

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

**WRITING**

**For Truckee Meadows Community College**

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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:

Claudia Bianca-DeBay, NV ABE CASAS Manager /Trainer/ Instructional Resources Specialist and member of the CASAS Consortium Content Standards Technical Advisory Project Committee

Dawnne Ernette, ESL/English Instructor, Truckee Meadows Community College

Julianne Dillard, ESL/English Instructor, Truckee Meadows Community College

Arne Grobler, Technical Editor

Martha Gustafson, Senior Program Specialist, CASAS, San Diego, California

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

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## 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 Writing Content Standards address the critical need of adult learners to be able to write articulate, cohesive texts with a clear focus and logical development for various purposes.

The sequence of these writing 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 Writing tests for sentence structure, organization, usage, and mechanics (business communications, how-to texts, informational documents). The essay portion assesses response to prompt, organization, development and details, conventions of edited American English, and word choice.

## WRITING STANDARD: Grammar and Structure

The student will write articulate, cohesive paragraphs cognizant of the conventions of writing. Upon exiting the low adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p>Use capital letters, commas, quotation marks, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets correctly</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.1.2</b> Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Employment</b>  <b>*4.1.2</b> <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2.</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>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use capital letters, commas, quotation marks, apostrophes, hyphens, dashes, parentheses, ellipses, and brackets correctly</b></p>	<p><b>Employment</b> *4.1.2 (continued)</p> <p>*4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b> *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b> *4.1.2 (continued) <i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 2-4.</i></p> <p>*4.6.2 <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997, 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> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p><b>Government and Law</b> *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Exhibit effective strategies for correcting/preventing misspellings (including homonyms)</b></p>	<p><b>Learning to Learn</b>  <b>7.4.1</b> Identify or utilize effective study strategies</p> <p><b>7.4.3</b> Identify, utilize, or create devices or processes for remembering information</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> <p><b>7.4.3</b> <i>Contemporary's GED Exercise Books: Language Arts/Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2234-5, All.</p> <p><i>Spelling: A Key to Good Communication</i>, Ohio Literacy Resource Center, Web Site, <a href="http://literacy.kent.edu/Midwest/Materials/n_dakota/spelling/toc.html">http://literacy.kent.edu/Midwest/Materials/n_dakota/spelling/toc.html</a>, 2005, All.</p> <p><i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, 1997. ISBN: 0-8092-0839-3, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Exhibit effective strategies for correcting/preventing misspellings (including homonyms)</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>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, 1997. ISBN: 0-8092-0839-3, All.</p> <p><i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 19.</p>
<p><b>Write paragraphs with a stated or implied topic sentence and develop adequate details in support of topic sentences</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write paragraphs with a stated or implied topic sentence and develop adequate details in support of topic sentences</b></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>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</p>	<p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, 1997. 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>Government and Law</b>  <b>*5.1.6</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Demonstrate correct understanding and use of parts of speech, verb forms and tenses, subject/verb agreement, pronoun/antecedent agreement, parallel structure, comparative and superlative degrees of adjectives, modifier placement, and homonyms</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</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>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1,</i> Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2,</i> Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.2</b> <i>Word Power: Advanced II,</i> McGraw-Hill/Contemporary, 1997 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>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Demonstrate correct understanding and use of parts of speech, verb forms and tenses, subject/verb agreement, pronoun/antecedent agreement, parallel structure, comparative and superlative degrees of adjectives, modifier placement, and homonyms</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>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</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, 1997. 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> <p><b>Government and Law</b>  <b>*5.1.6</b> <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Exhibit use of transitional words and phrases which clarify meaning or enhance the writing style</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</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>Employment</b>  <b>*4.6.1</b> Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.1</b> <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software</i>, 1999, Ut. 2, 6</p> <p><i>Workplace Essential Skills 1, 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: Exhibit use of transitional words and phrases which clarify meaning or enhance the writing style</b></p>	<p><b>Employment</b>  *4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p> <p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</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>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Vary sentence structure (e.g., simple, compound, complex), sentence beginnings, and sentence length to enhance overall readability/flow of the piece</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</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>Employment</b>  <b>*4.6.1</b> Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  <b>2.5.5</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><b>Employment</b>  <b>*4.6.1</b> <i>Aztec Courseware</i>, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</p> <p><i>Workplace Essential Skills 1, 2</i>, Kentucky Educational Television/PBS, 2004, Seg 8-10, 14, 16, 18.</p>

