

**NEVADA'S  
CONTENT STANDARDS  
FOR  
ADULT SECONDARY EDUCATION**

**READING**

**For Community College of Southern Nevada**

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Last updated March 2007

## Acknowledgements

Acknowledgement and gratitude are given to the following for their participation in the development of Nevada's Adult Secondary Education Standards:

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The Nevada ASE Standards were developed in part by the following states' existing standards:

Arizona

Colorado

Iowa

Ohio

West Virginia

And:

Washoe County School District

Nevada Department of Education

The Department of Education, Delaware

California State Board of Education

U.S. Department of Education

Massachusetts Department of Education

National Education Technology Standards (NETS), an initiative of the International Society for Technology in Education

## TABLE OF CONTENTS

Introduction.....	4
NRS Low Adult Secondary Education Level 5    CASAS Advanced Adult Secondary Level D.....	5
READING STANDARD: Vocabulary .....	6
READING STANDARD: Reading Comprehension .....	11
READING STANDARD: Text in Format.....	22
READING STANDARD: Reading Strategies.....	26
READING STANDARD: Reading and Thinking Skills.....	32
READING STANDARD: Academic-oriented Skills.....	41
READING STANDARD: Literary Analysis.....	45
NRS High Adult Secondary Education Level 6    CASAS Advanced Adult Secondary Level E.....	47
READING STANDARD: Vocabulary .....	48
READING STANDARD: Reading Comprehension .....	53
READING STANDARD: Text in Format.....	64
READING STANDARD: Reading Strategies.....	69
READING STANDARD: Reading and Thinking Skills.....	74
READING STANDARD: Academic-oriented Skills.....	88
READING STANDARD: Literary Analysis.....	97

## Introduction

The purpose of the development of the Nevada State Low and High Adult Secondary Education (ASE) Content Standards is to provide integrated educational experiences that will prepare students for success by providing essential academic skills required for life and required to pass the official GED tests. These content standards cover the major areas of academic instruction in reading, writing, mathematics, social studies, and science.

The ASE Reading Content Standards extend beyond Nevada's k-12 reading standards (reading fundamentals, comprehension of various genres) to address the critical need of adult learners to master reading skills in order to use them in specific contexts for specific purposes. The explosion of technology in the 21<sup>st</sup> century provides access to boundless information that can only be utilized if one is able to read, evaluate, synthesize, and analyze for various purposes.

The sequence of these reading standards includes both the low and high adult secondary education levels to accommodate instructors who may have combined levels in one class. Both levels of reading are similarly organized: standards, indicators for each standard, suggested CASAS competencies that provide context for the standards and indicators, and customized program resources that have been aligned to the suggested CASAS competencies. CASAS competencies with an asterisk in front of the number indicate that the competency is tested in the CASAS assessments. Program resources in blue indicate that the program has resources. Program resources in red indicate that CASAS competency aligned resources were not found and, therefore, alternate resources were suggested.

## **NRS Low Adult Secondary Education Level 5    CASAS Advanced Adult Secondary Level D**

**CASAS scale scores: Reading: 236-245**  
**Writing: 261-270**  
**Math: 236-245**

**CASAS Assessments: LW 187, 188; ECS 17, 18; Functional Writing Assessment Picture Task, Forms 420 and 421**

**Secondary Assessments:** D 505 & 506 Math; D 507 & 508 Economics; D 509 & 510 American Government; D 511 & 512 United States History; D 513 & 514 English/Language Arts; D 515 & 516 World History; D 529 & 530 Biological Science; D 531 & 532 Physical Science

### **CASAS Skill Level Descriptors:**

**Reading:** Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information. They can also organize information and perform tasks that involve workplace communication skills.

**Writing:** Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).

**Math:** Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations.

Note: GED Reading tests for application, analysis, evaluation, and synthesis within the areas of literary text and nonfiction (employee handbook, training manual, contract/lease agreement, business document, article, editorial, review) prose.

**READING STANDARD: Vocabulary**

The student will demonstrate skills necessary to determine word meaning. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret specialized vocabulary in context (e.g., consumer work, field of interest)</b></p>	<p><b>Consumer Economics</b>            *1.8.2 Interpret the procedures and forms associated with banking services, including writing checks</p> <p><b>Community Resources</b>            *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p>	<p><b>Consumer Economics</b>            *1.8.2 <i>Math for the World of Work, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 5, 6.</i></p> <p><i>Practical Math, Life Skills Mathematics Series, American Guidance Service, 1997, ISBN: 0-7854-0952-1, Ut 1.</i></p> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 11.</i></p> <p><b>Community Resources</b>            *2.5.2 <i>Working Skills for a New Age, Delmar Learning /Thomson, 2003, ISBN: 0-5386-9966-3, Ch 27.</i></p> <p><i>On Common Ground: Worktext A, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret specialized vocabulary in context (e.g., consumer work, field of interest)</b></p>	<p><b>Community Resources</b> *2.5.2 (continued)</p> <p><b>Health</b> *3.1.1 Describe symptoms of an illness, including identifying parts of the body; interpret doctor’s directions</p> <p>*3.2.3 Interpret information associated with medical, dental, or life insurance</p>	<p><b>Community Resources</b> *2.5.2 (continued) <i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p> <p><b>Health</b> *3.1.1 <i>Contemporary’s GED: Complete GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-9469-9, Pt 3.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5, 9.</p> <p>*3.2.3 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 2.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, 2004, ISBN: 0-97436600-X, Ut 5.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret specialized vocabulary in context (e.g., consumer work, field of interest)</b></p>	<p><b>Employment</b>  *4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p>	<p><b>Employment</b>  *4.2.1 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 1, 2, 7.</p> <p><i>Working Skills for a New Age</i>, Delmar Learning /Thomson, 2003, ISBN: 0-5386-9966-3, Ch 10.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, 2004, ISBN: 0-97436600-X, Ut 4.</p> <p>*4.4.3 <i>GED Mathematics: Measurement and Data Analysis</i>, New Readers Press, 2002, ISBN: 1-56420-440-5, Ch 9.</p> <p><i>Math Sense: Whole Numbers and Money</i>, New Readers Press, 2003, ISBN: 1-56420-383-2, Ut 4.</p> <p><i>Math Sense: Decimals, Fractions, Ratios and Percents</i>, New Readers Press, 2003, ISBN: 1-56420-388-3, Ut 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret specialized vocabulary in context (e.g., consumer work, field of interest)</b></p>	<p><b>Government and Law</b> *5.8.1 Interpret economic information and statistics</p> <p><b>Computation</b> *6.6.5 Interpret diagrams, illustrations, and scale drawings</p> <p><b>Learning to Learn</b> *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Government and Law</b> *5.8.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Computation</b> *6.6.5 <i>Math Exercises: Measurement</i>. Contemporary. 1996. ISBN: 0-8092-9921-6. All.</p> <p><b>Learning to Learn</b> *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Apply knowledge of Greek and Latin derived roots and affixes to determine unknown words and to increase vocabulary</b></p>	<p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships.</p>	<p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use dictionary, glossary, and thesaurus appropriately to comprehend new words in text</b></p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</p> <p><b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> <i>Math for the World of Work, American Guidance Service, 2002, ISBN: 0-7854-2688-1, All.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</i></p> <p><b>7.4.5</b> <i>Math for the World of Work, American Guidance Service, 2002, ISBN: 0-7854-2688-1, All.</i></p> <p><i>Word Power: Advanced II, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, All.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 1,19.</i></p>

