

Maryland Instructional Framework for Adult Basic Education Using CASAS



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APPENDICES

Lesson Plans

CCRS
Mathematics
Reading
Writing
Language
NRS Descriptors

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User's Guide

Maryland Instructional Framework for Adult Basic Education User's Guide

Overview

This document is an Adult Basic Education (ABE) instructional guide and framework for ABE Instructional Specialists and ABE instructors. It should be utilized to develop curriculum and prepare instruction for learners assessed with the CASAS assessment system. Some programs develop curriculum based on the College and Career Reading Standards (CCRS), while others utilize the skills and knowledge assessed on the CASAS.

The Office of Career, Technical, and Adult Education (OCTAE) with the U.S. Department of Education and Maryland's Department of Labor consider the CCRS the gold standard for ABE instruction. Those standards can be found in their entirety at: <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. This framework does not replace the CCRS. This framework is intended to provide direct connections and alignment of CASAS competencies with the Standards.

The CCRS for English Language Arts and Literacy are located in Section 4 starting on page 9. The CCRS for Mathematics are in Section 5 starting on page 44.

From the *CASAS GOALS* Test Administration Manual:

Programs nationwide use CASAS in adult basic education (ABE), Adult Secondary Education (ASE), English as a second language (ESL/ELL), workplace literacy, family literacy, employment and training, welfare reform/TANF, citizenship, and correctional programs. CASAS meets Workforce Innovation and Opportunity Act (WIOA) requirements.

CASAS provides a range of standardized tests and informal assessment measures to meet different needs and purposes. When agencies are making high-stakes decisions about individual learners, they should use multiple measures that could include standardized tests, informal interviews, checklists, performance assessment, or other measures that provide the basis of information to assist in decision-making. Tests that assess other aspects of proficiency contribute additional information and can be used effectively along with CASAS tests.

Ongoing assessment of specific material covered in class is an important component of comprehensive instruction planning. Instructors may develop their own curriculum-based tests or use tests drawn from class textbooks, teacher-made quizzes, and performance-based assessment.

The content of any curriculum will be broader than the content of a standardized progress test. As long as assessment and curriculum have a strong grounding in

relevant learning objectives and established standards, a match should occur between what programs test and what programs teach.

The Reading GOALS and the Math GOALS series are aligned with the College and Career Readiness (CCR) Standards for Adult Education (2013) and the National Reporting System (NRS) Educational Functioning Levels (2016). NRS is an outcome-based reporting system for the state-administered federally funded adult education program.

The Math GOALS and Reading GOALS series are approved for NRS reporting purposes in ABE and ASE programs.

The College and Career Readiness Standards for Adult Education reflect the content most relevant to preparing adults for success in college, technical training programs, work, and citizenship.

Tests in the Math GOALS and the Reading GOALS series assess a subset of what programs teach and provide an accurate measure of a student's skill level.

Source: CASAS GOALS Test Administration Manual – ABE and ASE Programs, Second Edition, p. 1.

ABE Skills by NRS Level for Instructional Planning

Creating useful and engaging lessons can be challenging, particularly for multi-level classes. Instructors are tasked with presenting instruction that will provide students with the necessary knowledge and skills for improving their quality of life and increasing their skill set for meaningful employment. Additionally, instructors should strive to provide instruction that will help students increase their CASAS scores through skills taught in class with the ultimate goal of passing the GED® test or the NEDP.

At times, the skills that need to be taught to support the student's personal goal (improving a student's quality of life, increasing their skills for better employment prospects, increased CASAS scores, and passing the GED® test) are not always in alignment with the instructional objective. The checklists in this Framework combine those outcomes into one list of priorities that instructors can use when designing lesson plans. Below are charts which outline ABE skills by NRS level, they are designed to be a checklist for teachers to use for instructional lesson planning. While this is not an all-inclusive list, it includes the prominent skills found on the CASAS assessments.

The Framework outlines the skills that a student should learn at each NRS level. Skills listed one ABE instructional level below the student's current ABE instructional level are skills the student should have already acquired or can easily acquire at their current ABE instructional level. For example, a student who is at ABE 4 level should have already acquired the skills at the ABE 1-3 levels, or the student can easily acquire those skills. In contrast, the charts also provide

direction as to what skills the student will need to achieve in future instructional levels. For example, knowing the skills the student is expected to learn in ABE 5 may serve as a guide for instruction at ABE 4 level.

Lesson Plans

Hyperlinks to lesson plans are embedded in each of the subject areas for ABE levels 1-5. Some lesson plans address more than one skill. ABE 6 is not included since students at the ABE 6 level are usually placed in a GED® class and instruction is typically directed by the GED® curriculum and the material presented in the GED® test. Each hyperlink will take you to sample lesson plans that relate to the defined skill. These are intended to be examples only and are not the only available activity to address a defined skill. The lesson plans for each ABE instructional level may not look the same. This is intentional. One lesson plan design may work better for a particular ABE instructional level or subject area. Likewise, one lesson plan design may work better for you than another one. Pick a lesson plan design that works best for your style or lesson. MD Department of Labor does not endorse nor promote one lesson plan design over another.

Writing

Writing is included in the NRS chart and the CCRS as a necessary skill for students to be successful in employment, a training program, post-secondary education, and their personal lives. However, writing is not assessed on the CASAS. Since this framework targets the skills assessed on the CASAS, writing is not covered in this document. Keep in mind that writing is required for the GED® test, NEDP, and, as previously mentioned, is a vital skill for other areas for students to be successful. Therefore, writing should be a part of your curriculum.

CASAS-CCRS-NRS Alignment

A chart of the CASAS-CCRS-NRS Alignment is included. This shows the connection between all three.

The CCRS summary charts follow for math, reading, writing, and language. This information is from Pimentel's College and Career Readiness Standards found here:

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

CASAS Reading GOALS Standards by Test Level

The chart shows the broad skill areas and which skills are tested within each test level.

Test Level A

Language and Vocabulary
Reading Comprehension Skills

Test Levels B, C, and D

Language and Vocabulary
Reading Comprehension Skills
Higher Order Reading Skills

CASAS Reading GOALS Standards for All Test Forms and Test Levels

Many programs run multi-level classes. This section can facilitate in identifying skills that span several ABE instructional levels and provide guidance in supporting skill obtainment through adapted instructional difficulty.

For example, in the “Reading Comprehension Skills” section, “Identify the key details and cite evidence from a text” is assessed on all four assessments forms. While the complexity of the instructional material will vary, the topic can be presented to the entire class. Higher levels will need more in-depth instruction and explanation using more complex texts while the lower levels should work with text that is simpler and shorter.

The *Reading GOALS Test Blueprint* is found at the following website:

https://www.casas.org/docs/default-source/product-brochures/reading-goals-test-blueprint-june-2018.pdf?sfvrsn=f09a3a5a_8?Status=Master

CASAS Reading GOALS and CASAS Competencies

CASAS developed competencies that all students should be able to demonstrate. Those competencies include the skills tested for ABE. This chart indicates the competencies tested in each CASAS test form. This chart is also instrumental in assisting instructors with multi-level classrooms to target those competencies that span the ABE instructional levels taught in that classroom.

CASAS Math GOALS Standards by Test Level

The chart shows the broad skill areas and what skills are tested within each test level.

Test Levels A/B and C/D

Number Sense

Algebra

Geometry

Measurement

Statistics, Data Analysis, and Probability

CASAS Math GOALS Standards for All Test Forms and Test Levels

Many programs run multi-level classes. This section can facilitate in identifying skills that span several ABE instructional levels and provide guidance in supporting skill obtainment through adapted instructional difficulty.

For example, in the “Algebra” section, “Solve real-life and mathematical problems using numerical and algebraic expressions and equations” is assessed at both test levels. While the complexity of the instructional materials will vary, the topic in general can be presented to the entire class. Higher levels will need more in-depth instruction and explanation while the lower levels should work with problems that are simpler and less complex.

CASAS Math GOALS and CASAS Competencies

CASAS developed competencies that all students should be able to complete. Those competencies include those skills tested for ABE and ESL. This chart indicates the competencies that are tests and in which CASAS test form. This chart is also instrumental in assisting instructors with multi-level classrooms to target those competencies that span the ABE instructional levels taught in that classroom.

Competencies that are tested on the CASAS test are indicated with a solid circle (●). Those competencies that are not tested on the CASAS test, but should be taught at the indicated CASAS test level(s) are indicated with a hollow circle (○).

GED® Test Competencies

GED® Test Competencies are pulled from the GED® Testing Service website. This is a list of skills that teachers should expect to teach to prepare students to take the GED® test.

The competencies come from the Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164). https://ged.com/wp-content/uploads/Performance_Level_Descriptors_Chart.pdf

Additionally, there are performance descriptors appropriate for GED® College Ready and GED® College Ready + Credit. Only those performance descriptors for passing the GED® test have been included here. The performance level descriptors for the GED® College Ready and GED® College Ready + Credit can be found at this link: https://ged.com/educators_admins/teaching/teaching_resources/plds/

Competencies are listed by test section/subject matter.

Appendices

Lesson Plans

This section includes a variety of lesson plans that are linked from the section titled “ABE Skills by NRS Level for Instructional Planning”.

CCRS by Instructional Level

This section contains the CCRS anchors and for mathematics, reading, writing, and language for each CCRS level. The skills for each CCRS level are listed in the charts.

Content Standards and Descriptors by NRS Level

Assessment Ranges

The assessment range includes the scale score range for CASAS Reading and CASAS Mathematics. These are the scores after the raw scores are converted to the scale scores.

Educational Functioning Level Descriptors

The Educational Functioning Level (EFL) Descriptors are from the “Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act” dated August 2019, published by the Division of Adult Education and Literacy Office of Career, Technical, and Adult Education, U.S. Department of Education, Contract No. ED-VAE-15-O-5027. <https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf>

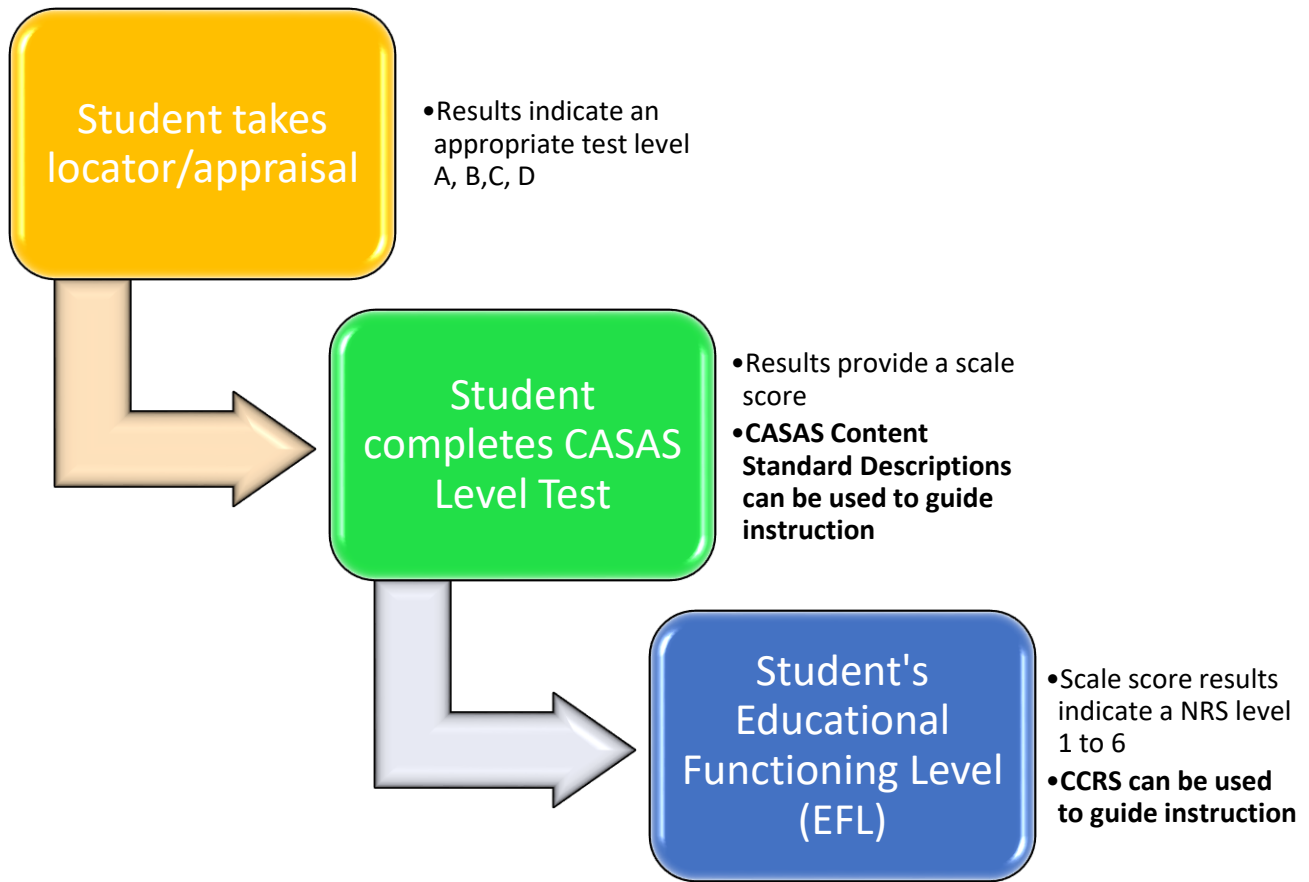
The EFLs for Adult Basic Education are ABE 1 – ABE 6. The Adult Secondary Education levels (ASE) are defined as ABE 5 and ABE 6.

The descriptors are skills the student should have mastered upon exiting that NRS level. They are not a full description of skills for that NRS level. The descriptors are based on the College and Career Readiness Standards for Adult Education.

The Basic Reading and Writing section is divided into Reading and Writing. The Numeracy Skills section is divided into Mathematical Practices, Number Sense and Operations, Algebraic Thinking, Geometry and Measurement, and Statistics and Probability.

CASAS – CCRS – NRS Alignment

Assessment to Instruction Flowchart



CASAS ABE Level Name	CASAS ABE Level	Reading Scale Score	CCRS Adult Ed Grade Level	CCRS Adult Ed Level (A-E)	NRS ABE Level	NRS ABE Level Name
Beginning Literacy/Pre-Beginning	A	Below 180-200	K-1	A	1	Beginning ABE Literacy
Beginning Basic Skills	B	201-210	2-3	B	2	Beginning ABE Education
Intermediate Basic Skills	B	211-220	4-5	C	3	Low Intermediate Basic Education
Advanced Basic Skills	C	221-235	6-8	D	4	High Intermediate Basic Education
Adult Secondary	D	236-245	9-10	E	5	Low Adult Secondary Education
Advanced Adult Secondary	E	246 and above	11-12	E	6	High Adult Secondary

Adult Education Instructional Levels

with Associated Assessments

CCRS for Adult Education Level <small>(officially adopted Maryland state standards)</small>	A	B	C	D	E	
Grade level equivalent	K-1	2-3	4-5	6-8	9-10	11-12
NRS levels <small>(Adult Ed reporting)</small>	1	2	3	4	5	6
CASAS GOALS test series (www.casas.org)						
READING score range	203 & lower	204-216	217-227	228-238	239-248	249+
READING test versions	Level A - 901/902 (accurate 165-211)					
	Level B - 903/904 (accurate 196-224)					
	Level C - 905/906 (accurate 210-238)					
	Level D - 907/908 (accurate 228-262)					
MATH score ranges	193 & lower	194-203	204-214	215-225	226-235	236+
MATH test versions	Level A/B - 913/914 (accurate 178-223)					
	Level C/D - 917/918 (218-249)					
TABE 11/12 test series (https://tabetest.com/)						
READING score range	300-441	442-500	501-535	536-575	576-616	617-800
READING test versions	Level L (accurate 300-500)					
	Level E (accurate 310-535)					
	Level M (accurate 442-575)					
	Level D (accurate 501-616)					
	Level A (accurate 536-800)					
MATH score range	300-448	449-495	496-536	537-595	596-656	657-800
MATH test versions	Level L (accurate 300-495)					
	Level E (accurate 310-536)					
	Level M (accurate 449-595)					
	Level D (accurate 496-656)					
	Level A (accurate 537-800)					

ABE Skills by NRS Level for Instructional Planning

ABE 1

CASAS scale scores:

- Reading GOALS: 203 and below
- Math GOALS: 193 and below

Reading Skills

- Identify letters of the alphabet
- Know and apply phonics and decoding skills
- Read basic sight words
- Use basic capitalization
- Use basic punctuation
- Interpret basic contractions (See Appendix, A-1)
- Interpret basic abbreviations
- Interpret common prefixes and suffixes
- Interpret basic sentence structure and grammar
- Interpret simple signal words
- Make inferences and draw conclusions from a simple text
- Determine simple sequencing
- Make simple predictions
- Organize and categorize simple lists
- Identify main idea and key details from a simple text
- Scan a simple text