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<p><b>Continued: Vary sentence structure (e.g., simple, compound, complex), sentence beginnings, and sentence length to enhance overall readability/flow of the piece</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>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, 1997. 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>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>

## WRITING STANDARD: Communication

The student will write text that encompasses all phases and rules of writing (pre-writing activities, drafts, revisions, edits, bibliography, plagiarism issues) in the development of multi-paragraph, more complex writings. 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 ideas using a variety of methods (brainstorming, graphic organizers, notes and logs, interview, discussion, etc.)</b></p>	<p><b>Learning to Learn</b>  <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>  <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><b>Determine the purpose (to entertain, to inform, to communicate, to persuade, to explain, etc.) and the audience of a planned writing piece</b></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>Learning to Learn</b>  <b>*7.2.2</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p>
<p><b>Establish an appropriate controlling idea to guide planning and organizing in the prewriting phase</b></p>	<p><b>Learning to Learn</b>  <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>  <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>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use organizational strategies (outline, chart, table graph, Venn Diagram, web, story map, plot pyramid) to plan writing</b></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>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  <b>7.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 080922231-0, Ch 5.</p> <p><b>*7.4.2</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 4, 8, 10, 11.</p>
<p><b>Use time management strategies as appropriate to produce writing products to meet assigned deadlines</b></p>	<p><b>Learning to Learn</b>  <b>7.1.2</b> Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule</p>	<p><b>Learning to Learn</b>  <b>7.1.2</b> <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 2, 4, 12.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1, 2, 4, 12.</p> <p><i>Occupational Outlook Handbook Activities</i>, JIST Publishing, 2003, ISBN: 1-56370-982-1, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Create a first draft based on the controlling idea and supporting details developed during pre-writing</b></p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</p> <p><b>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  <b>7.2.6</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</p> <p><b>*7.4.2</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 4, 8, 10, 11.</p>
<p><b>Order details in a logical, meaningful way to support the main idea of a piece of writing.</b></p>	<p><b>Learning to Learn</b>  <b>*7.4.2</b> Take notes or write a summary or an outline</p>	<p><b>Learning to Learn</b>  <b>*7.4.2</b> <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 4, 8, 10, 11.</p>
<p><b>Evaluate a draft for use of ideas, content, organization, voice, word choice, and sentence fluency</b></p>	<p><b>Learning to Learn</b>  <b>*7.2.5</b> 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>  <b>*7.2.5</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>
<p><b>Add detail to a draft in support of the writing's purpose</b></p>	<p><b>Learning to Learn</b>  <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>  <b>7.2.6</b> <i>Contemporary's GED: Language Arts, Writing</i>, Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use resources and reference materials (dictionary, thesaurus) to find more precise and effective language</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>Online Encyclopedia, Wikimedia Foundation, Web Site, <a href="http://www.wikipedia.org">www.wikipedia.org</a>, 2006, All.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 1, 16, 19.</i></p> <p><i>Newsweek Education Program, Newsweek, 2006, Textbook, All.</i></p> <p><b>7.4.5</b> <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997. ISBN: 0-8092-0839-3, All.</i></p> <p><i>Online Encyclopedia, Wikimedia Foundation, Web Site, <a href="http://www.wikipedia.org">www.wikipedia.org</a>, 2006, All.</i></p> <p><i>English Dictionary, Merriam-Webster Online English Dictionary, Website, <a href="http://www.m-w.com">www.m-w.com</a>, 2006.</i></p>

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<p><b>Apply and interpret proofreading marks indicating errors in conventions</b></p>	<p><b>Learning to Learn</b>  *7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics</p>	<p><b>Learning to Learn</b>  *7.4.8 <i>Contemporary's GED Essay: Writing Skills to Pass the Test</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-07-251697-6, Ch 4-7, 10.</p> <p><i>Contemporary's GED Exercise Books: Science</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2235-3, All.</p> <p><i>Contemporary's GED Exercise Books: Social Studies</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2234-5, Ch 5.</p>
<p><b>In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</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>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p>*4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Community Resources</b>  *2.5.5 <i>Workplace Essential Skills 1, 2. Kentucky Educational Television/PBS, 2004, Seg 1.</i></p> <p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997. 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> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p>*4.6.4 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p><i>Workplace Essential Skills 1, 2. Kentucky Educational Television/PBS, 2004, Seg 6, 7, 9, 10, 13-15</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: In a final draft, maintain a clear and appropriately narrow focus and provide sufficient, appropriate, and thoughtfully chosen details for support</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>,  McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2228-0, All.</p>
<p><b>In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</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>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading</i>,  McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>,  McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  *2.5.5 <i>Workplace Essential Skills 1</i>,  Kentucky Educational Television/PBS,  2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>,  Kentucky Educational Television/PBS,  2004, Seg 1.</p>