## READING STANDARD: Reading Comprehension

The student will read and interpret complex texts using contextual clues, sentence structure and grammar to derive meaning and make connections between related information in a text. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Read and interpret complex texts (e.g., newspaper and magazine articles, technical materials, literature)</b></p>	<p><b>Consumer Economics</b> *1.4.3 Interpret lease and rental agreements</p> <p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Health</b> *3.4.1 Interpret product label directions and safety warnings</p>	<p><b>Consumer Economics</b> *1.4.3 <i>Everyday Life Skills, American Guidance Service, 2001, ISBN: 0-7854-2553-5, Ch 2.</i></p> <p><i>Forms and Applications, Phillip Roy, Inc., 2001, ISBN: 0-8359068-1, Ch 5.</i></p> <p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p> <p><b>Health</b> *3.4.1 <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 18.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 18.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Read and interpret complex texts (e.g., newspaper and magazine articles, technical materials, literature)</b></p>	<p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  *5.4.4 Interpret tax information from articles and publications</p>	<p><b>Employment</b>  *4.2.4 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p> <p><b>Government and Law</b>  *5.4.4 <i>United States Government</i>, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 1-6, 8, 9, 12.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Read and interpret complex texts (e.g., newspaper and magazine articles, technical materials, literature)</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Interpret detailed instructions (e.g., workplace procedures, operating instructions, and consumer materials)</b></p>	<p><b>Consumer Economics</b>  *1.1.3 Interpret maps and graphs</p> <p><b>1.7.3</b> Interpret operating instructions, directions, or labels for consumer products</p> <p><b>Community Resources</b>  *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p>	<p><b>Consumer Economics</b>  *1.1.3 <i>Math Exercises: Algebra</i>. Contemporary. 1994. ISBN: 0-8092-3653-2. All.</p> <p><b>1.7.3</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 18.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 18.</p> <p><b>Community Resources</b>  *2.5.2 <i>Working Skills for a New Age</i>, Delmar Learning/Thomson, 2003, ISBN: 0-5386-9966-3, Ch 27.</p> <p><i>On Common Ground: Worktext A</i>, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</p> <p><i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret detailed instructions (e.g., workplace procedures, operating instructions, and consumer materials)</b></p>	<p><b>Health</b>  *3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers</p> <p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Computation</b>  6.6.5 Interpret diagrams, illustrations, and scale drawings</p>	<p><b>Health</b>  *3.1.3 <i>Rebecca's EZ Page</i>, Adult Literacy Resource Institute (ALRI), Web Site, <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>, 2005, All.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5, 9.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><b>Employment</b>  *4.2.4 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p> <p><b>Computation</b>  6.6.5 <i>Math Exercises: Measurement</i>. Contemporary. 1996. ISBN: 0-8092-9921-6. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret detailed instructions (e.g., workplace procedures, operating instructions, and consumer materials)</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)</b></p>	<p><b>Consumer Economics</b>  *1.4.5 Interpret information about tenant and landlord rights</p> <p><b>Community Resources</b>  *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p>	<p><b>Consumer Economics</b>  *1.4.5 <i>Rebecca's EZ Page, Adult Literacy Resource Institute (ALRI), Web Site</i>, <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>, 2005, All.</p> <p><i>Everyday Life Skills</i>, American Guidance Service, 2001, ISBN: 0-7854-2553-5, Ch 2.</p> <p><i>On Common Ground: Worktext B</i>, Intelcom, 1999, ISBN: 1-58370-051-X, Ut 12.</p> <p><b>Community Resources</b>  *2.5.2 <i>Working Skills for a New Age</i>, Delmar Learning/Thomson, 2003, ISBN: 0-5386-9966-3, Ch 27.</p> <p><i>On Common Ground: Worktext A</i>, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</p> <p><i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p>

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<p><b>Continued: Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)</b></p>	<p><b>Health</b>  *3.2.3 Interpret information associated with medical, dental, or life insurance</p> <p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p>	<p><b>Health</b>  *3.2.3 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 2</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5.</p> <p><b>Employment</b>  *4.2.4 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)</b></p>	<p><b>Government and Law</b> *5.4.4 Interpret tax information from articles and publications</p> <p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Government and Law</b> *5.4.4 <i>United States Government, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 1-6, 8, 9, 12.</i></p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</i></p> <p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>
<p><b>Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)</b></p>	<p><b>Consumer Economics</b> *1.7.4 Interpret maintenance procedures for household appliances and personal possessions</p>	<p><b>Consumer Economics</b> *1.7.4 <i>Workplace English, Delta Systems Company, Inc., 2004, Text/Audio, ISBN: 0-9743-6600-X, Ut 7.</i></p> <p><i>Everyday Life Skills, American Guidance Service, 2001, ISBN: 0-7854-2553-5, Ch 2.</i></p>

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<p><b>Continued: Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)</b></p>	<p><b>Community Resources</b>  *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p> <p><b>Health</b>  3.2.3 Interpret information associated with medical, dental, or life insurance</p>	<p><b>Community Resources</b>  *2.5.2 <i>Working Skills for a New Age</i>, Delmar Learning /Thomson, 2003, ISBN: 0-5386-9966-3, Ch 27.</p> <p><i>On Common Ground: Worktext A</i>, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</p> <p><i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p> <p><b>Health</b>  *3.2.3 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 2.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-9743-6600-X, Ut 5.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Employment</b>  *4.4.3 <i>GED Mathematics: Measurement and Data Analysis</i>, New Readers Press, 2002, ISBN: 1-56420-440-5, Ch 9.</p> <p><i>Math Sense: Whole Numbers and Money</i>, New Readers Press, 2003, ISBN: 1-56420-383-2, Ut 4.</p> <p><i>Math Sense: Decimals, Fractions, Ratios and Percents</i>, New Readers Press, 2003, ISBN: 1-56420-388-3, Ut 4.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Interpret figurative meanings of words and phrases from context (e.g. flooded with calls), including analogies, similes, and metaphors.</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret figurative meanings of words and phrases from context (e.g. flooded with calls), including analogies, similes, and metaphors.</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Make connections between related information across different sections of a text</b></p>	<p><b>Community Resources</b>  *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p> <p><b>Health</b>  3.2.3 Interpret information associated with medical, dental, or life insurance</p>	<p><b>Community Resources</b>  *2.5.2 <i>Working Skills for a New Age, Delmar Learning /Thomson</i>, 2003, ISBN: 0-5386-9966-3, Ch 27.</p> <p><i>On Common Ground: Worktext A</i>, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</p> <p><i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p> <p><b>Health</b>  *3.2.3 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 2.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Make connections between related information across different sections of a text</b></p>	<p><b>Employment</b>  <b>4.2.4</b> Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  <b>*5.1.3</b> Interpret a ballot</p> <p><b>Learning to Learn</b>  <b>7.2.2</b> Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Employment</b>  <b>*4.2.4</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p> <p><b>Government and Law</b>  <b>*5.1.3</b> <i>United States Government</i>, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 13.</p> <p><i>New Citizens Vote! Curriculum</i>, Northern California Grantmakers, 2005, Web Site, <a href="http://www.ncg.org/difference/citi_curr.html">http://www.ncg.org/difference/citi_curr.html</a>, All.</p> <p><b>Learning to Learn</b>  <b>*7.2.2</b> <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