Math Skills

- Understand whole number place values
- Add whole numbers
- Subtract whole numbers
- Determine an unknown in an addition or subtraction equation (See Appendix, A-18)
- Apply commutative and associative properties for addition and subtraction
- Understand decimal place values
- Recognize and identify 2 and 3 dimensional shapes

Functional and Workplace Skills

- Interpret common real life signs and symbols
- Interpret common high-frequency words and phrases
- Read basic clock time
- Read basic calendars (See Appendix, A-23)
- Count money
- Read simple forms
- Read and interpret simple charts and tables, maps, diagrams, graphs
- Measure the length of an object
- Calculate and convert between common units of capacity
- Solve simple addition word problems

ABE 2

CASAS scale scores:

- Reading GOALS: 204–216
- Math GOALS: 194–203

Reading Skills

- Know and apply phonics and decoding skills
- Interpret basic contractions
- Interpret basic abbreviations
- Use basic punctuation
- Interpret common and less common prefixes and suffixes
- Interpret context clues in simple texts
- Interpret basic sentence structure
- Interpret common idioms
- Make simple predictions
- Skim and scan simple text
- Determine simple sequencing
- Make inferences and draw conclusions from a simple text
- Organize and categorize simple lists
- Identify main idea and key details from a simple text (See Appendix, A-36)

Math Skills

- Understand place value to 1000
- Round three digit whole number
- Multiply and divide whole numbers
- Determine an unknown in a multiplication or division problem
- Add, subtract, multiply, and divide decimals
- Understand simple fractions
- Compare fractions (See Appendix, A-42)
- Compute percent of change

Functional and Workplace Skills

- Interpret common real life signs and symbols
- Interpret common high-frequency words and phrases
- Read basic clock times
- Read basic calendars
- Count money
- Read simple and complex forms
- Understand and calculate basic area and perimeter (See Appendix, A-49)
- Read and interpret simple charts, tables, maps, diagrams, graphs, and lists
- Calculate basic measurements – linear, temperature, time, units of capacity
- Calculate rates and ratios

ABE 3

CASAS scale scores:

- Reading GOALS: 217–227
- Math GOALS: 204–214

Reading Skills

- Interpret complex sentence structure and grammar
- Interpret context clues from a moderately complex text (See Appendix, A-61)
- Interpret idioms
- Make predictions (See Appendix, A-61)
- Scan and skim moderately complex text (See Appendix, A-61)
- Identify main idea and key details in a moderately complex text (See Appendix, A-76)
- Determine sequencing in a moderately complex text
- Interpret point of view (See Appendix, A-61)
- Summarize (See Appendix, A-61)
- Make inferences and draw conclusions from a simple text (See Appendix, A-61)
- Organize and categorize moderately complex lists

Math Skills

- Understand place value in whole numbers and to thousandths in decimals
- Round decimals
- Add, subtract, multiply, and divide whole number with multi-digit numbers
- Add, subtract, multiply, and divide decimals with multi-digit numbers
- Calculate percentage (See Appendix, A-80)
- Calculate percent of change (See Appendix, A-78)
- Solve simple one-variable equations
- Write a simple inequality
- Plot points in a coordinate plane
- Solve measurement word problems with simple fractions or decimals

Functional and Workplace Skills

- Read complex clock time
- Read complex calendars (See Appendix, A-82)
- Read simple and complex forms
- Calculate and convert basic measurements – linear, temperature, time, metric, units of capacity
- Calculate surface area and volume of three-dimensional objects
- Calculate rates and ratios
- Understand unit rate
- Read and interpret moderately complex lists, tables, charts, and graphs

ABE 4

CASAS scale scores:

- Reading GOALS: 228–238
- Math GOALS: 215–225

Reading Skills

- Interpret abbreviations in specialized texts
- Interpret less common prefixes and suffixes
- Interpret complex sentence structure and grammar
- Interpret context clues
- Interpret Idioms and collocations from context
- Interpret connotative meaning
- Interpret point of view
- Organize and categorize complex lists
- Scan and skim complex or extended text
- Order sequence of events
- Make inferences and draw conclusions (See Appendix, A-84)
- Identify main idea and details from complex text (See Appendix, A-86)
- Summarize more complex texts
- Determine a theme
- Follow multistep procedures

Math Skills

- Add, subtract, multiply, and divide decimals
- Add, subtract, multiply, and divide fractions
- Compute using estimation
- Compute using rounding
- Percent of change
- Write algebraic expressions and equations
- Analyze and solve linear equations
- Calculate mean, median, mode, and range
- Ratios, fractions, and percent relationships
- Understand and apply the Pythagorean Theorem (See Appendix, A-96)

Functional and Workplace Skills

- Calculate and convert measurements – linear, temperature, time
- Calculate perimeter and area of composite shapes
- Calculate proportions (See Appendix, A-98)
- Calculate rates and ratios
- Read and interpret moderately complex lists, tables, charts, and bar, circle, and line graphs

ABE 5

CASAS scale scores:

- Reading GOALS: 239–248
- Math GOALS: 226–235

Reading Skills

- Interpret specialized vocabulary in context
- Read and understand complex texts
- Interpret complex sentence structure and grammar
- Interpret signal words
- Identify main idea and details in a complex text (See Appendix, A-100)
- Order sequence of events
- Paraphrase complex texts
- Summarize complex texts
- Scan and skim complex or extended text
- Make inferences and draw conclusions in a complex text
- Identify purpose
- Identify author's point of view
- Determine a theme
- Evaluate arguments and claims in a text
- Analyze related themes and concepts from multiple complex texts

Math Skills

- Solve linear equations, inequalities, and pairs of simultaneous linear equations
- Calculate mean, median, mode, and range (See Appendix, A-101)
- Interpret clusters
- Interpret ratios, fractions, percent relationships
- Calculate exponents
- Use Pythagorean Theorem for distances in a coordinate plane
- Solve multi-step problems

Functional and Workplace Skills

- Interpret complex forms
- Interpret complex charts, tables, lists, maps, diagrams, and graphs (See Appendix, A-102)
- Use an index or table of contents
- Calculate linear and analog scales
- Calculate and convert US and metric linear measurements
- Calculate and convert US and metric units of capacity
- Calculate complex area, volume, and surface area problems
- Calculate area, volume, and surface area of composite shapes
- Compute using estimation

ABE 6

CASAS scale scores:

- Reading GOALS: 249 and above
- Math GOALS: 236 and above

Reading Skills

- Interpret specialized vocabulary in context
- Read and understand complex texts
- Interpret complex sentence structure and grammar
- Interpret signal words
- Identify main idea and details
- Order sequence of events
- Paraphrase complex texts
- Summarize complex texts
- Make inferences and draw conclusions
- Identify purpose
- Identify author's point of view
- Determine a theme
- Evaluate arguments and claims in a text
- Understand what is indirectly stated (satire, sarcasm, irony, and understatement)

Math Skills

- Write expressions and equations
- Calculate mean, median, mode, and range
- Interpret clusters
- Interpret ratios, fractions, percent relationships
- Calculate exponents
- Calculate quadratic equations
- Calculate polynomials
- Add, subtract, and multiply polynomials
- Solve systems of linear equations
- Solve multi-step problems

Functional and Workplace Skills

- Read and interpret complex forms
- Interpret charts, tables, lists, maps, diagrams, and graphs
- Calculate linear and analog scales
- Calculate and convert US and metric linear measurements
- Calculate and convert US and metric units of capacity
- Calculate complex area, volume, and surface area problems
- Calculate complex area, volume, and surface area of composite shapes
- Compute using estimation

CASAS Reading GOALS Standards by Test Level

Reading – Test Level A

Language and Vocabulary

Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).

Reading Comprehension Skills

Identify the main idea of a simple text or the central ideas or themes of a complex text.

Identify the key details and cite evidence from a text.

Reading – Test Level B

Language and Vocabulary

Read and interpret high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels, forms).

Interpret sentence structure and grammar that is basic (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun reference) or complex (e.g., relative clauses, perfect tenses).

Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).

Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.

Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).

Reading Comprehension Skills

Identify the main idea of a simple text or the central ideas or themes of a complex text.

Identify the key details and cite evidence from a text.

Identify the author's point or purpose including what the author wants to answer, explain, or describe.

Higher Order Reading Skills

Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.

Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.

Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).

Analyze how the author's purpose, point of view, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.

Reading – Test Level C

Language and Vocabulary

Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).

Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.

Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).

Reading Comprehension Skills

Identify the main idea of a simple text or the central ideas or themes of a complex text.

Identify the key details and cite evidence from a text.

Identify the author's point or purpose including what the author wants to answer, explain, or describe.

Higher Order Reading Skills

Determine what texts explicitly by comparing details from multiple sources or parts of a text.

Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.

Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.

Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).

Analyze how the author's purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience. Distinguish own point of view, including personal experience, from the author's point of view.

Reading – Test Level D

Language and Vocabulary
Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).
Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.
Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).

Reading Comprehension Skills
Identify the key details and cite evidence from a text.
Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records).
Identify the author’s purpose including what the author wants to answer, explain, or describe.
Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points. Explain how an author uses reasons and evidence to support points.

Higher Order Reading Skills
Determine what texts say explicitly by comparing details from multiple sources or parts of a text
Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.
Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).
Analyze how the author’s purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience
Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).

Adapted from: https://www.casas.org/docs/default-source/pagecontents/reading-goals---basic-skills-content-standards-by-form.pdf?sfvrsn=64bc385a_6?Status=Master

CASAS Reading GOALS Content Standards for All Test Forms and Test Levels

CASAS Reading GOALS Content Standards

CASAS FORM	901	903	905	907
	902	904	906	908
CASAS TEST LEVEL	A	B	C	D
LANGUAGE AND VOCABULARY	•	•	•	•
Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	•	•		
Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun reference) or complex (e.g., relative clauses, perfect tenses).		•		
Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).		•	•	•
Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.		•	•	•
Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).		•	•	•
READING COMPREHENSION SKILLS	•	•	•	•
Identify the main idea of a simple text or the central ideas or themes of a complex text.	•	•	•	•
Identify the key details and cite evidence from a text.	•	•	•	•
Identify the author’s point or purpose including what the author wants to answer, explain, or describe.		•	•	•
HIGHER ORDER READING SKILLS		•	•	•
Determine what texts say explicitly by comparing details from multiple sources or parts of a text.			•	•
Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.		•	•	•
Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.		•	•	
Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).		•	•	•
Analyze how the author’s purpose, point of view, opinion, register, tone and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.		•	•	•
Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).				•

Adapted from: https://www.casas.org/docs/default-source/pagecontents/reading-goals---basic-skills-content-standards-by-form.pdf?sfvrsn=64bc385a_6?Status=Master

CASAS Reading GOALS and CASAS Competencies

CASAS FORM	901	902	903	904	905	906	907	908
CASAS TEST LEVEL	A	A	B	B	C	C	D	D
0. BASIC COMMUNICATION	•	•			•			
0.1 Communication in interpersonal interactions	•	•			•			
0.1.2 Understand or use appropriate language for informational purposes	•	•						
0.1.3 Understand or use appropriate language to influence or persuade					•			
0.1.7 Understand, follow or give instructions, including commands and polite requests	•							
0.2 Communication regarding personal information	•	•						
0.2.3 Interpret or write a personal note, invitation, or letter	•	•						
1. CONSUMER ECONOMICS	•	•	•	•	•	•		•
1.1 Use measurement and money	•	•						
1.1.1 Interpret recipes	•	•						
1.2 Use information to identify and purchase goods and services		•	•	•		•		•
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services		•	•	•				
1.2.4 Interpret or compute unit pricing						•		
1.2.5 Interpret letters, articles, and information about consumer-related topics								•
1.3 Understand methods and procedures used to purchase goods and services			•					
1.3.3 Make returns, exchanges, and customer service requests			•					
1.3.6 Use automated devices to make purchases and payments			•					
1.4 Understand methods and procedures to obtain housing and related services	•	•	•	•	•			
1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquires	•	•	•	•				
1.4.3 Interpret lease and rental documents					•			
1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager					•			
1.5 Understand how to manage household finances				•	•			
1.5.1 Interpret information about personal and family budgets				•	•			

CASAS FORM	901	902	903	904	905	906	907	908
CASAS TEST LEVEL	A	A	B	B	C	C	D	D
1.6 Understand consumer protection measures	•							•
1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory								•
1.6.4 Interpret sales receipts	•							
1.6.6 Interpret information about consumer privacy rights and policies								•
1.7 Understand procedures for the care, maintenance, and use of personal possessions			•					
1.7.2 Interpret clothing care labels			•					
1.8 Demonstrate financial literacy skills			•		•			
1.8.4 Interpret information about the types of loans available through lending institutions			•					
1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports					•			
1.9 Understand how to purchase and maintain an automobile and interpret driving regulations		•	•	•				
1.9.5 Interpret information related to the selection and purchase of a car			•					
1.9.7 Identify procedures and report information regarding automobile accidents and emergencies		•		•				
2. COMMUNITY RESOURCES	•	•	•	•	•		•	
2.2 Understand how to locate and use different types of transportation and interpret travel-related information	•	•		•			•	
2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs	•	•						
2.2.2 Recognize and use signs related to public transportation	•							
2.2.3 Identify or use different types of transportation in the community' and interpret traffic information							•	
2.2.4 Interpret transportation schedules, fares, and payment procedures				•				
2.3 Understand concepts of time and weather	•	•						
2.3.1 Interpret clock time	•							
2.3.3 Interpret information about weather conditions	•	•						

CASAS FORM	901	902	903	904	905	906	907	908
CASAS TEST LEVEL	A	A	B	B	C	C	D	D
2.5 Use community agencies and services					•			
2.5.2 Access governmental social services, e.g., Social Security, Medicare					•			
2.6 Use leisure time resources and facilities		•		•				
2.6.1 Interpret information about recreational and entertainment facilities and activities				•				
2.6.4 Interpret and order from restaurant and fast food menus, and compute costs		•						
2.7 Understand aspects of society and culture					•			
2.7.7 Obtain and interpret news from a variety of media sources					•			
2.8 Understand how to access and use educational systems and services			•	•			•	
2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.			•				•	
2.8.6 Interpret information from schools and communicate with school personnel			•	•			•	
3. HEALTH	•	•		•		•	•	•
3.1 Understand how to access and use the health care system		•		•				
3.1.2 Identify information necessary to make or keep medical and dental appointments		•		•				
3.2 Understand forms related to health care				•				
3.2.1 Fill out medical health history forms				•				
3.3 Understand how to select and use medications	•	•					•	
3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications	•	•						
3.3.2 Interpret medicine labels	•	•						
3.3.4 Interpret information on medications and their proper and safe use							•	
3.4 Understand basic safety measures and health risks				•		•		
3.4.1 Interpret product label directions and safety warnings						•		
3.4.7 Interpret health and danger alerts				•				
3.5 Understand basic principles of health maintenance	•	•				•		
3.5.1 Interpret information about nutrition	•	•				•		

CASAS FORM	901	902	903	904	905	906	907	908
CASAS TEST LEVEL	A	A	B	B	C	C	D	D
3.6 Understand basic health and medical information	•					•		•
3.6.3 Interpret information about illnesses, diseases, health conditions, and their symptoms						•		
3.6.5 Interpret information on the development, care, and health and safety concerns of children	•							
3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet								•
4. EMPLOYMENT	•	•	•	•	•	•	•	•
4.1 Understand basic principles of getting a job	•	•	•	•	•		•	•
4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application				•				
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, jobs ads, and online searches, and about the job market	•	•	•	•	•			•
4.1.4 Identify and use information about training opportunities			•					•
4.1.8 Identify common occupations			•					
4.1.9 Identify procedures for career planning, including self-assessment					•		•	•
4.2 Understand wages, benefits, employee rights, and concepts of employee organizations		•	•		•			•
4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms		•						
4.2.5 Interpret information about employee benefits			•		•			•
4.3 Understand work-related safety standards and procedures			•					
4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements			•					
4.4 Understand concepts and materials related to job performance and training	•				•	•		
4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement						•		
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion						•		
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists	•				•	•		

	CASAS FORM	901	902	903	904	905	906	907	908
	CASAS TEST LEVEL	A	A	B	B	C	C	D	D
4.6 Communicate effectively in the workplace		•	•	•	•	•	•	•	•
4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail		•	•	•		•	•		
4.6.3 Interpret written workplace announcements and notices			•	•	•			•	
4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion									•
4.9 Understand how organizational systems function, and operate effectively within them						•		•	
4.9.1 Identify the formal organizational structure of one's work environment						•			
4.9.2 Identify an organization's goals and priorities, and factors that affect its operation								•	
4.9.4 Assess the operation of a system or organization and make recommendations for improvements, including development of new systems								•	
5. GOVERNMENT AND LAW						•	•	•	•
5.1 Understand voting and the political process							•	•	
5.1.6 Identify, interpret, and express opinions on political and other public issues							•	•	
5.4 Understand information about taxes and fees							•		
5.4.5 Interpret permit and license requirements							•		
5.6 Understand civic responsibilities and activities						•			•
5.6.1 Interpret information about neighborhood or community problems and their solutions						•			•
5.7 Understand issues related to science and ethics									•
5.7.1 Interpret information related to environmental issues									•
7. LEARNING AND THINKING SKILLS					•			•	
7.1 Identify or demonstrate effective skills and practices in accomplishing goals					•				
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule					•				
7.7 Demonstrate the ability to use information and communication technology								•	
7.7.5 Identify safe and responsible use of information and communication technology								•	

Adapted from: <http://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master>

CASAS Math GOALS Standards by Test Level

Math – Test Levels A/B

Number Sense
Recognize odd and even numbers.
Understand the decimal place value system: read, write, order, and compare whole and decimal numbers (e.g., $0.13 > 0.013$ because $13/100 > 13/1000$).
Interpret and use a fraction in context (e.g., as a portion of a whole area or set).
Mentally add and subtract positive whole numbers less than 20.
Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation and interpret the answer in context.
Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context.
Use estimation strategies to determine reasonable answers to multiplication and division problems involving integers, decimal numbers and fractions (i.e., rounding to nearest multiple, benchmark fractions, etc.)
Recognize when a problem situation requires multiplying and/or dividing with multi-digit positive integers and numbers, carry out the computation accurately and interpret the answer in context.
Write and solve proportions for situations where two ratios are equal (e.g., currency conversion).
Know the percent equivalent to common benchmark fractions ($1/2$, $1/4$, $3/4$, $1/10$, $1/5$, etc.) and use them interchangeably for solving problems.
Calculate a missing value from a percent relationship – the percentage, the percent, or the based – using paper and pencil or a calculator.
Understand and solve problems using percents greater than 100% and less than 1%.