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<p><b>Continued: In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p>*4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997. 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> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p>*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>

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<p><b>Continued: In a final draft, develop a strong introduction to draw the reader in and establish the purpose of the writing piece</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>
<p><b>In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</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>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  *2.5.5 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p>

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<p><b>Continued: In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p>*4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997. 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> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p> <p>*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>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: In a final draft, use effective transitions between sentences, paragraphs, and ideas</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>
<p><b>In a final draft, provide a sense of closure and resolution via the conclusion</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</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>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  2.5.5 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p>

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<p><b>Continued: In a final draft, provide a sense of closure and resolution via the conclusion</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>*4.6.4</b> Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</p>	<p><b>Employment</b>  *4.6.2 <i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, 1997. 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>*4.6.4 <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 6, 7, 9, 10, 13-15</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 6, 7, 9, 10, 13-15</p>

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<p><b>Continued: In a final draft, provide a sense of closure and resolution via the conclusion</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>
<p><b>Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</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>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Community Resources</b>  2.5.5 <i>Workplace Essential Skills 1</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p> <p><i>Workplace Essential Skills 2</i>, Kentucky Educational Television/PBS, 2004, Seg 1.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Employment</b>  *4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p> <p>*4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  *4.1.2 <i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2.</i></p> <p><i>Workplace Essential Skills 1, Kentucky Educational Television/PBS, 2004, Seg 2-4.</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>*4.6.2 <i>Word Power: Advanced II, McGraw-Hill/Contemporary, 1997. 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> <p><i>Aztec Courseware, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2, 6.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Choose an appropriate voice (formal, informal, academic, humorous, etc.) for the audience and purpose of a piece of writing</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>
<p><b>Attribute sources of information as appropriate and differentiate between plagiarism and student-created text</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>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)</p>	<p><b>Learning to Learn</b>  *7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p> <p><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>

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<p><b>Use an appropriate format to cite sources used in a piece of writing (e.g., APA, MLA, or other recognized style manual) according to the type of writing</b></p>	<p><b>Learning to Learn</b>  <b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)</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>Choose an appropriate format to write career and workplace communications (e.g., business letters, resumes, memos, email, proposals, etc.)</b></p>	<p><b>Employment</b>  <b>*4.1.2</b> Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p>	<p><b>Employment</b>  <b>*4.1.2</b> <i>Aztec Courseware</i>, Aztec Adult Integrated Learning Series, Software, 1999, Ut 2.</p> <p><i>Workplace Essential Skills 1</i>, Series, Kentucky Educational Television/PBS, 2004, Seg 2-4.</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: Choose an appropriate format to write career and workplace communications (e.g., business letters, resumes, memos, email, proposals, etc.)</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>Employment</b>  *4.6.2 <i>Word Power: Advanced II</i>, McGraw-Hill/Contemporary, 1997. 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>

## **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 Writing tests for sentence structure, organization, usage, and mechanics (business communications, how-to texts, informational documents). The essay portion assesses response to prompt, organization, development and details, conventions of edited American English, and word choice.