**READING STANDARD: Text in Format**

The student will read and extract pertinent information from text in various formats using strategies such as contextual clues. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret complex forms (e.g., rental, insurance, pay statements)</b></p>	<p><b>Consumer Economics</b>  <b>1.3.4</b> Use catalogs, order forms, and related information to purchase goods and services</p> <p><b>Community Resources</b>  <b>2.2.4</b> Interpret transportation schedules and fares</p>	<p><b>Consumer Economics</b>  <b>1.3.4</b> <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 10, 11.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 14, 17.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 14, 17.</i></p> <p><b>Community Resources</b>  <b>2.2.4</b> <i>Math for the World of Work, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 5.</i></p> <p><i>English for the World of Work, American Guidance Service, 2003, ISBN: 0-7854-3075-X, Ch 8, 12, 14, 16.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret complex forms (e.g., rental, insurance, pay statements)</b></p>	<p><b>Community Resources</b> 2.2.4 (continued)</p> <p><b>Employment</b> 4.1.1 Interpret Governmental forms related to seeking work, such as applications for Social Security</p> <p>*4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc</p>	<p><b>Community Resources</b> 2.2.4 (continued) <i>Life Skills Mathematics, American Guidance Service, Series, 2003, ISBN: 0-7854-2935-2, Ch 10, 11.</i></p> <p><b>Employment</b> 4.1.1 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 5.</i></p> <p>*4.4.3 <i>GED Mathematics: Measurement and Data Analysis, New Readers Press, 2002, ISBN: 1-56420-440-5, Ch 9.</i></p> <p><i>Math Sense: Whole Numbers and Money, New Readers Press, 2003, ISBN: 1-56420-383-2, Ut 4.</i></p> <p><i>Math Sense: Decimals, Fractions, Ratios and Percents, New Readers Press, 2003, ISBN: 1-56420-388-3, Ut 4.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret maps, diagrams, and graphs</b></p>	<p><b>Consumer Economics</b>  *1.1.3 Interpret maps and graphs</p> <p>1.9.4 Interpret maps related to driving</p> <p><b>Community Resources</b>  2.2.5 Use maps relating to travel needs</p>	<p><b>Consumer Economics</b>  *1.1.3 <i>Math Exercises: Algebra. Contemporary.</i> 1994.  ISBN: 0-8092-3653-2. All.</p> <p>1.9.4 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 11.</i></p> <p><i>Life Skills Mathematics, American Guidance Service, Series, 2003, ISBN: 0-7854-2935-2, Ch 10.</i></p> <p><i>Reading a Map, Phillip Roy, Inc., 2001, All.</i></p> <p><b>Community Resources</b>  2.2.5 <i>Contemporary's GED: Complete GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-9469-9, Pt 1.</i></p> <p><i>Making Sense of Maps, Web Site, <a href="http://historymatters.gmu.edu/mse/maps">http://historymatters.gmu.edu/mse/maps</a>, CUNY, 2005, All.</i></p> <p><i>Workplace English, Delta Systems Company, Inc., Text/Audio, ISBN: 0-9743-6600-X, Ut 8.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret maps, diagrams, and graphs</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc</p>	<p><b>Employment</b>  *4.4.3 <i>GED Mathematics: Measurement and Data Analysis</i>, New Readers Press, 2002, ISBN: 1-56420-440-5, Ch 9.</p> <p><i>Math Sense: Whole Numbers and Money</i>, New Readers Press, 2003, ISBN: 1-56420-383-2, Ut 4.</p> <p><i>Math Sense: Decimals, Fractions, Ratios and Percents</i>, New Readers Press, 2003, ISBN: 1-56420-388-3, Ut 4.</p>

## READING STANDARD: Reading Strategies

The student will apply appropriate reading strategies for various purposes (e.g., skim, scan, predict, infer), employ techniques in support of comprehension (e.g., locating and using various reference materials), and increase fluency. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Use a standard dictionary to distinguish between multiple meanings of a word</p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> <i>Math for the World of Work, American Guidance Service, 2002, ISBN: 0-7854-2688-1, All.</i></p> <p><i>Word Power: Advanced II, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, All.</i></p> <p><i>Workplace Essential Skills I, Kentucky Educational Television/PBS, 2004, Seg 1,19.</i></p>
<p>Use reference tools such as a print or online encyclopedia</p>	<p><b>Employment</b>  <b>4.9.3</b> Identify sources of information and assistance, and access resources within a system</p>	<p><b>Employment</b>  <b>4.9.3</b> <i>English to Use, American Guidance Service, 2003, ISBN: 0-7854-3057-1, Ch 1-3, 6, 7.</i></p> <p><i>Read Please, Readplease, Web Site, <a href="http://readplease.com">http://readplease.com</a>, 2003, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use reference tools such as a print or online encyclopedia</b></p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</p> <p><b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, All.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</p> <p><b>7.4.5</b> <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, All.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, All.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1,19.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information</b></p>	<p><b>Consumer Economics</b> *1.4.3 Interpret lease and rental agreements</p> <p><b>Community Resources</b> *2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare) and how to interact with service providers</p> <p><b>Health</b> *3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers</p>	<p><b>Consumer Economics</b> *1.4.3 <i>Everyday Life Skills</i>, American Guidance Service, 2001, ISBN: 0-7854-2553-5, Ch 2.</p> <p><i>Forms and Applications</i>, Phillip Roy, Inc., 2001, ISBN: 0-8359068-1, Md 1.</p> <p><b>Community Resources</b> *2.5.2 <i>Working Skills for a New Age</i>, Delmar Learning/Thomson, 2003, ISBN: 0-5386-9966-3, Ch 27.</p> <p><i>On Common Ground: Worktext A</i>, Intelcom, 1999, ISBN: 1-58370-050-1, Ut 1.</p> <p><i>Getting Consumer Help</i>, Phillip Roy, Inc., 2004, All.</p> <p><b>Health</b> *3.1.3 <i>Rebecca's EZ Page</i>, Adult Literacy Resource Institute (ALRI), Web Site, <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>, 2005, All.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5, 9.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information</b></p>	<p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  *5.4.4 Interpret tax information from articles and publications</p>	<p><b>Employment</b>  *4.2.4 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p> <p><b>Government and Law</b>  *5.4.4 <i>United States Government</i>, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 1-6, 8, 9, 12.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Skim complex text for general meaning or to determine subject matter or organization</b></p>	<p><b>Consumer Economics</b>  <b>1.9.6</b> Interpret information related to automobile maintenance</p> <p><b>Employment</b>  <b>*4.3.2</b> Interpret work safety manuals and related information</p>	<p><b>Consumer Economics</b>  <b>1.9.6</b> <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 11.</i></p> <p><b>Employment</b>  <b>*4.3.2</b> <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 7, 15.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 7, 15.</i></p>
<p><b>Use appropriate reading strategies (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information</b></p>	<p><b>Community Resources</b>  <b>*2.7.5</b> Interpret literary materials such as poetry and literature</p> <p><b>Employment</b>  <b>4.6.5</b> Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p>	<p><b>Community Resources</b>  <b>*2.7.5</b> <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p> <p><b>Employment</b>  <b>4.6.5</b> <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 13, 15, 16, 19.</i></p> <p><i>Word Power: Advanced II, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 3, 4, 6.</i></p> <p><i>From Writing to Composing; An Introductory Composition Course, Cambridge University Press, 2004, ISBN: 0-521-53914-5, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Increase reading fluency (accuracy, speed)</b></p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> Identify or utilize effective study strategies</p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> <i>GED: Critical Thinking for Reading, Social Studies, and Science</i>, New Readers Press, 2002, ISBN: 1-56420-444-8, All.</p> <p><i>Contemporary's GED Exercise Books: Language Arts/Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2234-5, All.</p> <p><i>Reading Detective</i>, The Critical Thinking Company, 2002, ISBN: 0-89455-801-3, All.</p>