Algebra
Recognize the identity, commutative, associative, and distributive properties for addition and multiplication as they apply in arithmetic procedures.
Use notational conventions such as parentheses and the various ways of representing multiplication.
Recognize and interpret the different meanings and uses of variables (i.e., $2x + 1 = 7$; $y = 2x + 1$; $A = 1 \times w$; $a + -a = 0$).
Interpret and write expressions and equations for simple contextual math situations.
Demonstrate understanding of the Cartesian coordinate system by locating and plotting points (x,y) and creating a coordinate plane by drawing the axes and establishing a scale.
Find the nth term in the sequence in a functional relationship and predict how changes in one quantity will affect another.
Solve problems involving life-skill-related and technical formulas (e.g., units x price = cost; $d = r \times t$; $V = l \times R$).
Solve simple one-step equations with unknowns (e.g., $n - 7 = 9$; $3x = 24$).
Interpret algebraic concepts and terminology used at the secondary level to solve computationally and conceptually challenging multistep problems.
Interpret and write expressions and equations representing contextual situations including those that involve fractions, decimals, percents, and negative numbers.
Determine the slope of a line and relate it to the rate of change in one quantity with respect to the other.

Use a graph to answer questions about functional relationships between independent and dependent variables.

Geometry

Identify and describe specific types of quadrilaterals based on their properties (e.g., rectangle, square, parallelogram, rhombus).

Identify common three-dimensional shapes of various types.

Recognize or create a three-dimensional object from two-dimensional representations (e.g., follow a pattern).

Identify parallel, perpendicular, and intersecting lines.

Measurement

Identify and use the appropriate units, instruments, and techniques for measurement tasks.

Read the temperature from a thermometer in degrees F or C.

Read and use analog scales: clocks, meters, gauges (e.g., read to nearest lb., Kg, $\frac{1}{2}$ lb., $\frac{1}{2}$ Kg, etc.).

Read and use digital scales: digital clocks, odometers.

Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there).

Calculate with and convert between customary US units of linear measurement: inches, feet, yards, miles.

Calculate with and compare temperatures, including below zero.

Estimate equivalents between Fahrenheit and Celsius temperatures.

Calculate with and convert between units of time: seconds, minutes, hours, days, months, years.

Estimate equivalents between customary US and metric units of linear measure.

Calculate with and convert between metric units of linear measurement: meters, centimeters, millimeters, kilometers.

Calculate with and convert between customary US units of weight: ounces, pounds, tons.

Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons.

Calculate area of rectangles and other common figures, using a given formula.

Interpret scale drawings (e.g., blueprints, maps).

Statistics, Data Analysis, and Probability

Identify, count, and extract relevant data in lists, tables, and charts.

Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average.

Construct a graph or other visual representation of data.

Math – Test Levels C/D

Number Sense

Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context.

Write and solve proportions for situations where two ratios are equal (e.g., currency conversion).

Find the percent equivalents to fractions and decimals.

Calculate a missing value from a percent relationship – the percentage, the percent, or the based – using paper and pencil or a calculator.

Algebra

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Generate and analyze patterns.

Understand the concept of a functions and functional expression, including inequalities, polynomials, quadratics, and exponential models.

Geometry

Identify elements of a circle: center, radius, diameter, arc, chord, sector.

Identify parallel, perpendicular, and intersecting lines.

Interpret concepts of similarity, and identify figures that are similar or congruent.

Use concepts and attributes of geometric shapes to find unknown dimensions in figures and applications.

Recognize angles of a triangle have a sum of 180 degrees and use accordingly.

Describe characteristics of angles formed by two intersecting lines, including complementary and supplementary angles.

Demonstrate understanding of the 360-degree system of measuring angles and rotation.

Measurement

Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there).

Calculate with and convert between customary US units of linear measurement: inches, feet, yards, miles.

Calculate with and convert between units of time: seconds, minutes, hours, days, months, years.

Calculate area of rectangles and other common figures, using a given formula.

Calculate volume and surface area of rectangular and other common shapes, using a given formula.

Calculate area or volume of irregular or composite shapes by dividing the figure into parts.

Interpret and use proportions in solving problems involving dimensions or scale.

Interpret, calculate, and apply rates (e.g., cents/min, \$/sq. ft., mi/gal).

Calculate the perimeter of rectangles and other common figures.

Calculate circumference of a circle, using a given formula.

Statistics, Data Analysis, and Probability

Identify, count, and extract relevant data in lists, tables, and charts.

Find summary statistics of a data set, including the mean, median, mode and range and determine how changes in the extreme values affect each of them.

Make simple generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends.

Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average.

Find all the possible outcomes (sample space) by systematically figuring the possible combinations and/or permutations of a number of elements in practical situations.

Identify possible outcomes involving compound events and determine the probability of their occurrence by considering whether the events are independent (e.g., rolling one die multiple times) or conditional (choosing 2 aces from a deck of cards) events.

Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die) and express the likelihood of an occurrence as a ratio fraction or a percent.

Adapted from: https://www.casas.org/docs/default-source/pagecontents/math-goals---basic-skills-content-standards-by-form.pdf?sfvrsn=3dda3c5a_2?Status=Master

**CASAS Math
GOALS
Standards for
All Test Forms
and Test Levels**

CASAS Math GOALS Standards

CASAS FORM	913 914	917 918
CASAS TEST LEVEL	A/B	C/D
NUMBER SENSE	●	●
Recognize odd and even numbers.	●	
Understand the decimal place value system: read, write, order, and compare whole and decimal numbers (e.g., $0.13 > 0.013$ because $13/100 > 13/1000$).	●	
Interpret and use a fraction in context (e.g., as a portion of a whole area or set).	●	
Mentally add and subtract positive whole numbers less than 20.	●	
Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation and interpret the answer in context.	●	
Recognize when a problem situation requires multiplying and/or dividing with fractions and mixed numbers, carry out the computation and interpret the answer in context.	●	●
Use estimation strategies to determine reasonable answers to multiplication and division problems involving integers, decimal numbers and fractions (i.e., rounding to nearest multiple, benchmark fractions, etc.)	●	
Recognize when a problem situation requires multiplying and/or dividing with multi-digit positive integers and numbers, carry out the computation accurately and interpret the answer in context.	●	
Write and solve proportions for situations where two ratios are equal (e.g., currency conversion).	●	●
Find the percent equivalents to fractions and decimals.		●
Know the percent equivalent to common benchmark fractions ($1/2$, $1/4$, $3/4$, $1/10$, $1/5$, etc.) and use them interchangeably for solving problems.	●	
Calculate a missing value from a percent relationship – the percentage, the percent, or the based – using paper and pencil or a calculator.	●	●
Understand and solve problems using percents greater than 100% and less than 1%.	●	
ALGEBRA	●	●
Recognize the identity, commutative, associative, and distributive properties for addition and multiplication as they apply in arithmetic procedures.	●	
Use notational conventions such as parentheses and the various ways of representing multiplication.	●	
Recognize and interpret the different meanings and uses of variables (i.e., $2x + 1 = 7$; $y = 2x + 1$; $A = 1 \times w$; $a + -a = 0$).	●	
Interpret and write expressions and equations for simple contextual math situations.	●	●
Demonstrate understanding of the Cartesian coordinate system by locating and plotting points (x,y) and creating a coordinate plane by drawing the axes and establishing a scale.	●	
Find the nth term in the sequence in a functional relationship and predict how changes in one quantity will affect another.		●

CASAS FORM	913 914	917 918
CASAS TEST LEVEL	A/B	C/D
Solve problems involving life-skill-related and technical formulas (e.g., units x price = cost; $d = r \times t$; $V = l \times R$).		•
Solve simple one-step equations with unknowns (e.g., $n - 7 = 9$; $3x = 24$).		•
Interpret algebraic concepts and terminology used at the secondary level to solve computationally and conceptually challenging multistep problems.		•
Interpret and write expressions and equations representing contextual situations including those that involve fractions, decimals, percents, and negative numbers.		•
Determine the slope of a line and relate it to the rate of change in one quantity with respect to the other.		•
Use a graph to answer questions about functional relationships between independent and dependent variables.		•
GEOMETRY	•	•
Identify and describe specific types of quadrilaterals based on their properties (e.g., rectangle, square, parallelogram, rhombus).	•	
Identify common three-dimensional shapes of various types.	•	
Recognize or create a three-dimensional object from two-dimensional representations (e.g., follow a pattern).	•	
Identify elements of a circle: center, radius, diameter, arc, chord, sector.		•
Identify parallel, perpendicular, and intersecting lines.		•
Interpret concepts of similarity, and identify figures that are similar or congruent.		•
Use concepts and attributes of geometric shapes to find unknown dimensions in figures and applications.		•
Recognize angles of a triangle have a sum of 180 degrees and use accordingly.		•
Describe characteristics of angles formed by two intersecting lines, including complementary and supplementary angles.		•
Demonstrate understanding of the 360-degree system of measuring angles and rotation.		•
MEASUREMENT	•	•
Identify and use the appropriate units, instruments, and techniques for measurement tasks.	•	
Read the temperature from a thermometer in degrees F or C.	•	
Read and use analog scales: clocks, meters, gauges (e.g., read to nearest lb., Kg, $\frac{1}{2}$ lb., $\frac{1}{2}$ Kg, etc.).	•	
Read and use digital scales: digital clocks, odometers.	•	
Compare the measure of one object to another (e.g., this is about 3 times as long as that; about 6 of these will fit in there).	•	•
Calculate with and convert between customary US units of linear measurement: inches, feet, yards, miles.	•	•
Calculate with and compare temperatures, including below zero.	•	
Estimate equivalents between Fahrenheit and Celsius temperatures.	•	

CASAS FORM	913 914	917 918
CASAS TEST LEVEL	A/B	C/D
Calculate with and convert between units of time: seconds, minutes, hours, days, months, years.	●	●
Estimate equivalents between customary US and metric units of linear measure.	●	
Calculate with and convert between metric units of linear measurement: meters, centimeters, millimeters, kilometers.	●	
Calculate with and convert between customary US units of weight: ounces, pounds, tons.	●	
Calculate with and convert between customary US units of capacity: fluid ounces, cups, pints, quarts, gallons.	●	
Calculate area of rectangles and other common figures, using a given formula.	●	●
Interpret scale drawings (e.g., blueprints, maps).	●	
Calculate volume and surface area of rectangular and other common shapes, using a given formula.		●
Calculate area or volume of irregular or composite shapes by dividing the figure into parts.		●
Interpret and use proportions in solving problems involving dimensions or scale.		●
Interpret, calculate, and apply rates (e.g., cents/min, \$/sq. ft., mi/gal).		●
Calculate the perimeter of rectangles and other common figures.		●
Calculate circumference of a circle, using a given formula.		●
STATISTICS, DATA ANALYSIS AND PROBABILITY	●	●
Identify, count, and extract relevant data in lists, tables, and charts.	●	●
Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average.	●	
Construct a graph or other visual representation of data.	●	
Find summary statistics of a data set, including the mean, median, mode and range and determine how changes in the extreme values affect each of them.		●
Make simple generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends.		●
Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average.		●
Find all the possible outcomes (sample space) by systematically figuring the possible combinations and/or permutations of a number of elements in practical situations.		●
Identify possible outcomes involving compound events and determine the probability of their occurrence by considering whether the events are independent (e.g., rolling one die multiple times) or conditional (choosing 2 aces from a deck of cards) events.		●
Determine the probability of certain simple events (e.g., in the results of tossing a coin or rolling a die) and express the likelihood of an occurrence as a ratio fraction or a percent.		●

Adapted from: https://www.casas.org/docs/default-source/pagecontents/math-goals---basic-skills-content-standards-by-form.pdf?sfvrsn=3dda3c5a_2?Status=Master

CASAS Math GOALS and CASAS Competencies

CASAS FORM	913	914	917	918
CASAS TEST LEVEL	A/B	A/B	C/D	C/D
1. CONSUMER ECONOMICS	●	●	●	●
1.1 Use measurement and money	●	●	●	●
1.1.4 Interpret, use, and compute measurement for consumer-related purposes	●	●	●	●
1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)	●	●	●	
1.1.7 Identify product containers and related units of measure	●	●	●	
1.2 Use information to identify and purchase goods and services	●	●	●	●
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services				●
1.2.2 Compare price, quality, and product information to determine the best buys for goods and services	●	●	●	
1.4 Understand methods and procedures to obtain housing and related services			●	
1.4.6 Interpret information about purchasing a home, including loans and insurance			●	
1.6 Understand consumer protection measures	●			
1.6.4 Interpret sales receipts	●			
1.8 Demonstrate financial literacy skills	●	●	●	●
1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking	●	●	●	
1.8.5 Interpret information about investments and financial planning, including type and purpose of investments			●	●
1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports				●
1.9 Understand how to purchase and maintain an automobile and interpret driving regulations		●	●	
1.9.3 Compute mileage and gasoline consumption			●	
1.9.5 Interpret information related to the selection and purchase of a car		●		
1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment		●		
2. COMMUNITY RESOURCES	●	●		●
2.2 Understand how to locate and use different types of transportation and interpret travel-related information		●		●
2.2.4 Interpret transportation schedules, fares, and payment procedures				●
2.2.5 Use maps relating to travel needs, including Internet-based map systems		●		●

	CASAS FORM	913	914	917	918
	CASAS TEST LEVEL	A/B	A/B	C/D	C/D
2.3 Understand concepts of time and weather		●	●		●
2.3.1 Interpret clock time		●	●		●
2.3.3 Interpret information about weather conditions		●	●		
2.6 Use leisure time resources and facilities		●	●		
2.6.1 Interpret information about recreational and entertainment facilities and activities		●			
2.6.4 Interpret and order from restaurant and fast food menus, and compute costs		●	●		
2.8 Understand how to access and use educational systems and services		●	●		
2.8.8 Interpret information related to student and school performance, and identify ways to promote changes		●	●		
3. HEALTH			●		
3.6 Understand basic health and medical information			●		
3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms			●		
3.6.5 Interpret information on the development, care, and health and safety concerns of children			●		
4. EMPLOYMENT		●	●	●	●
4.2 Understand wages, benefits, employee rights, and concepts of employee organizations		●	●	●	●
4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms		●	●	●	●
4.2.5 Interpret information about employee benefits		●			
4.4 Understand concepts and materials related to job performance and training		●	●	●	●
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists		●	●	●	●
4.5 Effectively use common workplace tools and technology		●	●	●	●
4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job		●	●		
4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task				●	●
4.6 Communicate effectively in the workplace				●	
4.6.4 Report progress on activities, status of assigned tasks, and problems affecting job completion				●	
4.7 Effectively manage workplace resources		●	●	●	●
4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue		●	●	●	●