## WRITING STANDARD: Grammar and Structure

The student will write articulate, cohesive paragraphs and multi-paragraph texts cognizant of correct grammar and sentence structure. Upon exiting the high adult secondary level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use all forms of punctuation and capitalization correctly</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Employment</b>  <b>*4.6.2</b> <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: Use all forms of punctuation and capitalization correctly</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>
<p><b>Demonstrate conventional spelling</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  *4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Employment</b>  *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> <p><i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Demonstrate conventional spelling</b></p>	<p><b>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</p> <p><b>Learning to Learn</b>  7.4.5 Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Learning to Learn</b>  7.4.5 <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>
<p><b>Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</b></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>Employment</b>  <b>*4.1.2</b> Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</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.  www.GrammarAndMore.com. 2005. All.</p> <p><b>Employment</b>  <b>*4.1.2</b> <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> <p><i>Aztec Courseware</i>.  Aztec Software Associates.  Multimedia. 1999. Ut 2.</p> <p><i>Workplace Essential Skills 2</i>.  KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 2-4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Apply standard grammar and usage to parallel structure, modifiers, and compound verbs and past participles</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>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</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>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>
<p><b>Create possessive forms of nouns and pronouns with gerunds</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Create possessive forms of nouns and pronouns with gerunds</b></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>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</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.  www.GrammarAndMore.com. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <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
<b>Continued: Create possessive forms of nouns and pronouns with gerunds</b>	<b>Government and Law</b> *5.1.6 Communicate one's opinions on a current issue	<b>Government and Law</b> *5.1.6 <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i>
<b>Identify and use conjunctive adverbs</b>	<p><b>Basic Communication</b> 0.2.3 Interpret or write a personal note, invitation, or letter</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>Basic Communication</b> 0.2.3 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Community Resources</b> 2.5.5 <i>Transitions and Life Skills: Life and Career Transitions.</i> <i>Piney Mountain Press, Inc. Software. 2000. Ut 1.</i></p> <p><i>Workplace Essential Skills 2.</i> <i>KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 1.</i></p> <p><i>LinguaPhile.</i> <i>Linguaphile. Web Site.</i> <i>www.GrammarAndMore.com. 2005. All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Identify and use conjunctive adverbs</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>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>Use subordination correctly</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Use subordination correctly</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>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</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>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing,</i> McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write a variety of sentence types</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</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>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p> <p><b>Community Resources</b>  <b>2.5.5</b> <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><i>LinguaPhile. Linguaphile. Web Site. www.GrammarAndMore.com. 2005. All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write a variety of sentence types</b></p>	<p><b>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p>	<p><b>Employment</b>  <b>*4.6.2</b> <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>Write paragraphs with transition sentences</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write paragraphs with transition sentences</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>Government and Law</b>  *5.1.6 Communicate one's opinions on a current issue</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>Government and Law</b>  *5.1.6 <i>Contemporary's GED: Language Arts, Writing,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>
<p><b>Sustain a consistent point of view throughout a multiple paragraph text</b></p>	<p><b>Basic Communication</b>  0.2.3 Interpret or write a personal note, invitation, or letter</p>	<p><b>Basic Communication</b>  0.2.3 <i>Contemporary's GED: Language Arts, Reading,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing,</i> McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Sustain a consistent point of view throughout a multiple paragraph text</b></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>Employment</b>  <b>*4.6.2</b> Interpret and write work-related correspondence, including notes, memos, letters, and e-mail</p> <p><b>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</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.  www.GrammarAndMore.com. 2005. All.</p> <p><b>Employment</b>  <b>*4.6.2</b> <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><b>Government and Law</b>  <b>*5.1.6</b> <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002,</i>  ISBN: 0-8092-2228-0, All.</p>