## READING STANDARD: Reading and Thinking Skills

The student will apply various reading strategies to analyze texts for various purposes. Upon exiting the low adult secondary level the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Identify the main idea, topic sentences, and supporting details of a multi-paragraph text</b></p>	<p><b>Community Resources</b> *2.7.3 Interpret information about social issues</p> <p><b>Employment</b> *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b> *5.1.3 Interpret a ballot</p>	<p><b>Community Resources</b> *2.7.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b> *4.6.2 <i>From Writing to Composing: An Introductory Composition Course</i>, Cambridge University Press, 2004, ISBN: 0-521-53914-5, All.</p> <p><i>Aztec Courseware</i>, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 13, 15-16, 19.</p> <p><b>Government and Law</b> *5.1.3 <i>United States Government</i>, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 13.</p> <p><i>New Citizens Vote! Curriculum</i>, Northern California Grantmakers, 2005, Web Site, <a href="http://www.ncg.org/difference/citi_curr.html">http://www.ncg.org/difference/citi_curr.html</a>, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Identify the main idea, topic sentences, and supporting details of a multi-paragraph text</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Determine the sequence of events in a complex narrative</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b>  *4.2.4 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8, 16, 19.</p> <p><i>2000 Families First Idea Book: Integrating Work Skills and Basic Skills</i>, Center for Literacy Studies, <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>.2005, Web Site, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Determine the sequence of events in a complex narrative</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 3, 4, 6.</p> <p><i>From Writing to Composing; An Introductory Composition Course</i>, Cambridge University Press, 2004, ISBN: 0-521-53914-5, All.</p> <p><i>Aztec Courseware</i>, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Paraphrase information from a text or other source</b></p>	<p><b>Community Resources</b>  *2.7.3 Interpret information about social issues</p> <p><b>Health</b>  *3.5.9 Identify practices that promote physical well being</p>	<p><b>Community Resources</b>  *2.7.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Health</b>  *3.5.9 <i>Contemporary's GED: Science</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2230-2, Ch 5.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Paraphrase information from a text or other source</b></p>	<p><b>Employment</b> *4.3.1 Interpret safety signs found in the workplace</p> <p><b>Learning to Learn</b> *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Employment</b> *4.3.1 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 6.</i></p> <p><i>Workplace English, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 10.</i></p> <p><b>Learning to Learn</b> *7.2.1 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>
<p><b>Make inferences and draw conclusions from a complex text (e.g., the motives of characters or the consequences of an action)</b></p>	<p><b>Consumer Economics</b> *1.4.5 Interpret information about tenant and landlord rights</p> <p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p>	<p><b>Consumer Economics</b> *1.4.5 <i>Rebecca's EZ Page, ALRI, <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>, 2005, All.</i></p> <p><i>Everyday Life Skills, American Guidance Service, 2001, ISBN: 0-7854-2553-5, Ch 2.</i></p> <p><i>On Common Ground: Worktext B, Intelcom, 1999, ISBN: 1-58370-051-X, Ut 12.</i></p> <p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Make inferences and draw conclusions from a complex text (e.g., the motives of characters or the consequences of an action)</b></p>	<p><b>Health</b>  *3.2.3 Interpret information associated with medical, dental, or life insurance</p> <p><b>Employment</b>  *4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>	<p><b>Health</b>  *3.2.3 <i>Math for the World of Work</i>, American Guidance Service, 2002, ISBN: 0-7854-2688-1, Ch 2.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, ISBN: 0-8092-0839-3, Ut 2.</p> <p><i>Workplace English</i>, Delta Systems Company, Inc., Text/Audio, ISBN: 0-97436600-X, Ut 5.</p> <p><b>Employment</b>  *4.6.1 <i>Aztec Courseware</i>, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 8-10, 14, 16, 18.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8-10, 14, 16, 18.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Make inferences and draw conclusions from a complex text (e.g., the motives of characters or the consequences of an action)</b></p>	<p><b>Government and Law</b>  *5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p><b>Computation</b>  *6.6.5 Interpret diagrams, illustrations, and scale drawings</p> <p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Government and Law</b>  *5.6.1 <i>United States Government, Text/Audio, American Guidance Service, 2001, ISBN: 0-7854-2504-7, Ch 12.</i></p> <p><i>On Common Ground: Worktext B, Intelcom, 1999, ISBN: 1-58370-051-X, Ut 12, 14.</i></p> <p><i>Newsweek Education Program, Newsweek Education, 2006, Textbook, All.</i></p> <p><b>Computation</b>  *6.6.5 <i>Math Exercises: Measurement. Contemporary. 1996. ISBN: 0-8092-9921-6. All.</i></p> <p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Identify the writer, audience, and purpose of a text</b></p>	<p><b>Employment</b>  *4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Employment</b>  *4.6.1 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 8-10, 14, 16, 18.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 8-10, 14, 16, 18.</i></p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p> <p>*7.2.4 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Compare related information from various sources (e.g., consumer ads)</b></p>	<p><b>Basic Communication</b>  *1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services</p> <p><b>Employment</b>  *4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)</p> <p><b>Learning to Learn</b>  7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Basic Communication</b>  *1.2.1 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 6, 9, 10.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 14, 17.</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 14, 17.</i></p> <p><b>Employment</b>  *4.6.4 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 6, 7, 9, 10, 13-15</i></p> <p><i>Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 6, 7, 9, 10, 13-15</i></p> <p><b>Learning to Learn</b>  7.2.3 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Verify and clarify facts in written information (e.g., advertising claims)</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

## READING STANDARD: Academic-oriented Skills

The student will read, analyze, evaluate, and synthesize information from a variety of texts. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Generate relevant questions about readings on issues that can be researched</b></p>	<p><b>Learning to Learn</b>            *7.2.1 Identify and paraphrase pertinent information</p> <p><b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>            *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.2.6</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</p> <p><i>Contemporary's GED Essay: Writing Skills to Pass the Test</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-251697-6, Ch 4, 8.</p> <p><i>Newsweek Education Program</i>, Newsweek, 2006, Textbook, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents</b></p>	<p><b>Learning to Learn</b>  <b>7.1.4</b> Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists</p> <p><b>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  <b>7.1.4</b> <i>Workplace Essential Skills 1 and Workplace Essential Skills 2, Kentucky Educational Television/PBS, 2004, Seg 1, 3, 18.</i></p> <p><b>*7.4.2</b> <i>Contemporary's GED Essay: Writing Skills to Pass the Test, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-251697-6, All.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 3, 6, 9, 14, 17-19.</i></p> <p><i>Newsweek Education Program, Newsweek, 2006, Textbook, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 4, 8, 10, 11.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Locate, interpret, organize, and synthesize information from primary and secondary sources, including electronic sources, to answer specific questions and support ideas</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.4.2 Take notes or write a summary or an outline</p> <p>7.4.4 Identify or utilize appropriate informational resources, including the Internet</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.4.2 <i>Contemporary's GED Essay: Writing Skills to Pass the Test</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-251697-6, All.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 3, 6, 9, 14, 17-19.</p> <p><i>Newsweek Education Program</i>, Newsweek, 2006, Textbook, All.</p> <p>7.4.4 <i>Newsweek Education Program</i>, Newsweek, 2006, Textbook, All.</p> <p><i>Online Encyclopedia</i>, Wikimedia Foundation, Web Site, www.wikipedia.org, 2006, All.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p><b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.2.6</b> <i>Contemporary's GED Essay: Writing Skills to Pass the Test</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-251697-6, Ch 4, 8.</p> <p><i>Contemporary's GED Exercise Books: Language Arts/Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2234-5, All.</p> <p><i>Contemporary's GED Exercise Books: Language Arts/Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2233-7, All.</p>
<p><b>Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

## READING STANDARD: Literary Analysis

The student will critique and evaluate various literary texts. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Articulate the purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)</p>	<p><b>Community Resources</b>            *2.7.5 Interpret literary materials such as poetry and literature</p>	<p><b>Community Resources</b>            *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p>Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain the way those interactions affect the plot</p>	<p><b>Learning to Learn</b>            *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>            *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p>Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy</p>	<p><b>Learning to Learn</b>            *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>            *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p>Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism) and explain their appeal</p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

## **NRS High Adult Secondary Education Level 6    CASAS Advanced Adult Secondary Level E**

**CASAS scale scores: Reading: 246 and above**  
**Writing: 271 and above**  
**Math: 246 and above**

**\*CASAS Assessments: LW 187, 188; ECS 17, 18; Functional Writing Assessment Picture Task, Forms 420 and 421**

**Secondary Assessments: D 505 & 506 Math; D 507 & 508 Economics; D 509 & 510 American Government; D 511 & 512 United States History; D 513 & 514 English/Language Arts; D 515 & 516 World History; D 529 & 530 Biological Science; D 531 & 532 Physical Science**

\*Passing the GED Test or High School Diploma are the only measures of level completion for High ASE Level 6.