CASAS FORM	913	914	917	918
CASAS TEST LEVEL	A/B	A/B	C/D	C/D
4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution			●	●
4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records			●	●
5. GOVERNMENT AND LAW				●
5.6 Understand civic responsibilities and activities				●
5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes				●
6. MATH	●	●	●	●
6.0 Demonstrate pre-computation skills	●	●	●	●
6.0.1 Identify and classify numeric symbols	●	●	●	●
6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing	●	●	●	●
6.0.3 Identify information needed to solve a given problem	●	●	●	●
6.0.4 Determine appropriate operation to apply to a given problem	●	●	●	●
6.0.5 Demonstrate use of a calculator	●	●	●	●
6.1 Compute using whole numbers	●	●	●	●
6.1.1 Add whole numbers	●	●	●	●
6.1.2 Subtract whole numbers	●	●	●	●
6.1.3 Multiply whole numbers	●	●	●	●
6.1.4 Divide whole numbers	●	●	●	●
6.2 Compute using decimal fractions	●	●	●	●
6.2.1 Add decimal fractions	●	●	●	●
6.2.2 Subtract decimal fractions	●	●	●	●
6.2.3 Multiply decimal fractions	●	●	●	●
6.2.4 Divide decimal fractions	●	●	●	●
6.2.5 Perform multiple operations using decimal fractions	●	●	●	●
6.2.6 Convert decimal fractions to common fractions or percents	●	●	●	●
6.3 Compute using fractions	●	●	●	●
6.3.1 Add common or mixed fractions	○	○	○	○

	CASAS FORM	913	914	917	918
	CASAS TEST LEVEL	A/B	A/B	C/D	C/D
6.3.2	Subtract common or mixed fractions	○	○	○	○
6.3.3	Multiply common or mixed fractions	●	●	○	○
6.3.4	Divide common or mixed fractions	○	○	○	○
6.3.5	Perform multiple operations using common or mixed fractions	○	○	○	○
6.3.6	Convert common or mixed fractions to decimal fractions or percents	●	●	●	●
6.3.7	Identify or calculate equivalent fractions	●	○	○	○
6.4	Compute with percents, rate, ratio, and proportion	●	●	●	●
6.4.1	Apply a percent to determine amount of discount			●	
6.4.2	Apply a percent in a context not involving money	●	●	●	●
6.4.3	Calculate percents	●	●	●	●
6.4.4	Convert percents to common, mixed, or decimal fractions		●	●	●
6.4.5	Use rate to compute increase or decrease			●	●
6.4.6	Compute using ratio or proportion	●	●	●	●
6.5	Use expressions, equations, and formulas	●	●	●	●
6.5.1	Recognize and evaluate simple consumer formulas	●	●	●	●
6.5.2	Recognize and apply simple geometric formulas	●	○	●	●
6.5.3	Recognize and apply simple algebraic formulas	●	●	●	●
6.5.4	Recognize and evaluate logical statements			●	●
6.6	Demonstrate measurement skills	●	●	●	●
6.6.1	Convert unity of U.S. standard measurement and metric system	●	●	○	●
6.6.2	Recognize, use, and measure linear dimensions, geometric shapes, or angles	●	●	●	●
6.6.3	Measure area and volume of geometric shapes	●	○	●	●
6.6.4	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials	●	●	●	●
6.6.5	Interpret diagrams, illustrations, and scale drawings	●	●	●	●
6.6.6	Calculate with units of time	●	●	●	●
6.6.7	Solve measurement problems	●	●	●	●
6.6.8	Interpret mechanical concepts or spatial relationships	●	●	●	●
6.6.9	Use or interpret switches and controls	●	●		

	CASAS FORM	913	914	917	918
	CASAS TEST LEVEL	A/B	A/B	C/D	C/D
6.7 Interpret data from graphs and compute averages		●	●	●	●
6.7.1 Interpret data given in a line graph		●	●	●	●
6.7.2 Interpret data given in a bar graph		●	●	●	●
6.7.3 Interpret data given in a picture graph		●	●	●	●
6.7.4 Interpret data given in a circle graph		●	●	●	●
6.7.5 Compute averages, medians, or modes				●	●
6.8 Use statistics and probability				●	●
6.8.1 Interpret statistical information used in news reports and articles					●
6.8.2 Interpret statements of probability				●	●
6.9 Use estimation and mental arithmetic		●	●	●	●
6.9.1 Use computation short cuts		●	●	●	●
6.9.2 Estimate answers		●	●	●	●

Adapted from <http://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master>

GED[®] Test Competencies

GED® Reasoning through Language Arts Competencies

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts
- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose
- Determine an author's point of view or purpose in texts
- Infer an author's implicit as well as explicit purposes based on details in a text
- Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose

Using Evidence to Understand, Analyze, and Create Arguments

- Comprehend explicit details and main ideas in a text
- Summarize details and ideas in text
- Make sentence-level inferences about details that support main ideas
- Infer implied main ideas in paragraphs and whole texts
- Determine which details support a main idea
- Identify a theme, or identify which element(s) in a text support a theme
- Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations
- Draw conclusions or make generalizations that require synthesis of multiple main ideas
- Identify specific pieces of evidence an author uses in support of claims or conclusions
- Evaluate the relevance and sufficiency of evidence offered in support of a claim

Applying Knowledge of English Language Conventions and Usage

- Edit to correct errors involving frequently confused words
- Edit to correct errors in pronoun usage
- Edit to eliminate dangling or misplaced modifiers or illogical word order
- Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations
- Edit to eliminate wordiness or awkward sentence construction
- Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity
- Edit to ensure correct use of capitalization
- Edit to eliminate run-on sentences, fused sentences, or sentence fragments
- Edit to ensure correct use of apostrophes with possessive nouns
- Edit to ensure correct use of punctuation

GED® Mathematical Reasoning Competencies

Quantitative Problem Solving with Rational Numbers

- Apply number properties involving multiples and factors
- Solve real-world problems using rational numbers
- Compute unit rates
- Order fractions and decimals, including on a number line
- Simplify numerical expressions with rational exponents
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line,
- Perform computations with rational numbers
- Compute numerical expressions with squares and square roots of positive, rational numbers
- Compute numerical expressions with cubes and cube roots of positive, rational numbers
- Determine when a numerical expression is undefined
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings
- Solve arithmetic and real-world problems involving ratios and proportions
- Solve multi-step arithmetic and real-world problems involving percents

Quantitative Problem Solving in Measurement

- Compute the area and perimeter of triangles and rectangles
- Determine side lengths of triangles and rectangles when given area or perimeter
- Compute the area and circumference of circles
- Determine the radius and diameter of circles when given area or circumference
- Compute the area and perimeter of polygons
- Determine side lengths of polygons when given area or perimeter
- Compute the area and perimeter of composite figures
- Use the Pythagorean theorem to determine unknown side lengths in a right triangle
- Compute volume and surface area of rectangular prisms
- Determine side lengths and height of rectangular prisms when given volume or surface area
- Compute volume and surface area of cylinders
- Determine radius, diameter, and height of cylinders, when given volume or surface area,
- Compute volume and surface area of right prisms
- Determine side lengths and height of right prisms when given volume or surface area
- Compute volume and surface area of right pyramids and cones
- Determine side lengths, radius, diameter, and height of right pyramids and cones when given volume or surface area
- Compute volume and surface area of spheres
- Determine radius and diameter of spheres when given volume or surface area
- Compute volume and surface area of composite figures
- Represent, display, and interpret categorical data in dot plots, histograms, and box plots

- Calculate the median, mode, and weighted average, and calculate a missing data value, given the average and all the missing data values but one
- Use counting techniques to solve problems and determine combinations and permutations

Algebraic Problem Solving with Expressions and Equations

- Compute with linear expressions
- Write linear expressions to represent context
- Compute with polynomials
- Evaluate polynomial expressions
- Factor polynomial expressions
- Write polynomial expressions to represent context
- Evaluate rational expressions
- Write rational expressions to represent context
- Solve linear equations in one variable
- Solve real-world problems involving linear equations
- Write linear equations to represent context
- Solve linear inequalities in one variable
- Identify or graph the solution to a one variable linear inequality on a number line
- Solve real-world problems involving inequalities
- Write linear equations to represent context
- Solve quadratic equations in one variable
- Write quadratic equations to represent context

Algebraic Problem Solving with Graphs and Functions

- Determine the slope of a line from a graph, equation, or table
- Interpret unit rate as the slope in a proportional relationship
- Graph two-variable linear equations
- Write the equation of a line with a given slope through a given point
- Write the equation of a line passing through two given distinct points
- Use slope to identify parallel and perpendicular lines and to solve geometric problems
- Compare two different proportional relationships, each represented in different ways, represent or identify a function in a table or graph as having exactly one output for each input
- Evaluate linear and quadratic functions
- Compare two different linear or quadratic functions, each represented in different ways

GED® Social Studies Competencies

Analyzing and Creating Text Features in a Social Studies Context

- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence
- Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence
- Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies
- Distinguish between fact and opinion in a primary or secondary source document
- Identify aspects of a historical document that reveal an author's point of view or purpose
- Compare treatments of the same social studies topic in various primary and secondary sources noting discrepancies between and among the sources

Applying Social Studies Concepts to the Analysis and Construction of Arguments

- Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept
- Describe people, places, environments, processes, and events, and the connections between and among them
- Analyze cause-and-effect relationships and multiple causation, including the importance of natural and societal processes, the individual, and the influence of ideas
- Identify the chronological structure of a historical narrative and sequence steps in a process
- Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions
- Identify instances of bias or propagandizing
- Analyze how a historical context shapes an author's point of view

Reasoning Quantitatively and Interpreting Data in Social Studies Contexts

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
- Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons
- Translate quantitative information expressed in words in a text into visual form (e.g. table or chart); translate information expressed visually or mathematically into words
- Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data
- Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related
- Distinguish between causation and correlation
- Calculate the mean, median, mode, and range of a data set

GED® Science Competencies

Analyze Scientific and Technical Arguments, Evidence, and Text-Based Information

- Cite specific textual evidence to support a finding or conclusion
- Understand and explain textual scientific presentations
- Express scientific information or findings verbally
- Determine the meaning of symbols, terms, and phrases as they are used in scientific presentations
- Reconcile multiple findings, conclusions, or theories

Applying Scientific Processes and Procedural Concepts

- Identify and refine hypotheses for scientific investigations
- Reason from data or evidence to a conclusion
- Identify the strength and weaknesses of one or more scientific investigations (i.e. experimental or observational) designs
- Make a prediction based on data or evidence
- Identify possible sources of error and alter the design of an investigation to ameliorate that error
- Identify and interpret independent and dependent variables in scientific investigations
- Understand and apply scientific models, theories, and processes
- Design a scientific investigation
- Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence

Reasoning Quantitatively and Interpreting Data in Scientific Contexts

- Describe a data set statistically
- Understand and explain non-textual scientific presentations
- Express scientific information or findings numerically or symbolically
- Express scientific information or findings visually
- Apply formulas from scientific theories
- Determine the probability of events
- Use counting and permutations to solve scientific problems

Adapted from: https://ged.com/educators_admins/teaching/teaching_resources/plds/

Appendices

LESSON PLAN

CLASS: ABE Reading Level 1

LESSON TITLE	Identifying and Using Contractions
DURATION	~40 minutes
OBJECTIVES	<ul style="list-style-type: none">• Interpret basic contractions• Identify the words represented in basic contractions• Write and re-write sentences using basic contractions
MATERIALS	<ul style="list-style-type: none">• Khan Academy Video• Contraction Word Cards• Contraction Recording Chart• Photos of Tourist Attractions/Landmarks• Exit Tickets
INTRODUCTION	<ul style="list-style-type: none">• Write the word contraction and an apostrophe on the board and ask students:<ul style="list-style-type: none">○ What are the different meanings of this word?○ In writing, when do you see this symbol?
Mini Lesson	<ul style="list-style-type: none">• Share the Khan Academy Video on contractions: https://www.khanacademy.org/humanities/grammar/punctuation-the-comma-and-the-apostrophe/apostrophes-and-contractions/v/introduction-to-contractions-the-apostrophe-punctuation-khan-academy<ul style="list-style-type: none">○ Work through the 4 practice questions as a group• Have students work in small groups to make a list of as many contractions as they can think of in 3 minutes. Have groups share their responses with the class at the end of the allotted time.• Discuss situations where contractions are most commonly used vs. when they are not seen as appropriate—text messages, oral conversations, informal emails to family and friends vs. research papers, cover letters, school assignments, etc.
GROUP PRACTICE*	<ul style="list-style-type: none">• Have students divide into pairs. Give each pair a set of contraction word cards. Students should work together to match the contraction with the two words that it represents.• After matching the cards, students should record their contraction combinations in the chart to keep for their own notes.
INDIVIDUAL PRACTICE*	<ul style="list-style-type: none">• Give each student a photo of a different tourist attraction. Ask them to write four sentences about the photo and/or the place, with each sentence including at least two words that can be replaced with a contraction.• After students finish their sentences, ask them to pass their photo and sentences to a classmate. The classmate should rewrite the

	<p>four sentences, using contractions to replace any words that can be substituted with a contraction.</p> <ul style="list-style-type: none"> Once everyone is finished, students can share their completed contraction sentences and photos with the class.
EVALUATION/ ASSESSMENT	<ul style="list-style-type: none"> Pass out the exit ticket and give students time to respond to the questions. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	<ul style="list-style-type: none"> Ask students to go home and find contractions around them. Record them in a notebook—What contraction did you find? Where did you see it? What two words did it replace? Why do you think a contraction was used. During the next class, students will share their findings and notebook responses.
DIGITAL LITERACY APPLICATIONS*	<p>Asterisks note areas where digital literacy applications can be included in the lesson.</p> <ul style="list-style-type: none"> During the group practice, students could use a program like quizlet to match contractions instead of physical cards. For individual practice, students could copy and paste a landmark or tourist attraction of their choice into a Google Doc, type their sentences under the photo, and email it to a partner to finish the assignment.

Contraction Flash Cards

are not

aren't

can not

cannot

can't

could not

couldn't

did not

didn't

Contraction Flash Cards

do not

don't

does not

doesn't

had not

hadn't

have not

haven't

he has

Contraction Flash Cards

he is

he's

he will

he'll

he would

he'd

I am

I'm

I have

Contraction Flash Cards

I've

I will

I'll

I would

I'd

is not

isn't

it is

it's

Contraction Flash Cards

let us

let's

madam

ma'am

she has

she is

she's

she will

she'll

Contraction Flash Cards

she would

she'd

should have

should've

should not

shouldn't

they will

they'll

was not

Contraction Flash Cards

wasn't

we are

we're

we will

we'll

we would

we'd

were not

weren't

Contraction Flash Cards

will not

won't

would have

would've

would not

wouldn't

you are

you're

you had

Contraction Flash Cards

you'd

you have

you've

you will

you'll

you would

you'd

Contraction	Word 1	Word 2	Sentences
Don't	Do	Not	I do not know how to get to my next class.
			I don't know how to get to my next class.









Exit Ticket

Name _____

Date _____

Word 1	Word 2	Contraction
they	have	
		Who'd
it	will	
		What's
should	not	
		Could've

Name _____

Date _____

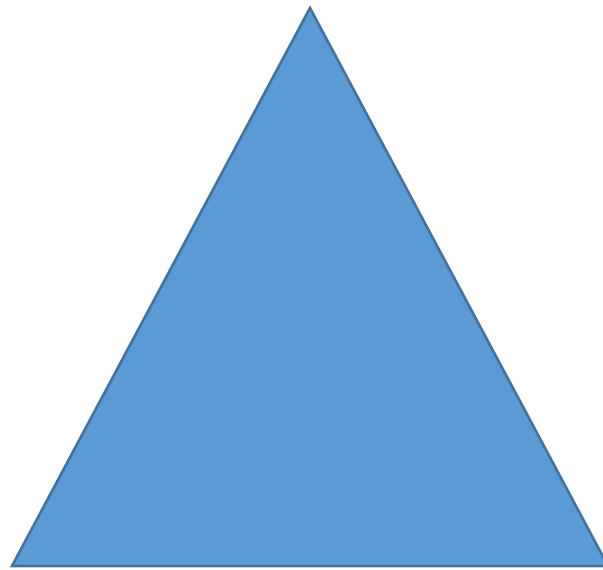
Word 1	Word 2	Contraction
they	have	
		Who'd
it	will	
		What's
should	not	
		Could've

LESSON PLAN

CLASS: ABE Math Level 1

LESSON TITLE	Finding an Unknown Addend
DURATION	~1 hour
OBJECTIVES	<ul style="list-style-type: none">• Determine an unknown in an addition equation• Add whole numbers• Identify situations in real life to apply unknown in an addition equation
MATERIALS	<ul style="list-style-type: none">• Discovery Education Video• Snap Cubes or similar manipulatives• Pan Balance Sheet and Set of Number Cards (2 of each, 1-20)• Unknown Addend Worksheet for Exit Tickets
INTRODUCTION	<ul style="list-style-type: none">• Write +, =, and addend on the board<ul style="list-style-type: none">○ What do each of these mean?○ Give me an example of how you use them or see them○ What if you are missing a number in an equation? How do you figure out what is missing?
Mini Lesson	<ul style="list-style-type: none">• Share the Discovery Education Video on Unknown Addends: https://www.youtube.com/watch?v=gmLb9SJHlgU<ul style="list-style-type: none">○ Discuss meaning of equal sign and the need for same value to be on either side• Display the Pan Balance—Numbers site on the LCD projector: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance---Numbers/<ul style="list-style-type: none">○ Demonstrate how to balance the pan by finding an unknown addend○ Practice as a class putting new equations on the balance
GROUP PRACTICE*	<ul style="list-style-type: none">• Have students divide into pairs. Give them a pan balance sheet, bag of snap cubes, and a set of number cards.• Explain that they are going to work together to build equations with unknown addends by pulling out two number cards. The bigger number goes on one side of the pan balance. The smaller number goes on the other. Students can use the snap cubes to assist with identifying the missing numbers. They should write their finished equations at the bottom of the sheet to share later.• Monitor and assist during the group work. After students have successfully completed multiple equations, bring them back together to share one equation that they figured out.
INDIVIDUAL PRACTICE*	<ul style="list-style-type: none">• Demonstrate how unknown addends can come up in word problems of real life situations (e.g. I am cooking dinner for my family of 8 people. I already have 5 plates on the table. How many more plates do I need to set the table completely?)

