural disaster)? 2. How does it form? 3. Why is it capable of doing widespread damage? 4. What kinds of damage can it do? 5. When and where may it strike? 6. Ways to be safe from its effects 	<p>Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.3.a.: Unit 1 Lesson 9, pp. 18-19; Unit 1 Lesson 13 pp. 26-27; Unit 1 Lesson 15, pp. 30-31; Unit 2 Lesson 3, pp. 46-47; Unit 2 Lesson 3, pp. 46-47; Unit 3 Lesson 1 pp. 82-83; Unit 3 Lesson 3, pp. 86-87; Unit 3 Lesson 7, pp. 94-95; Unit 3 Lesson 8, pp. 96-97;</p> <p>SP.3.b.: Unit 1 Lesson 3, pp. 6-7; Unit 1 Lesson 5, pp. 10-11; Unit 1 Lesson 8, pp. 16-17; Unit 1 Lesson 12 pp. 24-25; Unit 1 Lesson 13 pp. 26-27; Unit 1 Lesson 14, pp. 28-29; Unit 1 Lesson 15, pp. 30-31; Unit 2 Lesson 2 pp. 44-45; Unit 2 Lesson 3, pp. 46-47; Unit 2 Lesson 5, pp. 50-51; Unit 2 Lesson 10 pp. 60-61; Unit 2 Lesson 11 pp. 62-63; Unit 2 Lesson 12 pp. 64-65; Unit 2 Lesson 13, pp. 66-67; Unit 2 Lesson 14, pp. 68-69; Unit 2 Lesson 15 pp. 70-71; Unit 3 Lesson 1 pp. 82-83; Unit 3 Lesson 3, pp. 86-87; Unit 3 Lesson 4 pp. 88-89; Unit 3 Lesson 5, pp. 90-91; Unit 3 Lesson 6, pp. 92-93; Unit 3 Lesson 7, pp. 94-95; Unit 3 Lesson 8, pp. 96-97;</p> <p>SP.3.c.: Unit 1 Lesson 14, pp. 28-29; Unit 2 Lesson 5, pp. 50-51; Unit 2 Lesson 11 pp. 62-63.</p> <p>SP.3.d.: Unit 1 Lesson 5, pp. 10-11; Unit 1 Lesson 11 pp. 22-23; Unit 2 Lesson 5, pp. 50-51; Unit 2 Lesson 14, pp. 68-69.</p> <p>http://www.nhc.noaa.gov/data/FEMA: Hurricane (intermediate)</p> <p>FEMA: Hurricane (advanced)</p> <p>Tropical Twisters: Hurricanes: How They Work and What They Do?</p> <p>Miami Museum of Science: Hurricane: Storm Science</p> <p>Embassy of the Dominican Republic in the United States</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Evaluating Conclusions with Evidence ANCHOR SP.4	SP.4.a. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.	<p>SP.4. YOUR TASK will be to produce a leaflet explaining the main causes of global warming .Keep writing to a minimum. IMPACT and ACCURACY of the information are the most important features. The final part of your leaflet should give your reasons for global warming and which theory you support. Your reasons should be backed up by some EVIDENCE.</p> <p>THE FOLLOWING MUST BE INCLUDED:</p> <ol style="list-style-type: none"> 1. A list of the possible human activities that could increase the amount of CO₂ in the atmosphere 2. Explain what photosynthesis is making it clear how the rate of this process could affect CO₂ levels. 3. For each of the activities listed in 1) explain the role of plants (or lack of them!) in the production of this source of CO₂. 4. Use Science to back up your explanations in 3) 5. Which theory do you support? Give scientific reasons for your answer. 6. Consider the evidence to back up your theory. 	Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.4.a.: Unit 2 Lesson 15 pp. 70-71; Unit 3 Lesson 1 pp. 82-83; Utilize Google in order to support or challenge your findings.
Working with Findings ANCHOR SP.5	SP.5.a. Reconcile multiple findings, conclusions or theories.	<p>SP5: 1. Have students brainstorm about the conservation issues facing their immediate society. Have them think about recent news stories related to water, power, agriculture and forestry. Write their ideas on a board.</p> <p>2. Divide the class into small groups and assign each group a specific conservancy issue. Use the following categories:</p> <ul style="list-style-type: none"> • Group One: Electricity • Group Two: Water • Group Three: Oil (petroleum) • Group Four: Forests <p>Have students consider the following questions in their groups:</p> <ol style="list-style-type: none"> 1. What are the individual, social, and environmental factors surrounding the conservation of these resources? 2. What are the short-term and long-term consequences to non-conservancy of these resources? 	Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: Unit 2 Lesson 13 pp.. 66-67; Unit 3 Lesson 8, pp.. 96-97. http://elibrary.worldbank.org/doi/book/10.1596/1813-9450-4197 http://thewaterproject.org/water-in-crisis-rural-urban-africa https://www.imf.org/external/pubs/ft/med/2003/eng/okogu/okogu.htm