### **CASAS Skill Level Descriptors:**

**Reading: Individuals functioning at this skill level are able to read most written material encountered in the workplace, including forms, work procedures, and personal manuals. They can interpret technical information, training materials, and some technical manuals. They can interpret computer-generated materials in the form of databases and spreadsheets. They can read articles on unfamiliar topics written in more complex language. They can comprehend some college textbooks and apprenticeship manuals.**

**Writing: Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include taking notes from meetings and recorded messages, describing work or training procedures including basic safety directives, job aids, and maintenance instructions, and stating personal and employment goals. Persons at this level generally are able to successfully complete the writing section of the tests of General Educational Development (GED).**

**Mathematics: Individuals functioning at skill level E are able to apply multi-step operations involving percents; apply proportion and ratio; use decimal time; apply formulas to determine volume; devise formulas. They can apply these skills to: compare quantities such as changes in sales and production totals; compare relative quantities of material resources used; interpret and record time in decimal format (e.g. 1.4 hours); calculate volume of material required or used in manufacturing or construction; devise algebraic formulas to facilitate calculations.**

Note: GED Reading tests for application, analysis, evaluation, and synthesis within the areas of literary text and nonfiction (employee handbook, training manual, contract/lease agreement, business document, article, editorial, review) prose.

## READING STANDARD: Vocabulary

The student will demonstrate skills necessary to determine word meaning. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret specialized vocabulary in context (e.g., consumer work, field of interest)</b></p>	<p><b>Consumer Economics</b>            *1.8.2 Interpret the procedures and forms associated with banking services, including writing checks</p> <p><b>Community Resources</b>            2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications</p>	<p><b>Consumer Economics</b>            *1.8.2 <i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 11.</i></p> <p><i>Practical Math. Life Skills Mathematics. American Guidance Service. 1997. ISBN: 0-7854-0952-1. Ut 1.</i></p> <p><i>Money Management. Triumph Learning/Educational Design. 1995. Pt C.</i></p> <p><b>Community Resources</b>            2.5.5 <i>Transitions and Life Skills: Life and Career Transitions. Piney Mountain Press, Inc. Software. 2000. Ut 1.</i></p> <p><i>Workplace Essential Skills 2. Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)</b></p>	<p><b>Health</b>  *3.5.1 Interpret nutritional and related information listed on food labels</p> <p><b>Employment</b>  *4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.3.2 Interpret work safety manuals and related information</p>	<p><b>Health</b>  *3.5.1 <i>Contemporary's GED: Science</i>. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2230-2. Ch 8.</p> <p><b>Employment</b>  *4.2.1 <i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 11.</p> <p><i>Workplace Essential Skills 1</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 16, 17.</p> <p><i>Practical Math: Life Skills Mathematics</i>. American Guidance Service. 1997. ISBN: 0-7854-0952-1. Ut 2.</p> <p>*4.3.2 <i>Transition and Life Skills: Teamwork Tactics</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 1</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 15.</p> <p><i>Workplace Essential Skills 2</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 15.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)</b></p>	<p><b>Government and Law</b> *5.8.1 Interpret economic information and statistics</p> <p><b>Computation</b> *6.6.5 Interpret diagrams, illustrations, and scale drawings</p> <p><b>Learning to Learn</b> *7.4.6 Use indexes and tables of contents</p>	<p><b>Government and Law</b> *5.8.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Computation</b> *6.6.5 <i>Math Exercises: Measurement</i>. Contemporary. 1996. ISBN: 0-8092-9921-6. All.</p> <p><b>Learning to Learn</b> *7.4.6 <i>Workplace Essential Skills 1</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 4, 16, 19.</p> <p><i>JSEP Plus: Learning Strategies</i>. Invest Learning. Software. 1996. All.</p>
<p><b>Apply knowledge of Greek and Latin derived roots and affixes to determine unknown words and to increase vocabulary</b></p>	<p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships.</p>	<p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Identify and use idioms and the literal and figurative meanings of words in writing</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p><b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.4.5</b> <i>JSEP Plus: Applied Skills</i>. Invest Learning. Software. 1996. All.</p> <p><i>Workplace Essential Skills 2</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 1, 9.</p> <p><i>Writer's Manual. Reading and Writing Handbooks</i>. McGraw-Hill/ Contemporary 1997. ISBN: 0-0892-0878-4. All.</p>
<p><b>Recognize subtle differences between closely related words (e. g. thin and slender)</b></p>	<p><b>Learning to Learn</b>  7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Learning to Learn</b>  7.2.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Recognize subtle differences between closely related words (e. g. thin and slender)</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Apply knowledge of syntax and literary allusions to acquire an understanding of new words</b></p>	<p><b>Learning to Learn</b>  7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Learning to Learn</b>  7.2.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