	<ul style="list-style-type: none"> • Ask students to write their own word problem that creates an unknown addend equation. • Once finished, students should exchange word problems and solve for the unknown addend. • Share word problems and equations as a whole class and discuss any challenges or misunderstandings.
EVALUATION/ ASSESSMENT	<ul style="list-style-type: none"> • Pass out half sheets of the Unknown Addend worksheet and give students time to solve to the equations for the unknown addend independently. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	<ul style="list-style-type: none"> • Ask students to observe different unknown addend situations that come up at home and work between now and the next class. They should take notes and practice writing the equations. • During the next class, students will share their findings and equations.
DIGITAL LITERACY APPLICATIONS*	<p>Asterisks note areas where digital literacy applications can be included in the lesson.</p> <ul style="list-style-type: none"> • During the group practice, students could use ipads to continue using the NCTM pan balance with their number cards. • For individual practice, students could type their word problems into a word document and include images. Then they could trade laptops or move down to a different seat in the computer lab to solve.



Name _____ Date _____

Find the missing addends.

1) $8 + \underline{\hspace{2cm}} = 15$

11) $3 + \underline{\hspace{2cm}} = 7$

2) $3 + \underline{\hspace{2cm}} = 11$

12) $10 + \underline{\hspace{2cm}} = 11$

3) $4 + \underline{\hspace{2cm}} = 11$

13) $8 + \underline{\hspace{2cm}} = 14$

4) $6 + \underline{\hspace{2cm}} = 13$

14) $9 + \underline{\hspace{2cm}} = 14$

5) $3 + \underline{\hspace{2cm}} = 6$

15) $9 + \underline{\hspace{2cm}} = 18$

6) $10 + \underline{\hspace{2cm}} = 10$

16) $1 + \underline{\hspace{2cm}} = 8$

7) $4 + \underline{\hspace{2cm}} = 13$

17) $6 + \underline{\hspace{2cm}} = 8$

8) $1 + \underline{\hspace{2cm}} = 7$

18) $8 + \underline{\hspace{2cm}} = 9$

9) $4 + \underline{\hspace{2cm}} = 14$

19) $7 + \underline{\hspace{2cm}} = 14$

10) $5 + \underline{\hspace{2cm}} = 5$

20) $6 + \underline{\hspace{2cm}} = 16$

Answer Key

- 1) 7
- 2) 8
- 3) 7
- 4) 7
- 5) 3
- 6) 0
- 7) 9
- 8) 6
- 9) 10
- 10) 0
- 11) 4
- 12) 1
- 13) 6
- 14) 5
- 15) 9
- 16) 7
- 17) 2
- 18) 1
- 19) 7
- 20) 10

LESSON PLAN

CLASS: ABE Basic Life and Work Skills Level 1

LESSON TITLE	Calendars at Home and Work
DURATION	~1 Hour
OBJECTIVES	<ul style="list-style-type: none">• Identify and locate features on a variety of calendar formats• Read a calendar to locate information• Describe situations in life and work where calendars are used• Formulate questions using information on calendars• Organize given events in a calendar format• Explore different types of calendar formats, in print and electronically• Analyze how a calendar can benefit individuals as a tool at home or at work• Create a calendar for at home or work
MATERIALS	<ul style="list-style-type: none">• Variety of authentic calendars• Post-It notes (4 different colors)• Calendar Profile Sheets• Blank Calendar Sheets• Exit Tickets
INTRODUCTION	<ul style="list-style-type: none">• Display the May 2020 calendar and discuss the following:<ul style="list-style-type: none">○ What is this?○ Why can it be called a tool?○ Tell me about some places that you've seen them used at home or at work or in the community.○ What different types do you know?
Mini Lesson	<ul style="list-style-type: none">• With the May 2020 calendar displayed, give each student a set of post-it notes labeled Day, Date, Year, Month. Ask the students to come up to the board and label the calendar using the post-it notes. Review the responses as a group and clarify any of the vocabulary that might be confusing. For a quick check-in, ask students the following questions:<ul style="list-style-type: none">○ What day is Memorial Day?○ What date is Mother's Day?○ What is the date of the Wednesday after Mother's Day?○ What day is the last day of May 2020?• Display a variety of different types of calendars on the board. Ask students to share what they notice is the

	<p>same and different about the different calendars, making a list. Throughout the discussion, ask students to identify the information that they see on the calendars. Fill in student information with the following highlights:</p> <ul style="list-style-type: none"> ○ Family Calendar—columns for each person in the family, easy to see all the activities at a glance ○ App-Based Family Calendar*—Includes times, color-coded to identify family members involved, reminder messages ○ School Lunch Calendar—multiple options, calories, prices, Menu Key, weekly breakfast schedule, additional info ○ Blackfish Restaurant Calendar—color coded, times, weekly hours, names, week tabs at bottom, time off requests ○ Massage Therapist Work Calendar*—Names, times, services, length of time for appointment, color coded, breaks recurring feature
<p style="text-align: center;">GROUP PRACTICE</p>	<ul style="list-style-type: none"> • Split students into 5 groups, assigning each group one of the calendar examples shared in the mini lesson. • Each group should look at the information on the assigned calendar and create 3 different questions to ask that would require someone to read the calendar to find the information. Remind students of the May 2020 question related to the holidays as an example. Walk around supporting students to come up with questions that are challenging yet appropriate for the level of the class. • After each group writes down their 3 questions, groups should switch calendars and questions. The receiving group will answer the questions about the new calendar. • Come back together as a whole group and review the different questions that were created and information found to answer them.
<p style="text-align: center;">INDIVIDUAL PRACTICE</p>	<ul style="list-style-type: none"> • Pass out calendar profiles and blank calendars, ensuring that the different profiles are passed out as evenly as possible to provide a balanced mix. • Explain to students that they are going to create a calendar for the person on their card, using the events listed on their calendar profile. • After students fill out their calendars individually, have students with the same profiles get together to share their calendars and discuss their work. • As a whole group discuss what they learned during this activity and how the calendars might be a useful tool for the person in their profile.*

EVALUATION/ASSESSMENT	<ul style="list-style-type: none"> • Pass out the exit ticket and give students time to respond to the questions. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	<ul style="list-style-type: none"> • Students should go home and create a calendar for themselves, either electronic or paper, for the current month. This calendar should have at least 10 events or entries included and use some of the strategies highlighted in the mini-lesson—color-coding, family members, times, etc. • During the next class, students will share the calendars that they created and present on at least one way this tool will benefit them.
DIGITAL LITERACY APPLICATIONS*	<p>asks note areas where digital literacy applications can be included in the lesson.</p> <ul style="list-style-type: none"> • During the mini-lesson, the instructor could demonstrate how workplaces use Outlook calendars to schedule meetings—appointment event creation, meeting invites, identifying overlaps, scheduling coverage, etc. • After students review the accuracy of their calendar profile work, they could work in groups to enter that information into an electronic calendar through Outlook or Google or the calendar app on their mobile device.

Name _____

Calendars at Home and Work Exit Ticket

May 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 9:00 AM Interview	2 3:00 PM Staff meeting	3 10:00 AM Tennis training
4 Cinema	5 Business Forum	6 12:00 Lunch meeting	7 2:00 PM Staff meeting	8 10:30 AM Market Planning	9 5:00 PM Weekly staff meeting	10 11:00 AM Tennis training
11	12 8:00 Brainstorming	13 12:30 Lunch meeting	14 5:00 PM Weekly staff meeting	15 Delegation trip	16	17 10:00 AM Tennis training
18 Jimmy's soccer practice	19 11:00 AM Seminar about export to Canada	20	21 3:00 PM Project Presentations	22	23 5:00 PM Weekly staff meeting	24 10:00 AM Tennis training
25 7:00 PM Tom's Birthday party	26	27	28	29	30	31

1. When is Tom's Birthday Party?

Day _____ Date _____ Time _____

2. What day does this person usually have Tennis training?

3. What time are Weekly Staff Meetings held most often this month?

4. Why are calendars important tools to use at home and at work?

Calendar Profiles

Katie:

- On Wednesdays at 8:00am, Katie takes her dog Georgia for a 2 hour walk in Baker Park.
- Every Saturday at 4:30pm, Katie goes to the public library to read bedtime stories to kids for 2.5 hours.
- Katie is learning karate. She goes to karate lessons 3 times per week—on Tuesdays, Thursdays, and Fridays from 12:30pm to 2:00pm.
- On Sundays, Katie goes to work for 6 hours. She starts work at 10:00am.

Steve:

- Steve cooks dinner for his family every night at 5:00pm. It usually takes him one hour to cook.
- This week he is cooking these meals for dinner:
 - Sunday—Spaghetti
 - Tuesday—Pork Chops
 - Wednesday—Vegetable Pasta
 - Thursday—Pot Roast
 - Friday—Frozen Pizza
 - Saturday—Hamburgers and Fries
- Steve watches his favorite television show on Saturday mornings from 8:30am to 10:30am.
- Steve has baseball practice on Mondays, Wednesday, and Fridays from 3:00pm to 4:30pm

Kathy:

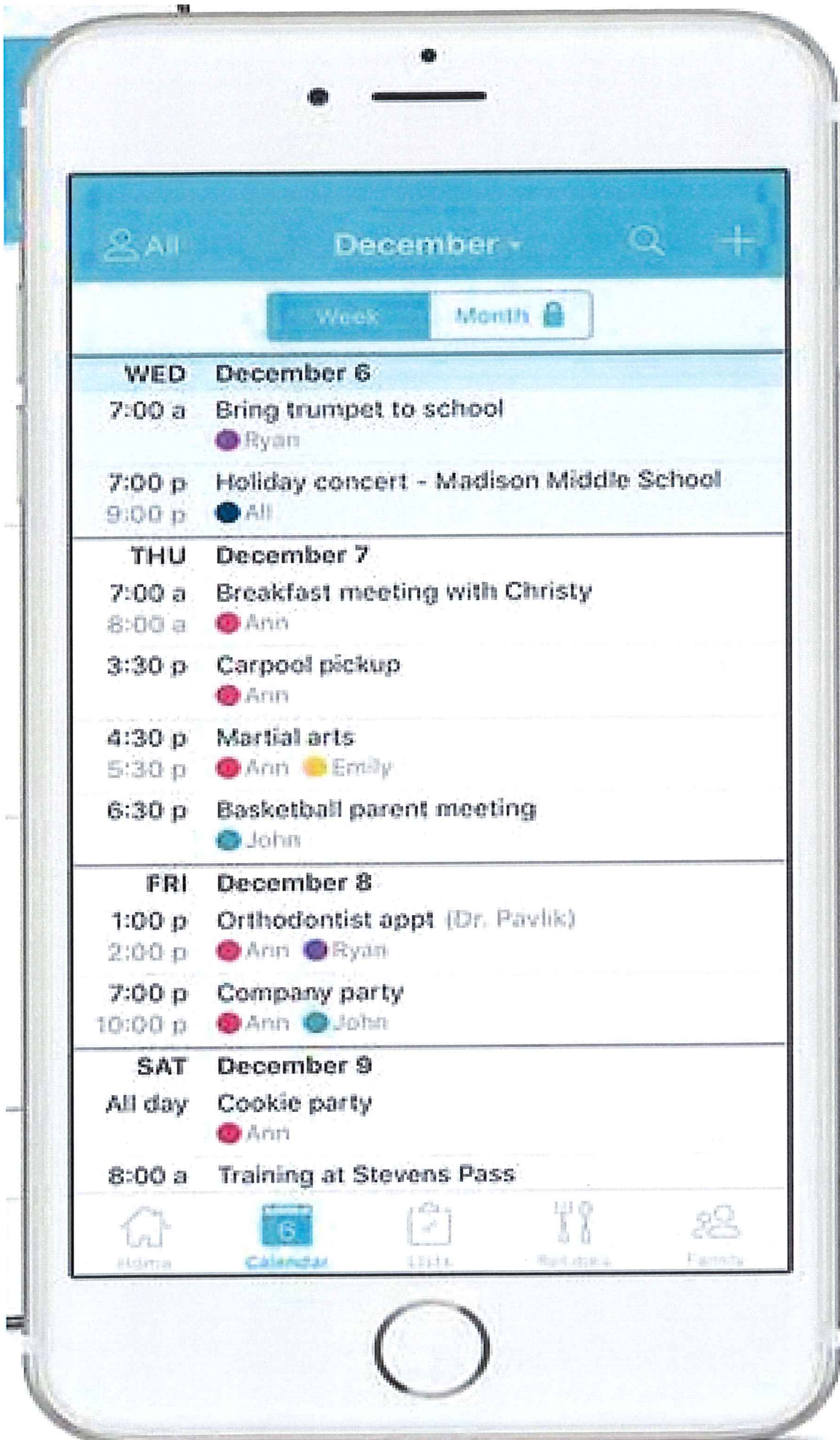
- Kathy likes to read for one hour as soon as she wakes up every morning. She wakes up every morning at 7:30am.
- She takes her cat for a 30-minute walk on Thursday evenings at 5:00pm to go pick up the mail at the mailbox.
- Kathy has work meetings on Monday, Wednesday, and Friday from 9:00am until 4:30pm.
- On Saturday, Kathy is meeting a friend from 6:00pm to 7:00pm at Wegmans.

Michelle:

- Michelle has a doctor's appointment on Tuesday from 10:30am to 11:30am.
- She has German class every Monday and Wednesday at 3:00pm. Class is 2 hours long.
- Michelle is going to a soccer tournament on Saturday morning, from 7:30am until 5:00pm.
- Michelle's family is going to have a game day on Thursday. It will start at 4:00pm and end at 6:30pm.