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
Expressing Scientific Information ANCHOR SP.6	SP.6.a. Express scientific information or findings visually. SP.6.b. Express scientific information or findings numerically or symbolically. SP.6.c. Express scientific information or findings verbally.	SP.6: Students will create graphs and illustrations based on scientific information. Have students study how textbooks present data, and then give them a situation where they have to create a graph or illustration of data, It could be shoe sizes or students' heights. Encourage students to work in small groups, and have each group present their work to the class. Compare and contrast the groups' various methods for visually representing the data.	Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.6.a.: Unit 1 Lesson 9, pp. 18-19; Unit 2 Lesson 3, pp. 46-47; Unit 2 Lesson 8, pp. 56-57; Unit 3 Lesson 8, pp. 96-97. SP.6.c.: Unit 1 Lesson 7, pp. 14-15, 26-29; Unit 1 Lesson 8, pp. 16-17; Unit 1 Lesson 14, pp. 28-29; Unit 1 Lesson 15, pp. 30-31; Unit 2 Lesson 2, pp. 44-45; Unit 3 Lesson 7, pp. 94-95.
Scientific Theories ANCHOR SP.7	SP.7.a. Understand and apply scientific models, theories and processes. SP.7.b. Apply formulas from scientific theories.	SP.7: Students will learn how to discuss and research current events and apply them to scientific theories. Hurricane Sandy and the Mars rover are two examples of recent science-related news stories. As a class, read and discuss various newspaper or news magazine reports. Then direct students to the Web to look for more information; they can research ideas and themes mentioned in the reports they've read.	(Try Odyssey magazine or Scholastic's ScienceSpin , SuperScience , or Science World .) Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.7.a.: Unit 1 Lesson 1, pp. 2-3; Unit 1 Lesson 2, pp. 4-5; Unit 1 Lesson 4, pp. 8-9; Unit 1 Lesson 6, pp. 12-13; Unit 1 Lesson 10, pp. 20-21; Unit 1 Lesson 12, pp. 24-25; Unit 1 Lesson 13, pp. 26-27; Unit 1 Lesson 14, pp. 28-29; Unit 1 Lesson 15, pp. 30-31; Unit 2 Lesson 1, pp. 42-43; Unit 2 Lesson 2, pp. 44-45; Unit 2 Lesson 3, pp. 46-47; Unit 2 Lesson 4, pp. 48-49; Unit 2 Lesson 5, pp. 50-51; Unit 2 Lesson 7, pp. 54-55; Unit 2 Lesson 8, pp. 56-57; Unit 2 Lesson 9, pp. 58-59; Unit 2 Lesson 10, pp. 60-61; Unit 2 Lesson 11, pp. 62-63; Unit 2 Lesson 12, pp. 64-65; Unit 2 Lesson 14, pp. 68-69; Unit 2 Lesson 15, pp. 70-71; Unit 3 Lesson 1, pp. 82-83; Unit 3 Lesson 2, pp. 84-85; Unit 3 Lesson 3, pp. 86-87; Unit 3 Lesson 4, pp. 88-89; Unit 3 Lesson 5, pp. 90-91; Unit 3 Lesson 6, pp. 92-93; SP.7.b: Unit 2 Lesson 6, pp. 52-53; Unit 2 Lesson 7, pp. 54-55.
Probability & Statistics ANCHOR SP.8	SP.8.a. Describe a data set statistically. SP.8.b. Use counting and permutations to solve scientific problems. SP.8.c. Determine the probability of events.	SP.8: Students will investigate data and make inferences to determine outcomes. Have students investigate how hair, eye color and other traits are determined through genetics.	McGraw Hill – Common Core Achieve Exercise book for the GED® Test (Science) Instructor Resource Guide Probability of Traits Lesson 4.2 pp. 150-155. Steck-Vaughn Science: Test Preparation for the 2014 GED® Student Book: SP.8.a.: Unit 2 Lesson 14, pp. 68-69. SP.8.b.: Unit 1 Lesson 11, pp. 22-23; Unit 2 Lesson 6, pp. 52-53; Unit 2 Lesson 8, pp. 56-57; Unit 2 Lesson 14, pp. 68-69. SP.8.c.: Unit 1 Lesson 11, pp. 22-23.