## READING STANDARD: Reading Comprehension

The student will read to interpret, comprehend, and evaluate complex texts using contextual clues, sentence structure and grammar to derive meaning and make connections between related information in a text. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Read and interpret complex texts (e.g., newspaper and magazine articles, technical materials, literature)</b></p>	<p><b>Consumer Economics</b> *1.4.5 Interpret information about landlord and tenant rights</p> <p><b>Community Resources</b> *2.7.3 Interpret information about social issues</p> <p><b>Health</b> *3.5.1 Interpret nutritional and related information listed on food labels</p>	<p><b>Consumer Economics</b> *1.4.5 <i>Rebecca's EZ Page. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/ltc/ezpage/index.htm">http://alri.org/ltc/ezpage/index.htm</a>. 2005. All.</i></p> <p><b>Community Resources</b> *2.7.3 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p> <p><b>Health</b> *3.5.1 <i>Contemporary's GED: Science. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2230-2. Ch 8.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Read and interpret complex texts (e.g., newspaper and magazine articles, technical materials, literature)</b></p>	<p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  *5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Employment</b>  *4.2.4 <i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 8, 16, 19.</p> <p><b>Government and Law</b>  *5.6.1 <i>Newsweek Education Program.</i> Newsweek Education. Textbook. 2006. All.</p> <p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Read and apply multi-step directions to perform complex procedures and tasks</b></p>	<p><b>Consumer Economics</b>  <b>1.7.3</b> Interpret operating instructions, directions, or labels for consumer products</p> <p><b>Community Resources</b>  <b>2.5.5</b> Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Health</b>  <b>*3.1.3</b> Identify and utilize appropriate health care services and facilities, including interacting with providers</p>	<p><b>Consumer Economics</b>  <b>1.7.3</b> <i>Workplace Essential Skills 1.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 18.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 18.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Transitions and Life Skills: Life and Career Transitions.</i> Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile.</i> Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Health</b>  <b>*3.1.3</b> <i>Rebecca's EZ Page.</i> Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/ltc/ezpage/index.htm">http://alri.org/ltc/ezpage/index.htm</a>. 2005. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Read and apply multi-step directions to perform complex procedures and tasks</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p><b>Computation</b>  *6.6.5 Interpret diagrams, illustrations, and scale drawings</p> <p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Employment</b>  *4.4.3 <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 11.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 8, 13.</p> <p><b>Computation</b>  *6.6.5 <i>Math Exercises: Measurement.</i> Contemporary. 1996. ISBN: 0-8092-9921-6. All.</p> <p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)</b></p>	<p><b>Consumer Economics</b> *1.4.5 Interpret information about tenant and landlord rights</p> <p><b>Community Resources</b> 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Health</b> *3.5.1 Interpret nutritional and related information listed on food labels</p> <p><b>Employment</b> *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p>	<p><b>Consumer Economics</b> *1.4.5 <i>Rebecca's EZ Page. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/ltc/ezpage/index.htm">http://alri.org/ltc/ezpage/index.htm</a>. 2005. All.</i></p> <p><b>Community Resources</b> 2.5.5 <i>Transitions and Life Skills: Life and Career Transitions. Piney Mountain Press, Inc. Software. 2000. Ut 1.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</i></p> <p><b>Health</b> *3.5.1 <i>Contemporary's GED: Science. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2230-2. Ch 8.</i></p> <p><b>Employment</b> *4.2.4 <i>Transition and Life Skills: Workplace Language Transition and Life. Piney Mountain Press. Inc. Software. 2000. All.</i></p> <p><i>Workplace Essential Skills 2. Kentucky Educational Television/PBS Multimedia. 2004. Seg 8, 16, 19.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)</b></p>	<p><b>Government and Law</b>  <b>5.3.2</b> Identify individual legal rights and procedures for obtaining legal advice</p> <p><b>Learning to Learn</b>  <b>*7.2.4</b> Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Government and Law</b>  <b>5.3.2</b> <i>Rebecca's EZ Page</i>. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/ltc/ezpage/index.htm">http://alri.org/ltc/ezpage/index.htm</a>. 2005. All.</p> <p><i>Workplace Essential Skills 1.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 19.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 19.</p> <p><b>Learning to Learn</b>  <b>*7.2.4</b> <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)</b></p>	<p><b>Consumer Economics</b>  <b>1.1.1</b> Interpret recipes</p> <p><b>Community Resources</b>  *2.7.2 Interpret information about ethnic groups, cultural groups, and language groups</p> <p>*2.7.3 Interpret information about social issues</p>	<p><b>Consumer Economics</b>  <b>1.1.1</b> <i>Number Sense: Ratio and Proportion</i>. McGraw-Hill/Contemporary. 2003. ISBN: 0-07-287111-3. Ut 6.</p> <p><i>Workplace Essential Skills 1</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 20, 22.</p> <p><i>Workplace Essential Skills 2</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 20, 22.</p> <p><b>Community Resources</b>  *2.7.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*2.7.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Employment</b>  *4.4.3 <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 11.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 8, 13.</p> <p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret figurative meanings of words from context (e.g. flooded with calls)</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Interpret analogies in familiar contexts</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret meaning of metaphors and similes in context</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Make connections between related information across different sections of a text</b></p>	<p><b>Community Resources</b>  2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications</p>	<p><b>Community Resources</b>  2.5.5 <i>Transitions and Life Skills: Life and Career Transitions</i>. Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile</i>. Linguaphile. Web Site. www.GrammarAndMore.com. 2005. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Make connections between related information across different sections of a text</b></p>	<p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  *5.5.2 Interpret information about legislative activities</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Employment</b>  *4.2.4 <i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 8, 16, 19.</p> <p><b>Government and Law</b>  *5.5.2 <i>Contemporary's GED Exercise Books: Social Studies.</i> MH/CO. 2002. ISBN: 0-8092-2234-5. Ch 3.</p> <p><i>Contemporary's GED. Complete GED.</i> Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 2.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

**READING STANDARD: Text in Format**

The student will read and extract pertinent information from text in various formats using strategies such as contextual clues. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Interpret complex forms (e.g., rental, insurance, pay statements)</b></p>	<p><b>Consumer Economics</b>  *1.4.5 Interpret information about landlord and tenant rights</p> <p><b>1.8.3</b> Interpret interest or interest-earning savings plans</p> <p><b>Employment</b>  4.1.1 Interpret Governmental forms related to seeking work, such as applications for Social Security</p>	<p><b>Consumer Economics</b>  *1.4.5 <i>Rebecca's EZ Page. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>. 2005. All.</i></p> <p><b>1.8.3</b> <i>Contemporary's GED. Complete GED. Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 5.</i></p> <p><i>Practical Math. Life Skills Mathematics. American Guidance Service. 1997. ISBN: 0-7854-0952-1. Ut 1, 6.</i></p> <p><i>Number Sense: Percent Applications. McGraw-Hill/Contemporary. 2003. ISBN: 0-07-287112-X. Ut 6.</i></p> <p><b>Employment</b>  4.1.1 <i>Contemporary's GED: Language Arts/Reading. McGraw-Hill/Contemporary. 2002. ISBN: 0-8092-2231-0. Ch 5.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret complex forms (e.g., rental, insurance, pay statements)</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc</p>	<p><b>Employment</b>  *4.4.3 <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 11.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 8, 13.</p>
<p><b>Interpret maps, diagrams, and graphs</b></p>	<p><b>Consumer Economics</b>  *1.1.3 Interpret maps and graphs</p> <p><b>Consumer Economics</b>  1.9.4 Interpret maps related to driving</p> <p><b>Community Resources</b>  2.2.5 Use maps relating to travel needs</p>	<p><b>Consumer Economics</b>  *1.1.3 <i>Math Exercises: Algebra.</i> Contemporary. 1994. ISBN: 0-8092-3653-2. All.</p> <p><b>Consumer Economics</b>  1.9.4 <i>Aztec Courseware.</i> Aztec Software Associates. Multimedia. 1999. Ut 11.</p> <p><b>Community Resources</b>  2.2.5 <i>Contemporary's GED. Complete GED.</i> Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 1.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Interpret maps, diagrams, and graphs</b></p>	<p><b>Employment</b>  *4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc</p> <p><b>Learning to Learn</b>  *7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics</p>	<p><b>Employment</b>  *4.4.3 <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 11.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 8, 13.</p> <p><b>Learning to Learn</b>  *7.4.8 <i>Contemporary's GED Exercise Books: Science.</i> McGraw-Hill/Contemporary. 2002. ISBN: 0-8092-2235-3. All.</p> <p><i>JSEP Plus: Learning Strategies.</i> Invest Learning. Software. 1996. All.</p> <p><i>Workplace Essential Skills 1.</i> KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 18-23.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use reference tools such as a standard dictionary and print or online encyclopedia</b></p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  <b>7.4.5</b> <i>JSEP Plus: Applied Skills. Invest Learning. Software. 1996. All.</i></p> <p><i>Workplace Essential Skills 2. Kentucky Educational Television/PBS Multimedia. 2004. Seg 1, 9.</i></p> <p><i>Writer's Manual. Reading and Writing Handbooks. McGraw-Hill/ Contemporary 1997. ISBN: 0-0892-0878-4. All.</i></p>