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31						



All

December



Week

Month



WED December 6

7:00 a Bring trumpet to school
Ryan

7:00 p Holiday concert - Madison Middle School
9:00 p All

THU December 7

7:00 a Breakfast meeting with Christy
8:00 a Ann

3:30 p Carpool pickup
Ann

4:30 p Martial arts
5:30 p Ann Emily

6:30 p Basketball parent meeting
John

FRI December 8

1:00 p Orthodontist appt (Dr. Pavlik)
2:00 p Ann Ryan

7:00 p Company party
10:00 p Ann John

SAT December 9

All day Cookie party
Ann

8:00 a Training at Stevens Pass



Home



Calendar



Lists



Reminders



Family

FEBRUARY 2020

ELEMENTARY MENU

MEAL PRICES		BREAKFAST			DAILY ALTERNATES	NUTRITION INFO			
breakfast	daily	M	WG Beef Sausage Bagel~	235	<i>Other daily entree choices may include peanut butter and jelly sandwiches, grilled cheese, hummus, bagel and cream cheese with yogurt, and fruit yogurt and granola parfait. Please check with your school cafeteria manager for your options.</i> <i>Please check the website for menu changes in the event of a change to the school schedule.</i>	Nutrition, allergen, and gluten free information is available on the web at www.montgomeryschoolsmd.org/departments/food-and-nutrition/wellness-and-nutrition-information/ Please note that the calculated calories of some main choices may include a whole grain item that has a calorie range of 70-180 calories.			
paid	\$1.30	T	WG Pancakes^	220					
reduced	\$.00	W	WG Oatmeal Bar & Yogurt^	220					
lunch	daily	TH	WG Breakfast Sandwich	120-285					
paid	\$2.55	F	WG Cinnamon Roll^	232					
reduced	\$.30	SERVED DAILY							
			Assorted Fruit/Fruit Juice	55-90					
			Fat Free or 1% Milk	80-120					
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Menu Key: ~Beef Cal = Calories ^Meatless pPeanuts +Poultry *Pork & Spicy ^Vegan WG = Whole Grain									
LUNCH									
3	CAL	4	CAL	5	CAL	6	CAL	7	CAL
+WG Chicken Drumstick w/ Rosemary Potatoes & WG Breadstick	390	^WG Pancakes w/ Yogurt & Cheesestick	370	+Hot Dog on WG Bun w/ Ranchero Beans	430	~Taco w/ Corn & Edamame w/ WG Scoops	346	^Cheese or +-Pepperoni Stuffed Crust WG Pizza	320-330
OR		OR		OR		OR		OR	
~Cheesesteak Bowl w/ WG Roll	470	vVeggie Burger on WG Bun w/ Crinkle Cut Potatoes	379	~WG Spaghetti w/ Meatballs & WG Breadstick	499	^Lowfat Vanilla Yogurt w/ Mixed Berry Cup & WG Granola	490	+^Thai Sweet Chili Chicken w/ WG Veggie Rice & WG Roll	371
Celery Sticks	3	Baby Carrots	30	Tossed Salad w/ Ranch Dressing	92	Salsa	45	Green Peppers	11
Individual Serving Peanut Butter Cup	200	Roasted Chickpeas	160	Assorted Fruit	60-90	Tossed Salad w/ Ranch Dressing	92	Assorted Fresh Vegetables	20-25
Baked Fries	110	Assorted Fruit	60-90	Fat Free or 1% Milk	80-120	Assorted Fruit	60-90	Assorted Fruit	60-90
Assorted Fruit	60-90	Fat Free or 1% Milk	80-120			Fat Free or 1% Milk	80-120	Fat Free or 1% Milk	80-120
Fat Free or 1% Milk	80-120								
10	CAL	11	CAL	12	CAL	13	CAL	14	CAL
+WG Chicken Bites w/ Mac & Cheese & WG Roll	546	+Mini Chicken Tacos w/ Seasoned Potatoes & WG Mini Flatbreads	344	~Hamburger on WG Bun w/ Crinkle Cut Potatoes	418	+WG Chicken Nuggets w/ Cranberry Bread	458	^Cheese or +-Pepperoni Personal WG Pizza	320-330
OR		OR		OR		OR		OR	
WG Cheesy Beef~ Enchiladas w/ Red Sauce	343	^WG Grilled Cheese Sandwich w/ Baked Fries	394	*Pork Parmesan w/ WG Spaghetti & WG Breadstick	656	vMediterranean Salad w/ Hummus or (Cheesestick), WG Pita Chips & Roasted Chickpeas	458 (407)	^WG Potato Crisp Fish Sandwich w/ Baked Fries	470
Baby Carrots	30	^Tomato Soup	155	Tossed Salad w/ Ranch Dressing	92	Roasted Chickpeas	160	Tossed Salad w/ Ranch Dressing	92
Salsa	45	Salsa	45	Assorted Fruit	60-90	Assorted Fresh Vegetables	20-25	100% Fruit Sorbet	77
Assorted Fruit	60-90	Baked Fries	110	Fat Free or 1% Milk	80-120	Assorted Fruit	60-90	Assorted Fruit	60-90
Fat Free or 1% Milk	80-120	Assorted Fruit	60-90			Fat Free or 1% Milk	80-120	Fat Free or 1% Milk	80-120
		Fat Free or 1% Milk	80-120						

FEBRUARY 2020 ELEMENTARY MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
17 NO SCHOOL	18 CAL +Hot Dog on WG Bun w/ Baked Fries 422 OR ^Fiesta Cheese Omelet w/ Potatoes, Peppers, Onions & WG Croissant 466 Baby Carrots 30 Baked Fries 110 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	19 CAL WG French Toast Sticks w/ *Sausage 346 OR ~Teriyaki Meatballs w/ WG Veggie Rice & WG Roll 435 Grape Tomatoes 16 Roasted Chickpeas 160 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	20 CAL ~Taco w/ Corn & Edamame w/ WG Scoops 346 OR ^Lowfat Vanilla Yogurt w/ Mixed Berry Cup & WG Granola 490 Salsa 45 Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	21 CAL ^Cheese or +-Pepperoni Stuffed Crust WG Pizza 320-330 OR +~Spicy WG Chicken Patty Sandwich 341 Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120
24 CAL +WG Chicken Bites w/ Cheesy Spinach & WG Scoops 407 OR ^WG Twisted Blueberry Sticks w/ Yogurt 460 Baby Carrots 30 Grape Tomatoes 16 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	25 CAL ~Hamburger on WG Bun w/ Crinkle Cut Potatoes 418 OR vVegan Chik Nuggets w/ Seasoned Potatoes & WG Breadstick 380 Baked Fries 110 Broccoli 15 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	26 CAL +Chicken Ham & Cheese on WG Croissant 340 OR ^WG Potato Crisp Fish Sandwich w/ Baked Fries 470 Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	27 CAL ^WG Cheese Crunchers w/ Marinara Sauce 336 OR vMediterranean Salad w/ Hummus or (Cheesestick), WG Pita Chips & Roasted Chickpeas 458 (407) Roasted Chickpeas 160 Assorted Fresh Vegetables 20-25 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	28 CAL ^Cheese or +-Pepperoni Personal WG Pizza 320-330 OR ~Chili w/ WG Cornbread Bowl 310 Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120
For information on current hunger relief resources and emergency food providers in Montgomery County, visit the Montgomery County Food Council's Food Assistance Resource Directory at https://mocofoodcouncil.org/foodassistance .	CAUTION: Food must be cooked thoroughly for it to be safe to eat. Handle carefully: It's Hot!!! Especially hot packs and soup; ask for help when opening.			

PARENT INFORMATION

MySchoolBucks.com is a service for parents to make prepayments to their child's cafeteria meal account via the Internet with a credit/debit card. Parents can also check meal account balances, sign up for reoccurring payments, and much more. This service is offered as a convenience for interested families. By creating a secure online account, parents can manage their child's account. Go to **MySchoolBucks.com** to register.

RETURNED CHECKS ARE SUBJECT TO RECOVERY FOR THE FACE VALUE AND MARYLAND STATE ALLOWED FEE OF \$25.00 THROUGH AN ELECTRONIC DEBIT OR PAPER DRAFT TO THE SAME ACCOUNT. YOUR PAYMENT BY CHECK CONSTITUTES YOUR ACCEPTANCE OF THESE TERMS.

A LA CARTE OPTIONS

Did you know that, in addition to healthy meals, many schools offer a la carte options? All snack foods and beverages sold are in compliance with the MCPS Wellness Regulations (www.montgomeryschoolsmd.org/departments/policy/pdf/jpgra.pdf). For information about your school's offerings, or to restrict student purchases, please contact your school cafeteria manager.

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 This institution is an equal opportunity provider.



BLACKFISH BOH

Mon 12/10/2017 Tue 12/11/2017 Wed 12/12/2017 Thu 12/13/2017 Fri 12/14/2017 Sat 12/15/2017 Sun 12/16/2017

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
Chris		9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM		40.00
Henry	9:00 AM 5:00 PM	1:00 PM 9:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM			40.00
Bruce			2:00 PM 10:00 PM	3:00 PM 11:00 PM	3:00 PM 11:00 PM	2:00 PM 10:00 PM	9:00 AM 5:00 PM	40.00
Amy	1:00 PM 10:00 PM			4:00 PM 12:15 AM	4:00 PM 12:15 AM	2:00 PM 9:00 PM	1:00 PM 10:00 PM	41.50
Susan			2:00 PM 11:15 PM	2:00 PM 10:30 PM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	46.50
Aaron	2:00 PM 11:15 PM	2:00 PM 11:15 PM		2:00 PM 12:15 AM	2:00 PM 12:15 AM			39.00
Andy		2:00 PM 11:15 PM	2:00 PM 11:15 PM	2:00 PM 12:15 AM	2:00 PM 12:15 AM			39.00
Erica	2:00 PM 11:15 PM			2:00 PM 12:15 AM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	48.25
Jeremiah		2:00 PM 11:15 PM	2:00 PM 11:15 PM	2:00 PM 12:15 AM	2:00 PM 12:15 AM	2:00 PM 10:00 PM	2:00 PM 11:15 PM	56.25
Tom			2:00 PM 11:15 PM	2:00 PM 11:00 PM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	47.00
David	2:00 PM 11:15 PM	2:00 PM 11:15 PM			2:00 PM 12:15 AM	2:00 PM 11:15 PM		38.00
Request Off								
Grill								
Wheel								
Saute								
Pantry								

	Mon 28 Jan ☺	Tue 29 Jan ☺	Wed 30 Jan ☺	Thu 31 Jan ☺	Fri 1 Feb ☺	Sat 2 Feb ☺	Sun 3 Feb ☺
9:00am	Steph Bennett 9:00am Thai Massage	Natalie Crawford 9:00am Steam, scalp and body massage	Marina Yvette 9:15am Thai Massage	Belinda Yates 9:00am Acupressure massage	Teagan Warren 9:15am Thai Massage	Malakai Dwayne 9:00am Sports massage	
10:00am	Brody Jacobs 10:00am Sports massage	Tom Bennett 10:30am Acupressure massage	Lucas Bronson 10:00am Acupressure massage	Jake Willis 10:00am Deep tissue massage	Sid Wales 10:15am Sports massage	Sean Coles 10:15am Trigger point therapy	
11:00am	Gina Parson 11:00am Trigger point therapy	Isaiah Shawn 11:15am Sports massage	Jarred Nelson 11:00am Deep tissue massage	Bianca Reagan 11:00am Sports massage		Julien Brock 11:15am Sports massage	
12:00pm	Break 12:00pm	Break 12:15pm	Break 12:00pm	Break 12:00pm	Break 12:00pm	Break 12:30pm	
1:00pm	Helen Beatey 1:00pm Prenatal massage	Celeste King 1:15pm Trigger point therapy	Paula Pearson 1:00pm Prenatal massage	Aria Grant 1:00pm Thai Massage	Marlie Lawson 1:30pm Steam, scalp and body massage		
2:00pm	Chris Davies 1:45pm Sports massage	Brendon Fletcher 2:15pm Sports massage	Steve Logan 1:45pm Steam, scalp and body massage	Isabella Peterson 2:00pm Deep tissue massage		Marina Yvette 2:00pm Prenatal massage	

Calendar for Individual Practice Activity

<h2 style="margin: 0;">February 7, 2016 - February 13, 2016</h2>	February 2016	March 2016																																																																																			
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	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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LESSON PLAN

CLASS _____ DATE _____

LESSON TITLE	Reading for Details This lesson adapts easily to become a unit.
LEVEL AND DURATION	ABE Level 2 2 lessons of 45 minutes each CCRS Reading Standards Anchor 1 (RI.2.1),Anchor 2, RI.3.2) Anchor 4(RI.3.4)Anchor 7, RI 2.8) Writing Standards Anchor2(W3.b)
TOPIC Introduction How? WHY? Formative Assessment?	<p>The problems of Food Waste and Food Injustice</p> <p>Americans wasted 1.3 billion tons of food last year, yet people are hungry. What are some ways this problem can be solved?</p> <p>Discussion, video, article, expansion of topic: local, national, global</p> <p>Use prior knowledge to discuss food items that are wasted. Where does the waste happen? Home, restaurants, grocery stores, etc.</p> <p>What are some causes of food waste? Spoilage, expiration, over buying, lack of grocery stores.</p> <p>As a class, take the Food Waste Quiz. Identify details in the explanation paragraphs. Use links to expand answer information. https://www.worldwildlife.org/pages/take-the-food-waste-quiz</p> <p>Read about one school’s efforts to change the concept of food injustice. How is this tied to waste? Before reading, ask students the questions that student participants were asked:</p> <p>Newsela: https://newsela.com/read/teens-cooking-community/id/2001005618/?utm_source=aotd&utm_medium=email&utm_campaign=test-1&utm_content=news-2 Choose the appropriate Lexile Level</p> <p>Work through the article as a group, or independently, using Close Reading Technique. Students should underline details that support the main idea.</p> <p>Students will answer questions from the article assignment.</p>
OBJECTIVES Take Always	<p>Identify details that support a main idea.</p> <p>Understand the problem of food waste and the need to find ways to decrease it.</p> <p>Discover why these issues are important to the environment.</p> <p>Expand the lesson to include information that broadens the topic to a global perspective</p> <p>Take responsibility for one’s own habits. Find personal solutions.</p>

<p>MATERIALS</p> <p>Resources</p>	<p>Online quiz, paper and colored pencils, print or online version of the Newsela article and questions, videos, computers for research, materials with which posters can be made, if applicable.</p> <p>https://www.usda.gov/foodwaste/faqs https://foodinsight.org/wp-content/uploads/2018/05/2018-FHS-Report-FINAL.pdf charts and graphs</p> <ul style="list-style-type: none"> • Use the chart on page 28, for instance, to compose a food quiz for your students, then compare results to the worldwide chart. Through prompting, help students identify the causes of food injustice and waste in various climates and habitats. • Use a world map alongside the chart to help identify the areas.
<p>TECHNOLOGY</p>	<p>Computers, websites, videos</p>
<p>PRACTICE</p> <p>Small Group Individual</p>	<p>https://www.worldwildlife.org/stories/fight-climate-change-by-preventing-food-waste suggestions for further reading and discussion</p> <p>Use a graphic organizer to identify facets of the problem. Student pairs or groups research one area of concern and how it is being remediated. For instance: Food recycling, weather related problems, overproduction, poverty and food injustice, problems with production, etc.</p>
<p>ASSESS</p>	<p>Students will identify at least 3 causes of food waste and provide details to support their answers. Students may illustrate or write (type) their answers. Students could make a poster that explains problems and solutions-to be displayed in the cafeteria.</p>
<p>Homework ? Follow Up?</p>	<p>Students will identify 3 ways in which they can become part of the solution to these problems on a personal level. This is a written task. For example: don't buy more than you need, freeze what you can use and label it carefully. Give someone a ride to the store, if needed. Vote! Support local initiatives for grocery stores in poor neighborhoods. Buy local from farmers, markets, grow food.</p> <p>Research project: What does CCBC do to address food injustice, sustainability? Students will search the college's website to identify The Sustainability Projects and how they can participate in them. (Example: Food Pantry, Community Garden, composting, etc.). The class will take a walking tour to visit the sites of these initiatives.</p>

Teenagers get a crash course in food-justice issues at community classes

By Seattle Times, adapted by Newsela staff on 03.05.20

Word Count 792

Level 870L



Image 1. Dream Bernard, age 14, prepares the vermicelli bowls to feed the class and others working or playing at High Point Community Center on January 1, 2020. The Seattle Parks and Recreation department started a monthlong cooking class for youth ages 13 to 19 to learn about food-justice issues and basic cooking skills every Friday and Saturday night. Photo by: Amanda Snyder/The Seattle Times/TNS

On January 1, seven teenagers were at a cooking class in High Point Community Center. The center is in Seattle, Washington. Their cooking instructor, Asia Faircloth, had a question for them.

"You guys want to go play with knives?" she asked them.

In the kitchen, Faircloth taught them how to cook vermicelli bowls with tofu and chicken. Vermicelli is a type of noodle. The students also worked with Jacob Alhadeff. They practiced new chopping skills with professional chef's knives.

Both instructors asked the quiet class simple questions such as, "What's your favorite fast food?" "Who likes to eat packaged ramen?" "Have you seen the prices of salads at chain restaurants?"

There was an important reason for these questions. The instructors were trying to get the students to think about what they eat and where they get their food. These ideas are at the center of this

four-week course. The course is put on by Seattle's Parks and Recreation department. It goes through June. It is held at the High Point and South Park community centers in Seattle.

Difficulty Finding Affordable Healthy Food

The course is about cooking and food justice. Food justice is the idea that everyone should have access to nutritious and healthy food. In some areas, it is very difficult to buy food that is not too expensive, fresh and healthy. One example of food justice is having more options to buy fresh and healthy food in these areas.

Alhadeff said that low-income people of color are more likely to face food injustice. "So providing cooking instruction, an introduction to food justice and putting money back in the pockets of our community members seemed like a no-brainer," Alhadeff said.

By the end of February, 24 kids will have completed the course. Students are between the ages of 13 and 19. The city uses mostly social media to get teenagers to sign up. Their goal is to reach the youth most impacted by food injustice.



Connecting The Dots

Alhadeff and Faircloth teach young people how to cook more than just frozen food at home. They also try to connect the dots between individual choices and larger social issues.

For example, they try to get the students to think about how a person's decision to eat out or what they buy at the grocery store ties into issues like obesity, climate change and how our food is made.

A class on February 7 briefly touched on those broad topics.

Dominic Tatro is a junior at Seattle Lutheran High School. He attended the January course. He said he had never heard of food justice before he took the course.

Bigger, Global View

"We started with more personal things, then looked at the bigger, global view ... like, how climate change is related to food," Dominic said. "It can be really bad when droughts turn places into actual deserts (and) food droughts can cause a lot of (civil) unrest."