Social Studies Standards Level E (Grades 9.0-12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(RI/RL.9-10.1)</p>	<p>Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>(RH.9-10.1)</p>	<ol style="list-style-type: none"> Using the following primary source, give an account of the Boston Massacre including an analysis of the writer's perspective and any inferences made in the source. Using the following primary sources, make an inference concerning who fired the first shot at the battle of Lexington and Concord. 	<p>Steck-Vaughn Social Studies Student Book pp. 64-65 Workbook pp. 86-89</p> <ol style="list-style-type: none"> http://www.let.rug.nl/usa/documents/1751-1775/anonymous-account-of-the-boston-massacre-march-5-1770.php http://web.wm.edu/hsi/cases/lexington/lexington_student.html
<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>(RI.11-12.3)</p>	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>(RH.9-10.3)</p>	<p>Learn how to use the following vocabulary words: because, since, so, therefore, cause, effect, prediction, conclude.</p> <p>Explain that cause and effect is an important skill that we must learn to be good readers.</p> <p>Discuss how signal words show readers know that there is a cause and effect relationship.</p> <p>Fill out a cause and effect graphic organizer about WWII facts.</p>	<p>Steck-Vaughn Social Studies Student Book pp. 32-33 & 34-35 Workbook 42-45 & 46-49</p> <p>http://www.educationoasis.com/curriculum/GO/cause_effect.htm</p> <p>http://www.studymode.com/essays/Main-Events-Of-World-War-2-1536791.html</p>
<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>(RI.9-10.6)</p>	<p>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.</p> <p>(RH.9-10.6)</p>	<p>Read the two articles about the legal school drop-out age and analyze the author's point of view in respect to supporting details and opinions.</p>	<p>Steck-Vaughn Student Book pp. 62-63 Workbook pp. 82-85</p> <ol style="list-style-type: none"> http://www.concordmonitor.com/news/4588265-95/quot-bill-law-rep http://bigstory.ap.org/article/obama-proposal-raise-dropout-age-falls-flat

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>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.)</p> <p>(RH.9-10.7)</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>(RH.9-10.7)</p>	<p>1. This lesson uses an inquiry approach. Students are first presented with a certain view of the March on Washington (Martin Luther King, Jr. was the main person involved and it was about his vision of equality, freedom and color-blindness) that is likely to confirm what they already know.</p> <p>Throughout the lesson, they are presented with evidence that challenges this conception, eventually moving them to a more complex and nuanced understanding that incorporates the significance of Randolph and Rustin, as well as the economic demands of the March.</p>	<p>Student Book pp. 54-55 Workbook pp. 66-69</p> <p>1. History Channel Video Clip: http://www.history.com/topics/march-on-washington/videos#martin-luther-king-jr-leads-the-march-on-washington</p> <p><i>Life Magazine</i> Cover: http://www.loc.gov/exhibits/brown/images/br0217s.jpg <i>Cobblestone Magazine</i>, p. 14 - "Rustin's Things to Do": http://www.shankerinstitute.org/images/CS-BayardRustin1.pdf</p> <p>March on Washington Organizing Manual #2: http://www.crmvet.org/docs/moworg2.pdf</p> <p>Bayard Rustin Audio Clip: http://openvault.wgbh.org/catalog/march-777724-bayard-rustinreads-the-demands-of-the-march</p> <p>A Phillip Randolph Audio Clip (begins at 4:40) http://openvault.wgbh.org/catalog/march-592217-the-march-begins</p> <p>A Phillip Randolph Speech Transcript: http://openvault.wgbh.org/catalog/march-592217-themarch-begins/print</p>
<p>Analyze seminal U.S. 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.</p> <p>(RI.9-10.9)</p>	<p>Application: compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>(RH.9-10.9)</p>	<p>The Declaration of Independence has been adopted and utilized over time by many groups of people, therefore, providing ample opportunities for comparison of its major ideas. Ask students to work in pairs, examining the final version of the Declaration of Independence. Using a set of four different color markers, highlighters or colored pencils, students will highlight specific passages in the document which reflect four major ideas:</p> <ul style="list-style-type: none"> • Self-Government • Unalienable Rights • Purpose of Government • Abuse of Government 	<p>Steck-Vaughn Student Book pp. 52-53 Workbook pp. 62-65</p> <p>http://www.sde.idaho.gov/site/social_studies/docs/core/Text%20Comparisons.pdf</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(W/WHST.9-10.1)</p>	<p><u>Challenging the text, determining counter claims</u></p> <p>A knowledgeable reader does not simply accept everything an author tells him or her. Students will use this activity to challenge the ideas in a text and to develop some of their own ideas about the topic.</p> <p>Students read a text and list the argument and supporting points that the author makes.</p> <p>For each supporting point, students must write a logical counter claim.</p> <p>Students then consider the two lists (claims and counter claims) and write a 1 – 2 paragraph response to the text in which they either agree or disagree with the author and explain why.</p>	<p>Steck-Vaughn Student Book pp. 26-27 Workbook pp. 30-33</p> <ul style="list-style-type: none"> • Generation M2: Media in the Lives of 8- to 18-Year Olds. Kaiser Family Foundation (2010). http://www.kff.org/entmedia/8010.cfm • Excerpt from an interview: A young woman thinks out loud about her media use • Students and technology, constant companions: Interviews with students about their media use. http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology <p>Does media limit or change how we think and what we can imagine?</p> <ul style="list-style-type: none"> • Carr, Nicholas, (2008). Is Google making us stupid? What the internet is doing to our brains. http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/ • Growing up digital, wired for distraction. http://www.nytimes.com/2010/11/21/technology/21brain.html • Excerpt from Susan Maushart’s Winter of Our Disconnect http://today.msnbc.msn.com/id/41257971/ns/today-books/