## READING STANDARD: Reading Strategies

The student will apply appropriate reading strategies for various purposes (e.g., skim, scan, predict, infer) and increase fluency. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information</p>	<p><b>Consumer Economics</b> *1.4.5 Interpret information about tenant and landlord rights</p> <p><b>Community Resources</b> 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications</p> <p><b>Health</b> *3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers</p>	<p><b>Consumer Economics</b> *1.4.5 <i>Rebecca's EZ Page</i>. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>. 2005. All.</p> <p><b>Community Resources</b> 2.5.5 <i>Transitions and Life Skills: Life and Career Transitions</i>. Piney Mountain Press, Inc. Software. 2000. Ut 1.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</p> <p><i>LinguaPhile</i>. Linguaphile. Web Site. <a href="http://www.GrammarAndMore.com">www.GrammarAndMore.com</a>. 2005. All.</p> <p><b>Health</b> *3.1.3 <i>Rebecca's EZ Page</i>. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>. 2005. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information</b></p>	<p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p><b>Government and Law</b>  5.3.2 Identify individual legal rights and procedures for obtaining legal advice</p> <p>*5.4.4 Interpret tax information from articles and publications</p>	<p><b>Employment</b>  *4.2.4 <i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press, Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 8, 16, 19.</p> <p><b>Government and Law</b>  5.3.2 <i>Rebecca's EZ Page.</i> Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>. 2005. All.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 19.</p> <p>*5.4.4 <i>2000 Families First Idea Book: Integrating Work Skills sand Basic Skills.</i> Center for Literacy Studies. Web Site. <a href="http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf">http://cls.coe.utk.edu/pdf/Idea_Book_2000.pdf</a>. 2005. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Skim complex text for general meaning or to determine subject matter or organization</b></p>	<p><b>Consumer Economics</b>  <b>1.9.6</b> Interpret information related to automobile maintenance</p> <p><b>Employment</b>  <b>*4.3.2</b> Interpret work safety manuals and related information</p> <p><b>*4.4.3</b> Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p>	<p><b>Consumer Economics</b>  <b>1.9.6</b> <i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 11.</i></p> <p><b>Employment</b>  <b>*4.3.2</b> <i>Transition and Life Skills: Teamwork Tactics. Piney Mountain Press. Inc. Software. 2000. All.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 15.</i></p> <p><b>*4.4.3</b> <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills. New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 11.</i></p> <p><i>Transition and Life Skills: Workplace Language Transition and Life. Piney Mountain Press. Inc. Software. 2000. All.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 8, 13.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Use appropriate reading strategies (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information)</p>	<p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b> *4.6.3 Interpret written workplace announcements and notices</p> <p>4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p>	<p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b> *4.6.3 <i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 16, 19.</p> <p>4.6.5 <i>Writer's Manual. Reading and Writing Handbooks</i>. McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Increase reading fluency (accuracy, speed)</b></p> <p><b>Continued: Increase reading fluency (accuracy, speed)</b></p>	<p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b> *4.6.3 Interpret written workplace announcements and notices</p> <p><b>Learning to Learn</b> 7.4.1 Identify or utilize effective study strategies</p>	<p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b> *4.6.3 <i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 16, 19.</p> <p><b>Learning to Learn</b> 7.4.1 <i>Contemporary's GED Exercise Books: Language Arts/Reading</i>. McGraw-Hill/Contemporary. 2002. ISBN: 0-809222345, All</p> <p><i>Writer's Manual. Reading and Writing Handbooks</i>. McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills</i>. New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 1.</p>

**READING STANDARD: Reading and Thinking Skills**

The student will apply various reading strategies to analyze texts for various purposes. Upon exiting the high adult secondary level the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Identify the main idea of a multi-paragraph text</b></p>	<p><b>Community Resources</b>                      *2.7.2 Interpret information about ethnic groups, cultural groups, and language groups</p> <p><b>Employment</b>                      *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Community Resources</b>                      *2.7.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b>                      *4.6.2 <i>Writer's Manual. Reading and Writing Handbooks</i>. McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Identify the main idea of a multi-paragraph text</b></p>	<p><b>Government and Law</b>  <b>5.3.2</b> Identify individual legal rights and procedures for obtaining legal advice</p> <p><b>Learning to Learn</b>  <b>*7.2.1</b> Identify and paraphrase pertinent information</p>	<p><b>Government and Law</b>  <b>5.3.2</b> <i>Rebecca's EZ Page</i>. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/lrc/ezpage/index.htm">http://alri.org/lrc/ezpage/index.htm</a>. 2005. All.</p> <p><i>Workplace Essential Skills 1</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 19.</p> <p><i>Workplace Essential Skills 2</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 19.</p> <p><b>Learning to Learn</b>  <b>*7.2.1</b> <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Identify supporting points or details for a statement, position or argument on a familiar topic</b></p>	<p><b>Community Resources</b>  <b>*2.7.3</b> Interpret information about social issues</p> <p><b>Government and Law</b>  <b>*5.6.1</b> Interpret information about neighborhood or community problems and their solutions</p>	<p><b>Community Resources</b>  <b>*2.7.3</b> <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Government and Law</b>  <b>*5.6.1</b> <i>Newsweek Education Program</i>. Newsweek Education. Textbook. 2006. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Identify supporting points or details for a statement, position or argument on a familiar topic</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Determine the sequence of events in a complex narrative</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b>  *4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b>  *4.2.4 <i>Transition and Life Skills: Workplace Language Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 2</i>. Kentucky Educational Television/PBS Multimedia. 2004. Seg 8, 16, 19.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Determine the sequence of events in a complex narrative</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Employment</b>  *4.6.2 <i>Writer's Manual. Reading and Writing Handbooks.</i> McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Aztec Courseware.</i> Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Paraphrase a variety of textual information</b></p>	<p><b>Community Resources</b>  *2.7.3 Interpret information about social issues</p>	<p><b>Community Resources</b>  *2.7.3 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Paraphrase a variety of textual information</b></p>	<p><b>Health</b> *3.4.1 Interpret product label directions and safety warnings</p> <p><b>Employment</b> *4.3.1 Interpret safety signs found in the workplace</p> <p><b>Computation</b> *6.6.5 Interpret diagrams, illustrations, and scale drawings</p> <p><b>Learning to Learn</b> *7.2.1 Identify and paraphrase pertinent information</p>	<p><b>Health</b> *3.4.1 <i>Workplace Essential Skills 1.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 18.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 18.</p> <p><b>Employment</b> *4.3.1 <i>Aztec Courseware.</i> Aztec Software Associates. Multimedia. 1999. Ut 6.</p> <p><i>Workplace Essential Skills 2.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 7.</p> <p><b>Computation</b> *6.6.5 <i>Math Exercises: Measurement.</i> Contemporary. 1996. \ ISBN: 0-8092-9921-6. All.</p> <p><b>Learning to Learn</b> *7.2.1 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Make inferences and draw conclusions from a complex text (e.g., the motives of characters or the consequences of an action)</b></p>	<p><b>Consumer Economics</b> *1.4.5 Interpret information about tenant and landlord rights</p> <p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b> *4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</p> <p>*4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Consumer Economics</b> *1.4.5 <i>Rebecca's EZ Page. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/ltc/ezpage/index.htm">http://alri.org/ltc/ezpage/index.htm</a>. 2005. All.</i></p> <p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</i></p> <p><b>Employment</b> *4.1.3 <i>Contemporary's GED: Social Studies. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2229-9. Ch 9.</i></p> <p><i>Workplace Essential Skills 2. Kentucky Educational Television/PBS Multimedia. 2004. Seg 1, 2.</i></p> <p>*4.6.2 <i>Writer's Manual. Reading and Writing Handbooks. McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</i></p> <p><i>Transition and Life Skills: Workplace Language Transition and Life. Piney Mountain Press. Inc. Software. 2000. All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Make inferences and draw conclusions from a complex text (e.g., the motives of characters or the consequences of an action)</b></p>	<p><b>Government and Law</b>  *5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Government and Law</b>  *5.6.1 <i>Newsweek Education Program</i>. Newsweek Education. Textbook. 2006. All.</p> <p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze how historical and cultural contexts influence the content and validity of informational texts</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Identify the writer, the writer’s point of view, audience, and purpose of a text</b></p>	<p><b>Community Resources</b>  *2.7.2 Interpret information about ethnic groups, cultural groups, and language groups</p> <p>*2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Employment</b>  *4.3.2 Interpret work safety manuals and related information</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Community Resources</b>  *2.7.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*2.7.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Employment</b>  *4.3.2 <i>Transition and Life Skills: Teamwork Tactics</i>. Piney Mountain Press. Inc. Software. 2000. All.</p> <p><i>Workplace Essential Skills 1</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 15.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 7, 15.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Compare related information from various sources (e.g., consumer ads)</b></p>	<p><b>Basic Communication</b>  *1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services</p> <p><b>1.2.5</b> Interpret letters, articles, and information about consumer-related topic</p>	<p><b>Basic Communication</b>  *1.2.1 <i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 6, 9, 10.</i></p> <p><i>Workplace Essential Skills 1. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 16, 18, 19.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 16, 18, 19.</i></p> <p><b>1.2.5</b> <i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 6, 9, 10.</i></p> <p><i>Transitions and Life Skills: Life and Career Transitions. Piney Mountain Press, Inc. Software. 2000. Ut 1.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 18, 19, 24.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Compare related information from various sources (e.g., consumer ads)</b></p>	<p><b>Employment</b>  <b>4.6.5</b> Select and analyze work-related information for a given purpose and communicate it to others orally or in writing</p> <p><b>Learning to Learn</b>  <b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p> <p><b>*7.2.4</b> Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Employment</b>  <b>4.6.5</b> <i>Writer's Manual. Reading and Writing Handbooks.</i> McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>Aztec Courseware.</i> Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><i>Transition and Life Skills: Workplace Language Transition and Life.</i> Piney Mountain Press. Inc. Software. 2000. All.</p> <p><b>Learning to Learn</b>  <b>7.2.3</b> <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>*7.2.4</b> <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Verify and clarify facts in written information (e.g., advertising claims)</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension</b></p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> Identify or utilize effective study strategies</p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> <i>Contemporary's GED Exercise Books: Language Arts/Reading.</i> McGraw-Hill/Contemporary. 2002. ISBN: 0-8092-2234-5. All.</p> <p><i>Writer's Manual. Reading and Writing Handbooks.</i> McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 1.</p>
<p><b>Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.4.2 Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.4.2 <i>Contemporary's GED: Language Arts/Writing.</i> McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 4, 8, 10, 11.</p> <p><i>Contemporary's GED. Complete GED.</i> Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 1.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources</b></p>	<p><b>Learning to Learn</b> *7.4.2 (continued)</p> <p>*7.4.6 Use indexes and tables of contents</p>	<p><b>Learning to Learn</b> *7.4.2 (continued) <i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. All.</p> <p>*7.4.6 <i>Workplace Essential Skills 1.</i> Kentucky Educational Television/PBS Multimedia. 2004. Seg 4, 16, 19.</p> <p><i>JSEP Plus: Learning Strategies.</i> Invest Learning. Software. 1996. All.</p>
<p><b>Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts</b></p>	<p><b>Learning to Learn</b> 7.4.1 Identify or utilize effective study strategies</p>	<p><b>Learning to Learn</b> 7.4.1 <i>Contemporary's GED Exercise Books: Language Arts/Reading.</i> McGraw-Hill/Contemporary. 2002. ISBN: 0-8092-2234-5. All.</p> <p><i>Writer's Manual. Reading and Writing Handbooks.</i> McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills.</i> New Readers Press. 2002. ISBN: 1-56420-442-1. Ch 1.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts</b></p>	<p><b>Learning to Learn</b>  <b>7.4.7</b> Identify or utilize test-taking skills</p> <p><b>7.4.9</b> Identify personal learning style</p>	<p><b>Learning to Learn</b>  <b>7.4.7</b> <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.4.9</b> <i>JSEP Plus: Learning Strategies</i>. Invest Learning. Software. 1996. All.</p> <p><i>Transition and Life Skills: Thinking Tools Transition and Life</i>. Piney Mountain Press. Inc. Software. 2000. All.</p>