Tahir Adams and Najah Goodrich joined the South Park classes. They mentioned how farmers can struggle to put food on their own kitchen tables while growing fresh produce for the rest of the country. They also bragged about the new skills and recipes they learned.

"Always, always use the claw," Tahir said. He was referring to a food-preparation technique. The claw is a grip used while chopping. It is a safe and effective way to chop food. Alhadeff teaches it in the class.

Dream Bernard, 14 years old, struggled to adjust to the claw while cutting a carrot.

"The way I cut it at home is probably more dangerous, but I think it works better," she said. "Definitely cut myself a few times at home though."

Like many of the teenagers at the class, Dream said she often makes boxed macaroni and cheese at home or packaged ramen. She hopes to pick up some new recipes through the class. She asked Faircloth if one of their sessions could include an orange chicken recipe. That's her favorite fast-food meal.

Dream and her brother are home-schooled. Their mother, Dee Bernard, said community events like the cooking classes offer a chance for them to build social skills.

"Doesn't hurt if she learns how to cook a few new recipes too," Bernard said. "Even though I'll always be the best cook in our family."



Quiz

- 1 Which sentence from the section "Getting Students To Think About What They Eat" explains WHY some people have trouble eating healthy food?
- (A) They also wanted them to think about where they get their food.
 - (B) Food justice is the idea that everyone should be able to get healthy and fresh food.
 - (C) What a person eats is often out of their control.
 - (D) It may not be offered in the stores.
- 2 Which question is answered in the section "Finding Healthy Food Can Be Hard"?
- (A) Why do farmers have trouble feeding themselves?
 - (B) How do kids find out about the cooking classes?
 - (C) Where do students attend the cooking classes?
 - (D) How were the cooking classes started?
- 3 Dream Bernard said she hopes to learn some new recipes in the class. How does she feel about the cooking classes?
- (A) She does not think the classes will be useful.
 - (B) She wishes she was able to learn more from the classes.
 - (C) She hopes that they will change her meals in a positive way.
 - (D) She thinks the classes will be too difficult for her.
- 4 What does the author want the reader to learn?
- (A) what these classes teach about food injustice
 - (B) how the cooks teach kids in the classes
 - (C) where the cooking classes are held
 - (D) when kids can sign up for these cooking classes

LESSON PLAN

CLASS _____ DATE _____

LESSON TITLE	Equivalent Fractions
LEVEL AND DURATION	ABE Level 2 45 minutes Manipulate fractional parts. Understand two fractions as equivalents. Recognize and generate simple equivalent fractions. (CCRS Math Level B 3. NF.3 and 3.b)
TOPIC Introduction How? WHY? Formative Assessment?	What are equivalent fractions? How can we “equalize” fractions? Why do we do this in mathematics? Discuss fractions in our lives. Vocabulary: equivalent, equal, numerator, denominator How: Hands on activity: Compare fractional parts using Fraction Towers. Complete the practice worksheet by comparing fractional equivalents. Discuss. Why? We will need this skill to add and subtract fractions. This skill will help us to multiply and divide fractions when needed. It will help with measurement in real life situations.
OBJECTIVES Take Aways	<ul style="list-style-type: none"> • Visually and manually work with fractional parts and their equivalents. • Manipulate fractional parts to identify equivalents. • Move from concrete to semi-concrete activity identifying equivalents on a second worksheet. • Demonstrate that fractions have equivalents with different numerators and denominators that represent the same value or proportion of the whole. Use these to solve simple problems.
MATERIALS Resources	Fraction Towers, worksheets <i>Alternative:</i> Cut paper into strips, Students follow directions to fold into fractional parts. Place in a plastic sleeve. Compare fractional parts to find equivalents.
TECHNOLOGY	https://www.youtube.com/watch?v=TN6f3sKV4I Explain making equivalent fractions https://www.mathsisfun.com/equivalent_fractions.html tutorial and practice

<p>PRACTICE Small Group Individual</p>	<p>Follow instructor directions to find fractional equivalents. For example: Using the green tower, show $\frac{3}{5}$. What other fractions can you find that are the same as $\frac{3}{5}$ or 3 of 5 parts? Critical Thinking Questions: Ask students to compare $\frac{3}{5}$ to twelfths. Prompt to elicit the response that there are not equivalents for some fractions. Prompt to elicit responses that the as the denominator gets larger, the fractional pieces get smaller. Use the blue tower. How many eighths make 1 whole? Line up this tower to find other fractions that make one whole. Prompt to elicit the response that the when the numerator and demoninator are the same, they make one whole.</p> <p>Identify equivalents using a worksheet. Students decide through discussion and demonstration on the board that fractions with different denominators can't be added and subtracted. Demonstrate how equivalent fractions can be added and subtracted. Bring in the concept or raising and lowering fractions.</p>
<p>ASSESSMENT Check for understanding</p>	<p>Students will be able to identify fraction equivalents using a chart and generate simple equivalent fractions.</p> <p>Students will be able to <i>explain why</i> fractions are equivalent.</p> <p>Students will place equivalent fractions on a simple number line showing the two fractional parts. (CCRS Math/Level B 3. NF.2a)</p>
<p>Homework? Follow Up?</p>	<p>Use the chart to identify fraction equivalents on a worksheet. Generate simple equivalent fractions on a worksheet.</p> <p>Next steps: https://www.youtube.com/watch?v=XnB2DUhpNGM Equivalent fractions-raise and lower fractions Extension: Teach Reading a Ruler using fractional parts. Worksheet attached.</p>

Equivalent Fractions



Use the fraction towers to find fraction parts that are **equal**.

How many can you find for each fraction below?

$\frac{1}{2}$ is the same as

2

$\frac{4}{12}$ is the same as

12

$\frac{2}{3}$ is the same as

3

$\frac{1}{4}$ is the same as

4

$\frac{2}{5}$ is the same as

5

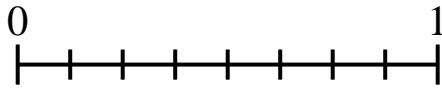
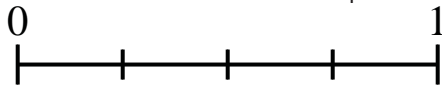
$\frac{6}{8}$ is the same as

8

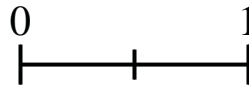
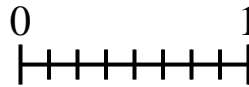


Use the number lines to answer the questions.

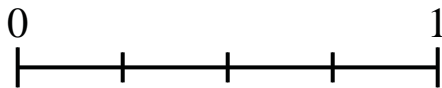
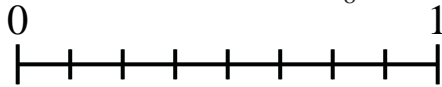
1) Using the number lines shown, what is the equivalent fraction to $\frac{1}{4}$?



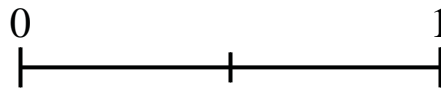
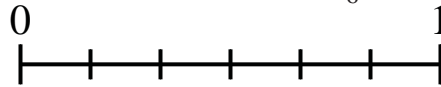
2) Using the number lines shown, what is the equivalent fraction to $\frac{8}{8}$?



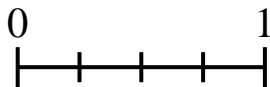
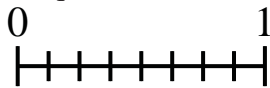
3) Using the number lines shown, what is the equivalent fraction to $\frac{8}{8}$?



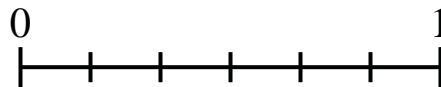
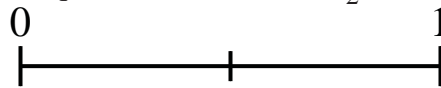
4) Using the number lines shown, what is the equivalent fraction to $\frac{3}{6}$?



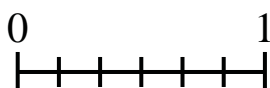
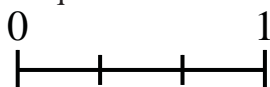
5) Using the number lines shown, what is the equivalent fraction to $\frac{4}{8}$?



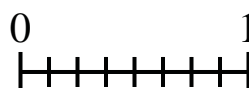
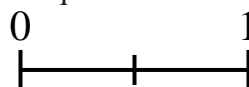
6) Using the number lines shown, what is the equivalent fraction to $\frac{2}{2}$?



7) Using the number lines shown, what is the equivalent fraction to $\frac{1}{3}$?



8) Using the number lines shown, what is the equivalent fraction to $\frac{1}{2}$?



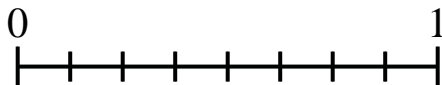
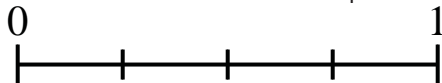
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

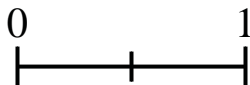
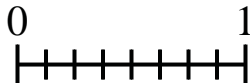


Use the number lines to answer the questions.

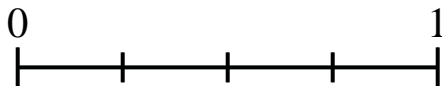
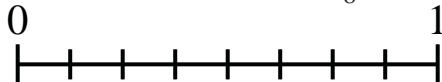
1) Using the number lines shown, what is the equivalent fraction to $\frac{1}{4}$?



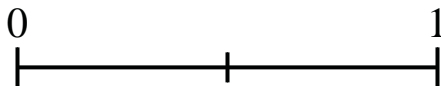
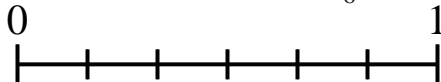
2) Using the number lines shown, what is the equivalent fraction to $\frac{8}{8}$?



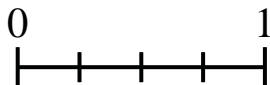
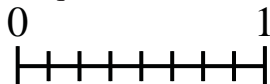
3) Using the number lines shown, what is the equivalent fraction to $\frac{8}{8}$?



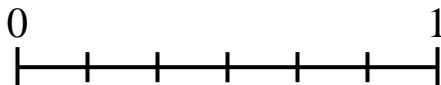
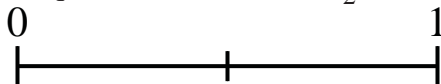
4) Using the number lines shown, what is the equivalent fraction to $\frac{3}{6}$?



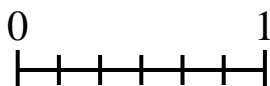
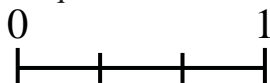
5) Using the number lines shown, what is the equivalent fraction to $\frac{4}{8}$?



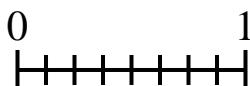
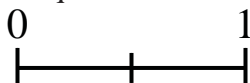
6) Using the number lines shown, what is the equivalent fraction to $\frac{2}{2}$?



7) Using the number lines shown, what is the equivalent fraction to $\frac{1}{3}$?



8) Using the number lines shown, what is the equivalent fraction to $\frac{1}{2}$?



Answers

1. $\frac{2}{8}$

2. $\frac{2}{2}$

3. $\frac{4}{4}$

4. $\frac{1}{2}$

5. $\frac{2}{4}$

6. $\frac{6}{6}$

7. $\frac{2}{6}$

8. $\frac{4}{8}$

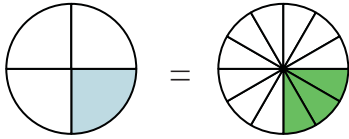


Shade in the visual fraction to find the equivalent fraction.

Answers

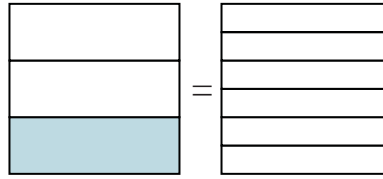
Ex)

$\frac{1}{4} = \frac{3}{12}$



1)

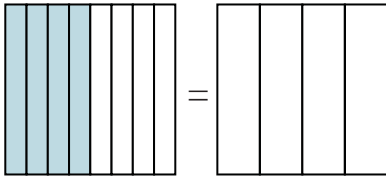
$\frac{1}{3} =$



Ex. $\frac{3}{12}$

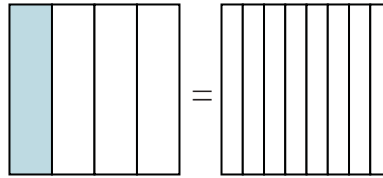
2)

$\frac{4}{8} =$



3)

$\frac{1}{4} =$



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

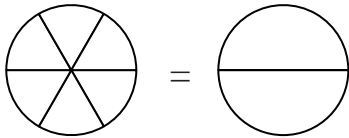
7. _____

8. _____

9. _____

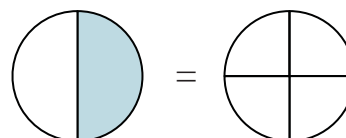
4)

$\frac{0}{6} =$



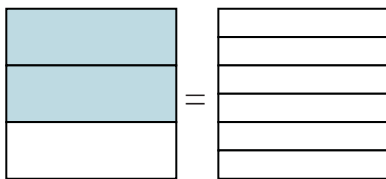
5)

$\frac{1}{2} =$



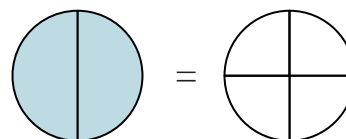
6)

$\frac{2}{3} =$



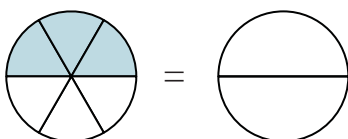
7)

$\frac{2}{2} =$



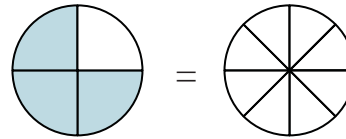
8)

$\frac{3}{6} =$



9)

$\frac{3}{4} =$



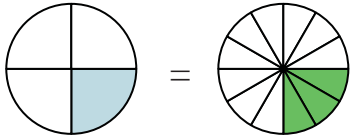


Shade in the visual fraction to find the equivalent fraction.

Answers

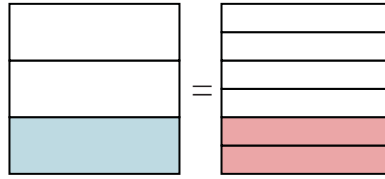
Ex)

$$\frac{1}{4} = \frac{3}{12}$$



1)

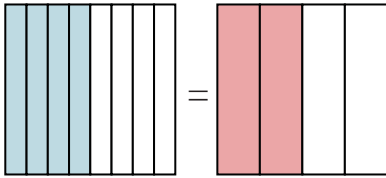
$$\frac{1}{3} = \frac{2}{6}$$



Ex. 3/12

2)

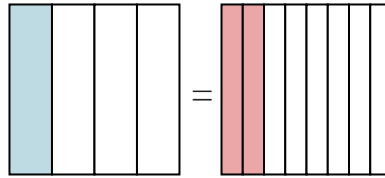
$$\frac{4}{8} = \frac{2}{4}$$



1. 2/6

3)

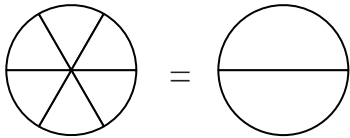
$$\frac{1}{4} = \frac{2}{8}$$



2. 2/4

4)

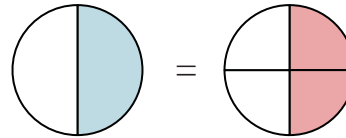
$$\frac{0}{6} = \frac{0}{2}$$



3. 2/8

5)

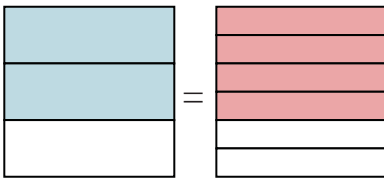
$$\frac{1}{2} = \frac{2}{4}$$



4. 0/2

6)

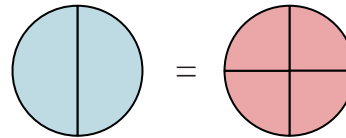
$$\frac{2}{3} = \frac{4}{6}$$



5. 2/4

7)

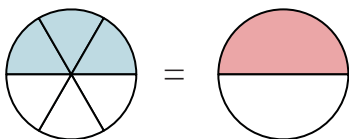
$$\frac{2}{2} = \frac{4}{4}$$



6. 4/6

8)

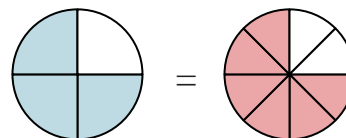
$$\frac{3}{6} = \frac{1}{2}$$



7. 4/4

9)

$$\frac{3}{4} = \frac{6}{8}$$



8. 1/2

9. 6/8

LESSON PLAN

CLASS _____ DATE _____

LESSON TITLE	Measurement at Work
LEVEL AND DURATION	<p>ABE Level 2 45 minutes</p> <p>Functional and Workplace Skills ABE 2 Page 95- Understand and calculate simple area and perimeter</p>
<p>TOPIC Introduction How? WHY? Formative Assessment?</p>	<p>What jobs can you think of that use measurement skills? Brain storm and make a list.</p> <p>http://www.xpmath.com/careers/topicsresult.php?subjectID=3&topicID=13 Show the graphic and discuss jobs in the four categories.</p>
<p>OBJECTIVES</p> <p>Take Aways</p>	<p>Compute simple perimeter. Compute simple area.</p> <p>Demonstrate an understanding of the difference between area and perimeter. <i>Perimeter is the fence. Area is the garden inside the fence.</i></p>
<p>MATERIALS</p> <p>Resources</p>	<p>https://www.youtube.com/watch?v=AAY1bsazcgM Perimeter explained https://www.youtube.com/watch?v=xCdxURXMdFY Area explained</p> <p>cut outs of 2 dimensional shapes tape measures for each student colored pencils</p> <p>worksheets-samples attached</p> <p>http://commoncoresheets.com http://teach-nology.com</p> <p>Square foot floor tile for visual demonstration</p>
TECHNOLOGY	videos
<p>PRACTICE Small Group Individual</p>	<p>Math antics video: perimeter Students will measure concrete objects in the room and determine perimeter. Students will measure two dimensional objects and determine the perimeter.</p> <p>Watch: Math Antics video: area Explain the concept of “square” in the answer. The group will work with two dimensional objects to determine area after seeing the video.</p> <p>Students will complete worksheets on perimeter and area as a group.</p>

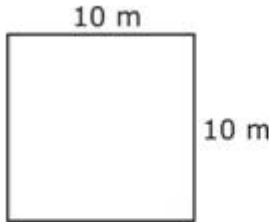
ASSESS	Students will complete a perimeter and area worksheet.
Homework ? Follow Up?	Ask students to measure three objects at home. Determine the perimeter and area. Bring results to the next class. Extension activity: Teach The L shaped room with whole number lengths and widths. Ask students to discover ways to solve these problems. Demonstrate and practice together.