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p>	<p>a. 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.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create clarify the relationships among complex ideas and concepts, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p> <p>(W/WHST.9-10.2)</p>	<ol style="list-style-type: none"> 1. In this lesson, students read a New York Times article about two very different survivors of genocide - one Holocaust survivor and another who survived the genocide in Rwanda - who speak together about their harrowing experiences. Then, small groups of students use first-hand accounts and other primary sources to research different instances of historical genocide. After conducting research, each group creates a chapter in a "History of Genocide" textbook. 2. Wright struggles to find his ‘place’ in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright’s pride. Find examples in the text that demonstrate the influence pride has on Wright’s actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright’s life? How does Wright’s pride affect how his family members treat him?” 3. Write an essay about a favorite activity. The students will write for one entire class period the first day and revise their essays the second day after discussing ideas for revision with a partner. 	<p>Steck-Vaughn Student Book pp. 52-53 Workbook pp. 62-65</p> <ol style="list-style-type: none"> 1. http://learning.blogs.nytimes.com/2004/01/16/putting-a-face-to-the-numbers/ 2. https://www.aea267.k12.ia.us/system/assets/uploads/files/1452/11th_informative_explanatory.pdf 3. http://www.buzzle.com/articles/informative-essay-topic-ideas.html

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>(W/WHST.11-12.4)</p>	<p>1 .Analyzing famous speeches as arguments - In this lesson, students will select a famous speech from a list and write an essay that identifies and explains the rhetorical strategies that the author chose make an effective argument.</p> <p>2. Huck Finn’s moral journey parallels Mark Twain’s questions about slavery. Like the photographers of the nineteenth-century, Twain, a Realist, struggled with how best to portray fictionalized characters, while still expressing truth and creating social commentary. In this lesson, students use a Venn Diagram to compare and contrast Mark Twain’s novel and excerpts from Frederick Douglass’ narrative to original photographs of slaves from the late-nineteenth century. Then they write an essay to compare the different portrayals, arguing to what extent art can reliably reflect truth. In addition, they will discuss art as social commentary.</p>	<p>Steck-Vaughn Student Book pp. 76-77 Workbook pp. 110-113</p> <p>1.http://www.americanrhetoric.com/top10speechesall.html</p> <p>2.http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-portrayals-slavery-nineteenth-30527.html</p>

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Language Standards Level D & E (Grades 6.0-12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ANCHOR 1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague or unclear pronouns.</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>f. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g. Form and use verbs in the active and passive voice.</p> <p>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>(L.6.1 through 8.1 merge)</p>	<p>Below is a website to review the rules of subject verb agreement.</p> <p>http://grammar.yourdictionary.com/sentences/20-Rules-of-subject-verb-agreement.html</p>	<ol style="list-style-type: none"> 1. (Old) Aztec Software <ul style="list-style-type: none"> • Basic Grammar 2. McGraw Hill-<i>Common Core Basics</i>, pp. 14-95 3. MySkillsTutor <ul style="list-style-type: none"> • Language 4. New Readers Press-<i>Challenger</i> <ul style="list-style-type: none"> • Writing Level 6- pp. 34, 36-42, 48 • Reading Level 7- pp. 17, 83, 88, 89, 111, 148-149, 159, 173 • Writing Level 7- pp. 20, 22, 24, 26, 28, 30, 32, 38, 40, 42, 47 • Writing Level 8- pp. 9, 11, 13, 15, 17, 19, 21, 23, 25-37, 39, 41, 43, 45-47 5. New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> • Level 8, pp. 10-11 6. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 1</i>, pp. 12-13, 24-28, 30, 32, 48