## READING STANDARD: Academic-oriented Skills

The student will read, analyze, evaluate, and synthesize information from a variety of texts. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Generate relevant questions about readings on issues that can be researched</b></p>	<p><b>Learning to Learn</b>            *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p> <p>7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p>	<p><b>Learning to Learn</b>            *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>7.2.6 <i>Contemporary's GED Exercise Books: Language Arts/Reading</i>. McGraw-Hill/Contemporary. 2002. ISBN: 0-8092-2234-5. All.</p> <p><i>Contemporary's GED. Complete GED</i>. Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 1, 3.</p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills</i>. New Readers Press. 2002. ISBN: 1-56420-442-1. All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents</b></p>	<p><b>Learning to Learn</b>  <b>7.1.4</b> Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists</p> <p><b>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  <b>7.1.4</b> <i>JSEP Plus: Applied Skills. Invest Learning. Software. 1996. All.</i></p> <p><i>Transition and Life Skills: Thinking Tools. Piney Mountain Press. Inc. Software. 2000. All.</i></p> <p><i>The Literacy List. Adult Literacy Resource Institute. Web Site. <a href="http://alri.org/literacylist.html">http:// alri.org/literacylist.html</a>. 2006.</i></p> <p><b>*7.4.2</b> <i>Contemporary's GED: Language Arts/Writing. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 4, 8, 10, 11.</i></p> <p><i>Contemporary's GED. Complete GED. Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 1.</i></p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills. New Readers Press. 2002. ISBN: 1-56420-442-1. All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.4.2 Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.4.2 <i>Contemporary's GED: Language Arts/Writing</i>. McGraw-Hill/ Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 4, 8, 10, 11.</p> <p><i>Contemporary's GED. Complete GED</i>. Contemporary. 2002. ISBN: 0-8092-9469-9. Pt 1.</p> <p><i>GED Scoreboost. Writing: Essay Writing and Organizational Skills</i>. New Readers Press. 2002. ISBN: 1-56420-442-1. All.</p>
<p><b>Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</b></p>	<p><b>Learning to Learn</b>  *7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and the word choice in the text</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p><b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.2.3</b> <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p><b>7.2.3</b> Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>7.2.3</b> <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

## READING STANDARD: Literary Analysis

The student will critique and evaluate various literary texts. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres</p>	<p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>7.2.3 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p>Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</p>	<p><b>Learning to Learn</b> *7.2.1 Identify and paraphrase pertinent information</p> <p>*7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Learning to Learn</b> *7.2.1 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze characters, plots, setting, themes, and points of view in any given piece of literature</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Analyze recognized works of world literature from a variety of authors</b></p>	<p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze recognized works of American literature representing a variety of genres and traditions</b></p>	<p><b>Community Resources</b> *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b> *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p>	<p><b>Community Resources</b> *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b> *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Analyze recognized works of American literature representing a variety of genres and traditions</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings</p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p>2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>2.7.6 <i>American Memory</i>. Library of Congress. Web Site. <a href="http://memory.loc.gov/ammem">http://memory.loc.gov/ammem</a>. 2005. All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p>Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work</p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings of a literary work</b></p>	<p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor)</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>
<p><b>Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters</b></p>	<p><b>Community Resources</b>  *2.7.5 Interpret literary materials such as poetry and literature</p> <p><b>Learning to Learn</b>  *7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</p> <p>*7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary</p>	<p><b>Community Resources</b>  *2.7.5 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p> <p>*7.2.4 <i>Contemporary’s Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters</b></p>	<p><b>Learning to Learn</b>  *7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary's Essential GED</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-252754-4, All.</p>