## WRITING STANDARD: Communication

The student will write text with a clear focus and logical development that encompasses all phases and rules of writing (pre-writing activities, drafts, revisions, edits, bibliography, plagiarism issues) to complete a variety of writing tasks. 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 ideas using a variety of methods (brainstorming, graphic organizers, notes and logs, interview, discussion, etc.)</b></p>	<p><b>Learning to Learn</b>  <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>  <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><b>Develop a thesis and a clear point of view</b></p>	<p><b>Learning to Learn</b>  <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>  <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><b>Paraphrase and summarize information from a variety of sources</b></p>	<p><b>Learning to Learn</b>  <b>*7.2.1</b> Identify and paraphrase pertinent information</p>	<p><b>Learning to Learn</b>  <b>*7.2.1</b> <i>Contemporary's GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Paraphrase and summarize information from a variety of sources</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 GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>*7.2.4 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p>
<p><b>Include credible supporting information (facts, details, and examples) from a variety of cited sources</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 GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use personal interpretation, analysis, evaluation, or reflection as evidence of comprehensive understanding of the 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>*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 GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.2 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Use the writing process to generate text about social issues, science, and/or literature (e.g., reports and critiques)</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 GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p> <p>7.2.6 <i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write persuasive texts that evaluate, interpret, or speculate to support assertions</b></p>	<p><b>Learning to Learn</b>  *7.2.1 Identify and paraphrase pertinent information</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>  *7.2.1 <i>Contemporary's GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.4 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write responses to literature that analyze and critique the use of imagery, language, themes, and tone</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>*7.2.5 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 GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.2 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write reflective texts that draw comparisons between specific ideas and broader themes</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>7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</p>	<p><b>Learning to Learn</b>  *7.2.1 <i>Contemporary's GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.2 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>7.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 5.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Narrate a sequence of events and communicate their significance to the audience</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</p> <p><b>Employment</b>  <b>*4.6.1</b> Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Employment</b>  <b>*4.6.1</b> <i>Aztec Courseware</i>. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</p> <p><i>Workplace Essential Skills 2</i>. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 8-10, 14.</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>Continued: Narrate a sequence of events and communicate their significance to the audience</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>Government and Law</b>  <b>*5.1.6</b> Communicate one's opinions on a current issue</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>Government and Law</b>  <b>*5.1.6</b> <i>Contemporary's GED: Language Arts, Writing,</i>  McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2228-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters</b></p>	<p><b>Basic Communication</b>  <b>0.2.3</b> Interpret or write a personal note, invitation, or letter</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>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</p>	<p><b>Basic Communication</b>  <b>0.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><i>Contemporary's GED: Language Arts, Writing</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, All.</p> <p><b>Learning to Learn</b>  <b>*7.2.4</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</p> <p><b>*7.2.5</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Explain the difference between plagiarism and student generated text</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>7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas</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 GED: Language Arts/Writing</i>. Contemporary. 2002. ISBN: 0-8092-2228-0. Ch 9.</p> <p><i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 1.</p> <p>*7.2.2 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>7.2.3 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 080922231-0, Ch 5.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Create a bibliography</b></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>7.4.4</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>7.2.3</b> <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 5.</p> <p><b>7.4.4</b> <i>Writer's Manual. Reading and Writing Handbooks</i>. McGraw-Hill/ Contemporary 1997. ISBN: 0-0892-0878-4. All.</p> <p><i>JSEP Plus: Applied Skills</i>. Invest Learning. Software. 1996. All.</p> <p><i>Newsweek Education Program</i>. Newsweek Education. Textbook. 2006. 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>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Write a business letter using heading, salutation and closing and establish a clear purpose and organizational pattern for a specific audience</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>*4.6.4</b> Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion</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>*4.6.4</b> <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> Kentucky Educational Television/PBS Multimedia. 2004. Seg 6, 7, 9, 10.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Continued: Write a business letter using heading, salutation and closing and establish a clear purpose and organizational pattern for a specific audience</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>*7.2.4</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>*7.2.4</b> <i>Contemporary's GED: Language Arts, Reading,</i>  McGraw-Hill/Contemporary, 2002,  ISBN: 0-8092-2231-0, All.</p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Produce subject-specific technical writing, such as instructions for a project or field reports for science</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>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>Employment</b>  *4.6.1 <i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</i></p> <p><i>Workplace Essential Skills 2. KT Kentucky Educational Television/PBS Multimedia. 2004. Seg 8-10, 14.</i></p> <p><i>Transition and Life Skills: Workplace Language Transition and Life. Piney Mountain Press. Inc. Software. 2000. All.</i></p> <p><b>4.6.5</b> <i>Writer's Manual. Reading and Writing Handbooks. McGraw-Hill/Contemporary. 1997. ISBN: 0-0892-0878-4. All.</i></p> <p><i>Aztec Courseware. Aztec Software Associates. Multimedia. 1999. Ut 2, 6.</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: Produce subject-specific technical writing, such as instructions for a project or field reports for science</b></p>	<p><b>Learning to Learn</b>  <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>  <b>7.2.6</b> <i>Contemporary's GED: Language Arts, Writing, Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</i></p>
<p><b>Draft and revise all types of writing so that it is:</b></p> <ul style="list-style-type: none"> <li>▪ <b>focused and purposeful</b></li> <li>▪ <b>conveys a sense of completion &amp; is focused on a central idea</b></li> <li>▪ <b>has an organizational pattern that provides for an effective progression of ideas to include a beginning, middle and end</b></li> <li>▪ <b>demonstrates continuity of purpose, style, voice, and tense</b></li> </ul>	<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>*7.2.5</b> Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions</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>  <b>*7.2.4</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, All.</i></p> <p><b>*7.2.5</b> <i>Contemporary's GED: Language Arts, Reading, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</i></p> <p><b>7.2.6</b> <i>Contemporary's GED: Language Arts, Writing, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2228-0, Ch 8.</i></p>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators	Program Resources
<p><b>Edit writing to produce final documents that are grammatically correct</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>7.4.5 Use reference materials, such as dictionaries and encyclopedias</p>	<p><b>Learning to Learn</b>  *7.2.2 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch. 7.</p> <p>*7.2.5 <i>Contemporary's GED: Language Arts, Reading</i>, McGraw-Hill/Contemporary, 2002, ISBN: 0-8092-2231-0, Ch 3, 4.</p> <p>7.4.5 <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>