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ANCHOR 2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p>c. Use an ellipsis to indicate an omission.</p> <p>d. Spell correctly.</p> <p>(L.6.2 through 8.2 merge)</p>	<p>Review the rules of capitalization and punctuation from the PDF file below.</p> <p>http://www.mpsaz.org/rmre/grades/grade5/homework_help/files/capitalization_and_punctuation_rules.pdf</p>	<ol style="list-style-type: none"> (Old) Aztec Software <ul style="list-style-type: none"> Basic Punctuation Advanced Punctuation Intermediate Spelling Advanced Spelling Contemporary-TABE Skill Workbooks <ul style="list-style-type: none"> Capitalization, Punctuation, and Writing Conventions pp. 3-25 McGraw Hill-<i>Common Core Basics</i>, pp. 96-129 MySkillsTutor <ul style="list-style-type: none"> Language New Readers Press-<i>Challenger</i> <ul style="list-style-type: none"> Reading Level 6- pp. 12, 14, 19, 25, 31, 39, 51, 65, 76, 85, 86, 104, 108, 110, 115, 117, 126, 132, 150, 155, 164, 165, 182, 185 Writing Level 7- pp. 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43 Writing Level 8- pp. 9, 11, 13, 15, 17, 19, 21, 23, 25-37, 39, 41, 43, 45-47 Reading Level 8- pp. 72-73, 153, 203-204 New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> Level 6- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 Level 7- pp. 13-14, 23-24, 33-34, 43-44, 53-54, 63-64, 73-74, 83-84, 93-94, 103-104 Level 8- pp. 13-14, 23-24, 33-34, 43-44, 53-54, 63-64, 73-74, 83-84, 93-94, 103-104 New Readers Press-<i>Pre-High School Equivalency Workbook Writing 1</i>, pp. 16-17, 32-33
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>ANCHOR 3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p> <p>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>(L.6.3 and 7.3 merge)</p>	<p>In the lesson below, the student will learn how to recognize and express ideas that are contrary to fact by recognizing and utilizing specific types of if clauses.</p> <p>https://learnzillion.com/lessonsets/314-using-knowledge-of-language-and-its-conventions-while-writing</p>	<ol style="list-style-type: none"> LearnZillion.com New Readers Press-<i>Challenger</i> <ul style="list-style-type: none"> Writing Level 6- pp. 10-11, 12, 14-16, 18, 20-22, 47 New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> Level 6- pp. 7-9, 14, 17-19, 24, 27-29, 34, 37-39, 44, 47-49, 54, 57-59, 64, 67-69, 74, 77-79, 84, 87-89, 94, 97-99, 104 Level 7- pp. 7-9, 13-14, 17-19, 23-24, 27-29, 33-34, 37-39, 43-44, 47-49, 53-54, 57-59, 63-64, 67-69, 73-74, 77-79, 83-84, 97-99, 103-104 Level 8- pp. 10-11 New Readers Press-<i>Pre-High School Equivalency Workbook Writing 1</i>, pp. 24-28, 30, 32, 48

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>ANCHOR 4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p> <p>(L.6.4)</p>	<p>The student will read a passage from any of the resources listed to the right and write down unknown vocabulary words. Have the student define the word based on context clues.</p>	<ol style="list-style-type: none"> 1. (Old) Aztec Software <ul style="list-style-type: none"> • Basic Vocabulary • Intermediate Vocabulary 2. MySkillsTutor <ul style="list-style-type: none"> • Reading Vocabulary 3. New Readers Press-<i>Challenger</i> <ul style="list-style-type: none"> • Reading Level 6- pp. 19, 31, 37-40, 43, 51, 56-57, 64-65, 76-77, 85, 89-90, 95, 100-101, 104, 109, 110, 116-117, 126, 127, 132, 146-147, 155, 162-163, 165-166, 172-173, 180, 182, 186-188 • Reading Level 7- pp. 12, 18, 20, 27, 34-35, 38-39, 51, 57, 67-68, 75, 80-82, 90-91, 97, 104-105, 115, 118-119, 132-133, 142, 151-152, 162, 165-166, 176, 184-185, 192-193, 195-196, 204, 208 • Reading Level 8, pp. 13, 22, 29, 36, 46, 50-51, 61-63, 71, 81-82, 92-93, 105-107, 120, 132-133, 135, 144-145, 155-156, 166-167, 176-177 4. New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> • Level 6- pp. 5, 7-11, 15-21, 25, 27-29, 35, 37-39, 45, 47-49, 55, 57-61, 65, 67-69, 75, 77-79, 85, 87-91, 95, 97-101 • Level 7- pp. 5, 7-9, 15, 17-19, 25, 27-29, 35, 37-39, 45, 47-49, 55, 57-59, 65, 67-69, 75, 77-79, 85, 87-89, 95, 97-99 • Level 8- pp. 5, 7-9, 15, 17-19, 25, 27-31, 35, 37-41, 45, 48-51, 55, 57-59, 65, 67-69, 75, 77-81, 85, 87-91, 95, 97-101 5. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 1</i>, pp. 44-45
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ANCHOR 5</p>	<p>Does Not Apply.</p>		

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>ANCHOR 6</p>	<p>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)</p>	<p>In the below lesson, the student will learn how to determine the connotative meaning of words by asking, “What do these words make me think about?”</p> <p>https://learnzillion.com/lessons/2004-determine-the-connotative-meaning-of-words (2. LearnZillion.com)</p>	<ol style="list-style-type: none"> (Old) Aztec Software <ul style="list-style-type: none"> Basic Vocabulary Intermediate Vocabulary LearnZillion.com MySkillsTutor <ul style="list-style-type: none"> Reading Vocabulary New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> Level 6- pp. 7-9, 14, 17-19, 24, 27-29, 34, 37-39, 44, 47-49, 54, 57-59, 64, 67-69, 74, 77-79, 84, 87-89, 94, 97-99, 104 Level 7- pp. 5, 7-9, 15, 17-19, 25, 27-29, 35, 37-39, 45, 47-49, 55, 57-59, 65, 67-69, 75, 77-79, 85, 87-89, 95, 97-99 Level 8- pp. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ANCHOR 1</p>	<p>Does Not Apply.</p>		
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ANCHOR 2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. <p>(L.9-10.2)</p>	<p>6. Student will read passages and correct capitalization and punctuation errors. (Reasoning Through Language Arts Student Book, pp 139, 143, 145, 147)</p>	<ol style="list-style-type: none"> Aztec Learning Software <ul style="list-style-type: none"> Writing Skills: Rules for Capitalization and Spelling MySkillsTutor <ul style="list-style-type: none"> Language New Readers Press- <i>Kaplan</i> 2014, pp 200-213 New Readers Press- <i>Scoreboost for the GED 2014</i> - Writing Across the Tests: Sentence Structure, Usage, and Mechanics pp. 30-3 New Readers Press-<i>Writing for the GED Test 1</i> Grammar, Usage, and Mechanics pp. 63-74 Steck-Vaughn- <i>Reasoning through Language Arts</i> <ul style="list-style-type: none"> Student Book Unit 4 Workbook Unit 4

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>ANCHOR 3</p>	<p>Does Not Apply.</p>		
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>ANCHOR 4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p> <p>(L.11-12.4)</p>	<p>5. Students will use context clues to help them figure out the meaning of unfamiliar words in a passage. (Reasoning Through Language Arts Student Book, p. 27).</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software <ul style="list-style-type: none"> • Interpreting Words and Phrases 2. MySkillsTutor <ul style="list-style-type: none"> • Language 3. New Readers Press-<i>Kaplan</i> 2014, pp 178-179 4. New Readers Press-<i>Scoreboost for the GED 2014 Test- Writing Across the Tests- Responding to Text on the Language Arts, Social Studies, and Science Tests</i> pp. 7, 10, 14, 16-18 5. Steck-Vaughn-<i>Reasoning through Language Arts</i> <ul style="list-style-type: none"> • Student Book Unit 1 • Workbook Unit 1

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ANCHOR 5</p>	<p>Does Not Apply.</p>		
<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p> <p>ANCHOR 6</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>(L.11-12.6)</p>	<p>3. Students will read a passage with vague words, informal expressions, and slang. Students will rewrite the passage using more precise words and phrases that clearly express the meaning. (Scoreboost for the GED 2014 Test - Writing, p. 18).</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software <ul style="list-style-type: none"> • Writing Skills: Rules for Grammar and Usage Part 2 2. New Readers Press-<i>Kaplan 2014</i>, pp 76-77 3. New Readers Press-<i>Scoreboost for the GED 2014 Test- Writing Across the Tests- Responding to Text on the Language Arts, Social Studies, and Science Tests</i> pp. 7, 10, 14, 16-18 4. Steck-Vaughn-<i>Reasoning through Language Arts</i> <ul style="list-style-type: none"> • Student Book Unit 2 • Workbook Unit 2

Writing Standards Levels D & E (Grades 6.0-12.9)

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ANCHOR 1. W.7.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The website below provides an argumentative essay outline and several sample argumentative essays. Review the outline with the student and provide several examples before having the student complete an argumentative essay.</p> <p>http://www.mesacc.edu/~paoih30491/ArgumentsOutline.html</p>	<p>1. McGraw Hill-<i>Common Core Basics</i>, pp. 240-249</p> <p>2. http://www.mesacc.edu/~paoih30491/ArgumentsOutline.html</p> <p>3. New Readers Press-<i>Challenger</i></p> <ul style="list-style-type: none"> • Writing Level 6- pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 • Reading Level 7- pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 • Writing Level 7- pp. 14-17, 20-21, 24-28, 30-31, 36-39, 46-48 • Reading Level 8- pp. 12, 21, 35, 70, 100, 116, 125, 133, 158-159, 166, 192, 200 • Writing Level 8- pp. 7, 9, 11, 15, 20-21, 22-25, 34-39, 42-43, 45 <p>4. New Readers Press-<i>Endeavor</i></p> <ul style="list-style-type: none"> • Level 6- pp. 34, 74, 104 • Level 7- p. 14 • Level 8- pp. 53-54
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ANCHOR 2. W/WHST.6-8.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>The website below provides informative/explanatory essays. Based on the student's reading ability, click the grade level and select an example essay to review with the student. Next give the student a sample reading to write an informative essay.</p> <p>http://achievethecore.org/page/504/common-core-informative-explanatory-writing</p>	<p>1. AchievetheCore.org website http://achievethecore.org/page/504/common-core-informative-explanatory-writing</p> <p>2. McGraw Hill-<i>Common Core Basics</i>, pp. 250-261</p> <p>3. New Readers Press-<i>Challenger</i></p> <ul style="list-style-type: none"> • Writing Level 6- pp. 5, 7, 9, 11, 13, 15, 17, 19, 21, 23-33, 35, 37, 39, 41, 43, 46-47 • Reading Level 7- pp. 11, 17, 33, 57, 73, 96, 111, 159, 173, 202 • Writing Level 7- pp. 5, 7, 9-13, 18-19, 33, 35, 41, 43, 46-47 • Reading Level 8- pp. 5, 12-13, 16-19, 27, 29, 40-41 • Writing Level 8- pp. 5, 12-13, 16-19, 27, 29, 40-41, 47-48 <p>4. New Readers Press-<i>Endeavor</i></p> <ul style="list-style-type: none"> • Level 6- pp. 14, 24, 54, 64, 84, 94 • Level 7- pp. 34, 44, 64, 84, 94 • Level 8- pp. 13-14, 73-74, 93-94 <p>5. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 2</i>, pp. 16-33, 42-43.</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ANCHOR 4. W/WHST.6-8.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Choose either one of the essays above, review with the student how to development and organize his essay. The essay should remain on topic and address the audience.</p>	<ol style="list-style-type: none"> 1. (Old) Aztec Software <ul style="list-style-type: none"> • Basic Writing-Finding Supporting Ideas • Basic Writing-Finding the Main Idea 2. McGraw Hill-<i>Common Core Basics</i>, pp. 134-215 3. MySkillsTutor <ul style="list-style-type: none"> • Writing 4. New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> • Level 6- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 • Level 7- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 • Level 8- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 3. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 2</i>, pp. 12-15, 30-31, 40-41
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>ANCHOR 5. W/WHST.6-8.5</p>	<p>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>After the student has completed developing and organizing his essay, (s)he will write a rough draft to revise and edit. When all edits are made, the student will rewrite and make the necessary corrections.</p>	<ol style="list-style-type: none"> 1. (Old) Aztec Software <ul style="list-style-type: none"> • Basic Writing-Making an Outline 2. McGraw Hill-<i>Common Core Basics</i>, pp. 216-237 3. MySkillsTutor <ul style="list-style-type: none"> • Writing 4. New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> • Level 6- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 • Level 7- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 • Level 8- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 5. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 2</i>, pp. 34-45
<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>ANCHOR 6. W.7.6</p>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>The student should type his essay on computer using a word processing application.</p>	<ol style="list-style-type: none"> 1. Teknimedia 2. Mavis Beacon 3. Microsoft Word 4. New Readers Press-<i>Endeavor</i> <ul style="list-style-type: none"> • Level 6- pp. 33-34

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>ANCHOR 7. W.7.7</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>In the below website, the student will read, analyze, and gather information and evidence across informational texts and using that information to write an informational text. The set draws on three texts about invention and discovery.</p> <p>https://learnzillion.com/lessonsets/301-6th-grade-research-reading-and-writing-using-resources-to-craft-an-informational-text</p>	<p>1. Internet 2. LearnZillion.com 3. New Readers Press-<i>Challenger</i></p> <ul style="list-style-type: none"> Teacher's Manual Level 6, p. 80 Teacher's Manual Level 8, pp. 135-136, 141, 143-144, 154-155
<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>ANCHOR 8. W/WHST.6-8.8</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>The website below provides a lesson on searching the Internet for credibility in source information. This is a classroom activity; however, it can be adjusted for one-on-one instruction.</p> <p>http://learning.blogs.nytimes.com/2002/08/29/searching-with-certainty/?_php=true&_type=blogs&r=0</p>	<p>1. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 2</i>, pp. 38-39 2. New Readers Press-<i>Challenger</i></p> <ul style="list-style-type: none"> Teacher's Manual Level 8, pp. 143, 144, 154, 155
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ANCHOR 9. W/WHST.6-8.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., "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").</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., "Analyze how a text makes connections among and distinctions between individuals' ideas or events").</p>	<p>In the below website, the student will read, analyze, and gather information to write an informational text.</p> <p>https://learnzillion.com/lessonsets/432-writing-informative-essay-in-response-to-the-diamond-necklace</p>	<p>1. LearnZillion.com 2. McGraw Hill-<i>Common Core Basics</i>, pp. 250-261 3. New Readers Press-<i>Challenger</i></p> <ul style="list-style-type: none"> Reading Level 6, pp. pp. 29-30, 114-115, 119, 161-162 Reading Level 7, pp. 10-11, 17-18, 24-25, 32-33, 41, 48-49, 56-57, 64-66, 73, 83, 88-89, 95-96, 102-103, 111-112, 124-125, 131-132, 141, 148-149, 158-159, 167, 172-175, 192, 202, 205 Reading Level 8, pp. 10-12, 19, 26, 34-35, 42-44, 59-60, 68-69, 70, 79-80, 89-90, 94, 99, 115-116, 124-125, 132-134, 141-142, 150-151, 165, 174-175, 182, 191-192, 194, 199-202 <p>4. New Readers Press-<i>Endeavor</i></p> <ul style="list-style-type: none"> Level 6- pp. 17-19, 21, 37-39, 41, 67-69, 71, 97-99, 101 Level 7- pp. 7-9, 11, 27-29, 31, 37-39, 41, 57-59, 61, 77-79, 81, 87-89, 91 Level 8- pp. 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 <p>5. New Readers Press-<i>Pre-High School Equivalency Workbook Writing 2</i>, pp. 24-41</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ANCHOR 1. W/WHST.9-10.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>3. Using online and/or textbook activities to produce an argument that is supported by valid reasoning and sufficient evidence. Example: After reading an argumentative passage on homelessness, write a summary of the author's main argument by including supportive evidence and valid reasoning. (Scoreboost pp.5-6.)</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software -Writing Skills <ul style="list-style-type: none"> • The Writing Process 2. McGraw Hill-<i>Common Core Achieve</i>-Reading and Writing pp. 85-101, 113-116 3. New Readers Press-<i>Kaplan</i> 2014, pp 150-15 4. New Readers Press -<i>Scoreboost for the GED 2014 - Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests</i>, pp 4-6, 26-29 5. New Readers Press- <i>Writing for the GED Test 3 - Extended Response and Short Answer</i> pp. 11-40 6. Steck-Vaughn- <i>Reasoning Through Language Arts</i> <ul style="list-style-type: none"> • Student Book pp. 60-93 • Workbook pp. 98-149

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ANCHOR 2. W/WHST.9-10.2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. After reading an excerpt from the book, "The Celebrated Jumping Frog of Calaveras County" by Mark Twain, students will plan, draft, revise, and edit an explanatory essay explaining how the use of animals contribute to the theme and adds humor to the story.</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software-Writing Skills <ul style="list-style-type: none"> • The Writing Process 2. LearnZillion: https://learnzillion.com 3. New Readers Press-Kaplan 2014, pp 152-177 4. New Readers Press-Scoreboost for the GED 2014 - Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests, pp 10-16, 30-34 5. New Readers Press-Writing for the GED Test 3 - Extended Response and Short Answer pp. 29-40 6. Steck-Vaughn-Reasoning Through Language Arts <ul style="list-style-type: none"> • Student Book pp. 96-119 • Workbook pp. 150-177
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ANCHOR 4. W/WHST.11-12.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>5. After reading passages supporting and not supporting labeling of genetically modified foods, write your response using relevant and specific information to support your response. As you write, choose language that is appropriate to the audience and purpose. (Writing for the GED® Test 3 p.38)</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software-Writing Skills <ul style="list-style-type: none"> • Elements of an Essay 2. McGraw Hill-Common Core Achieve-Reading and Writing pp. 65-84. 3. MySkillsTutor <ul style="list-style-type: none"> • Writing 4. New Readers Press-Scoreboost for the GED 2014 - Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests 5. New Readers Press-Writing for the GED Test 3 - Extended Response and Short Answer pp. 29-40 6. Steck-Vaughn-Reasoning Through Language Arts <ul style="list-style-type: none"> • Student Book pp. 96-119 • Workbook pp. 150-177

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>ANCHOR 5. W.11-12.5</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>2. After viewing videos about writing an argumentative essay on "The Tempest", student will plan, revise, edit, and rewrite essay.</p> <p>https://learnzillion.com/lesson-sets/657-writing-argumentative-literary-essay-about-the-tempest</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software- Writing Skills <ul style="list-style-type: none"> • Elements of an Essay • Scoring Well on an Essay 2. LearnZillion: https://learnzillion.com 3. McGraw Hill-<i>Common Core Achieve</i>-Reading and Writing pp. 152-173. 4. MySkillsTutor <ul style="list-style-type: none"> • Writing 5. New Readers Press-<i>Kaplan 2014</i>, pp. 152-173 6. New Readers Press-<i>Scoreboost for the GED 2014 - Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests</i> 7. New Readers Press-<i>Writing for the GED Test 3 - Extended Response and Short Answer</i> pp. 29-50 8. Steck-Vaughn-<i>Reasoning Through Language Arts</i> <ul style="list-style-type: none"> • Student Book pp. 102-119 • Workbook pp. 162-177
<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>ANCHOR 6. W.9-10.6</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Use computer to produce essay.</p>	<p>Teknimedia Mavis Beacon Microsoft Word</p>
<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>ANCHOR 7. W/WHST.11-12.7</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>After Internet research, student will write their point of view as to whether or not a college education is necessary to succeed in today's world. Student must collect sufficient evidence to support his or her point of view.</p>	<p>Internet</p>

CCR STANDARD	SKILL	SAMPLE ACTIVITIES	RESOURCES
<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>ANCHOR 8. W/WHST.9-10.8</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Using at least three sources from the Internet, student will research two career choices and compare educational requirements, salary expectations, job outlook, and job duties. A standard format for citation should be utilized to avoid plagiarism.</p>	<p>Internet</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ANCHOR 9. W/WHST.11-12.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “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”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”).</p>	<p>4. From passages comparing "Social Media Becoming a Distraction" and "Texting Can Improve Literacy", the student will analyze and reflect their point of view on the topic. (Reasoning through Language Arts Workbook, pp 150-153)</p>	<ol style="list-style-type: none"> 1. Aztec Learning Software-Writing Skills <ul style="list-style-type: none"> • The Writing Process 2. MySkillsTutor <ul style="list-style-type: none"> • Writing 3. <i>New Readers Press-Scoreboost for the GED 2014 - Writing Across the Tests: Responding to Text on the Language Arts, Social Studies, and Science Tests</i> 4. Steck-Vaughn- <i>Reasoning through Language Arts</i> <ul style="list-style-type: none"> • Student Book Unit 3 • Workbook Unit 3