Name _____

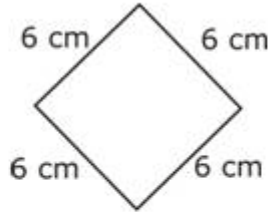
Date _____

Finding the Perimeter of Mixed Shapes

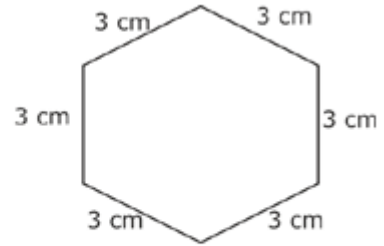
Find the perimeter of each figure.



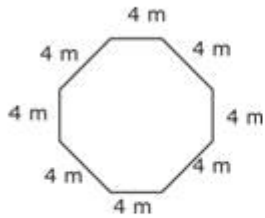
1. Perimeter = _____



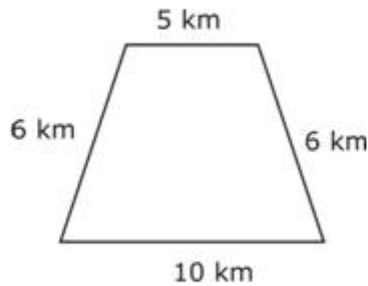
2. Perimeter = _____



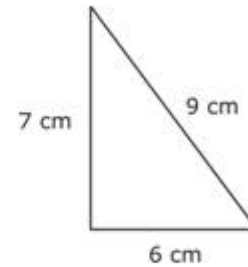
3. Perimeter = _____



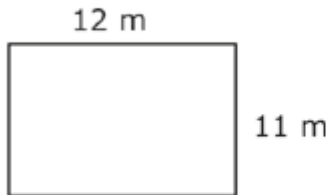
4. Perimeter = _____



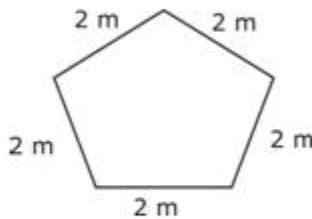
5. Perimeter = _____



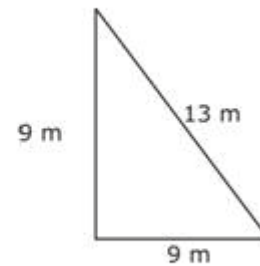
6. Perimeter = _____



7. Perimeter = _____



8. Perimeter = _____



9. Perimeter = _____

Name _____

Date _____

Finding the Perimeter of Mixed Shapes Answer Key

Do not forget to count units.

1. Perimeter = 40 m
2. 24 cm
3. 18 cm
4. 32 m
5. 27 km (That is one big perimeter!)
6. 22 cm
7. 46 m
8. 10 m
9. 31 m

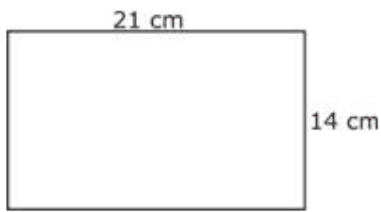


Name _____

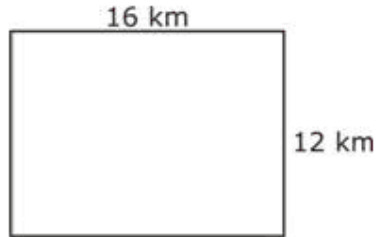
Date _____

Area of a Rectangle Version 1

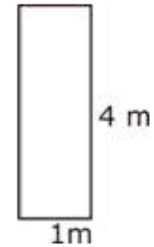
Find the area of all the rectangles. Remember that when it comes to rectangle area, length times width equal area.



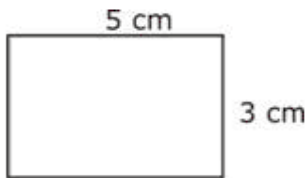
1. Area = _____



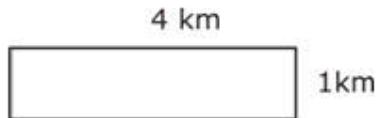
2. Area = _____



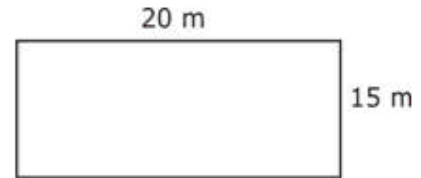
3. Area = _____



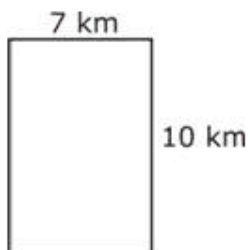
4. Area = _____



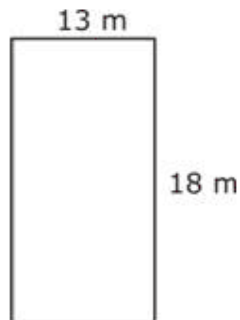
5. Area = _____



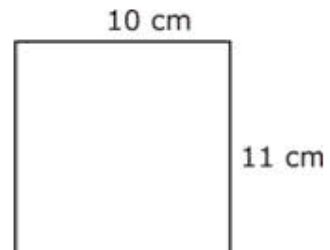
6. Area = _____



7. Area = _____



8. Area = _____



9. Area = _____

Name _____

Date _____

Area of a Rectangle Version 1 Answer Key

Note that the units change and should be counted as a separate entity when grading.

1. 294 cm^2

2. 192 km^2

3. 4 m^2

4. 15 cm^2

5. 4 km^2

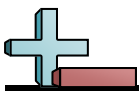
6. 300 m^2

7. 70 km^2

8. 234 m^2

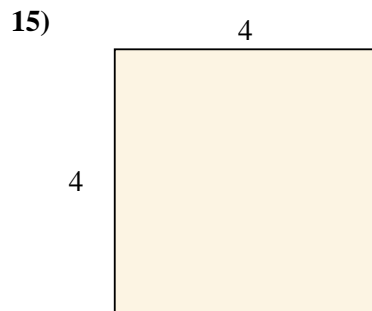
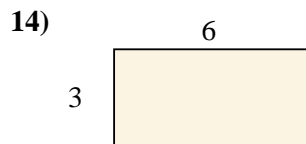
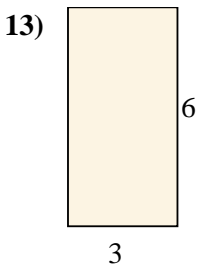
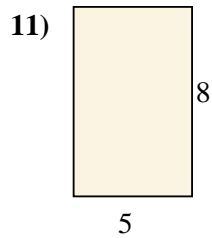
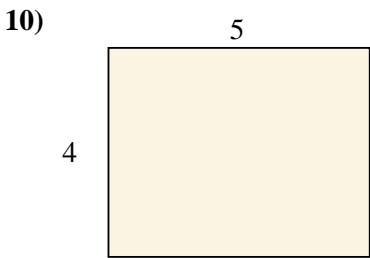
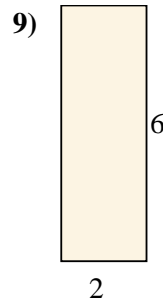
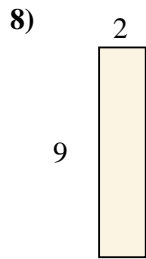
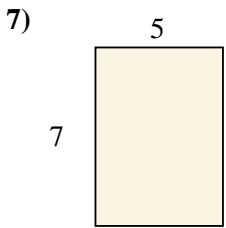
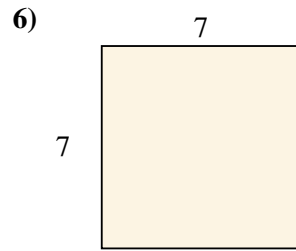
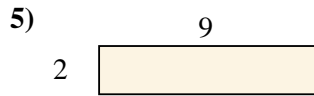
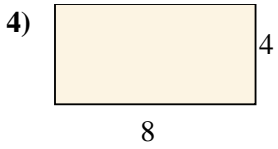
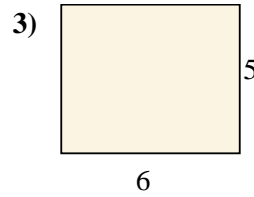
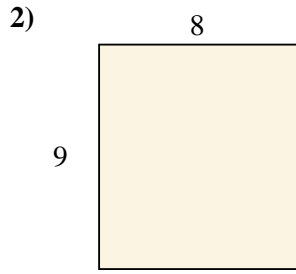
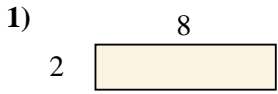
9. 110 cm^2





Find the area (in cm) of the rectangles shown.

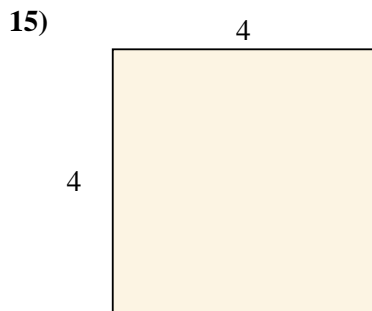
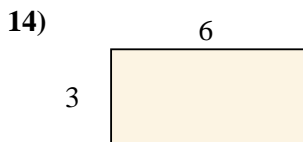
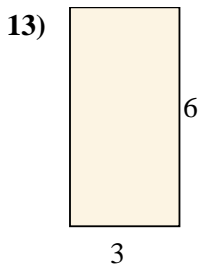
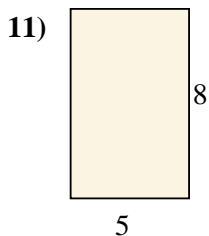
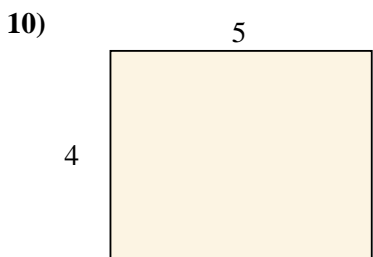
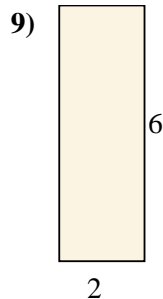
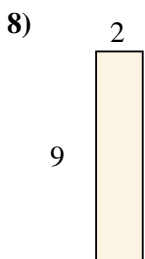
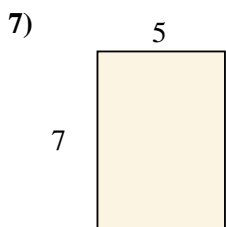
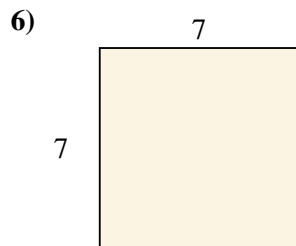
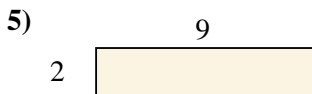
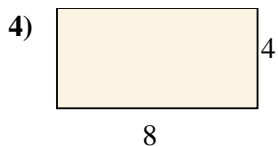
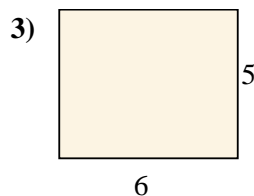
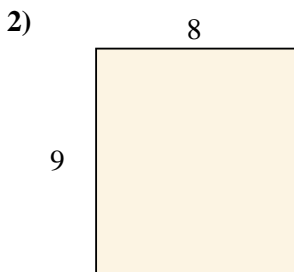
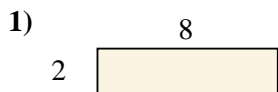
Answers



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



Find the area (in cm) of the rectangles shown.



Answers

1. 16 cm²

2. 72 cm²

3. 30 cm²

4. 32 cm²

5. 18 cm²

6. 49 cm²

7. 35 cm²

8. 18 cm²

9. 12 cm²

10. 20 cm²

11. 40 cm²

12. 14 cm²

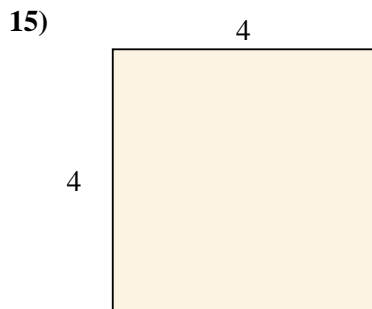
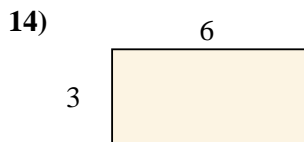
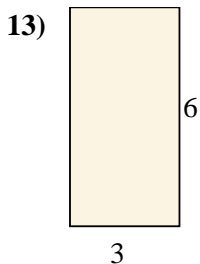
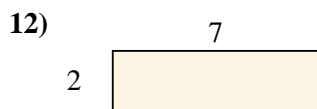
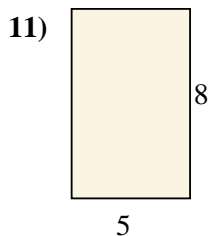
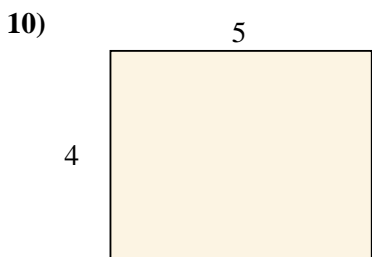
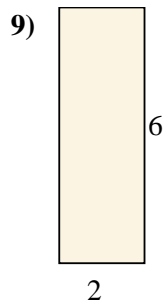
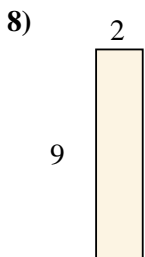
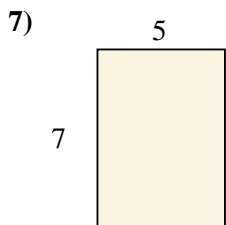
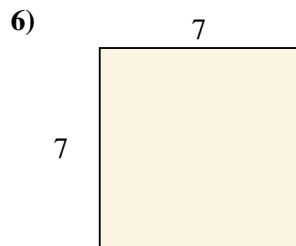
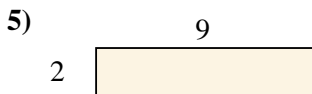
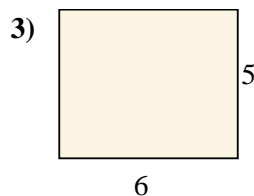
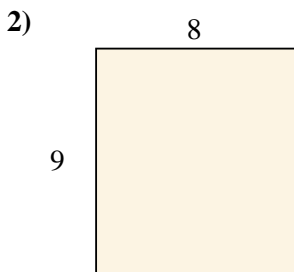
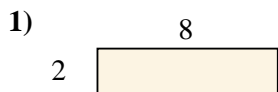
13. 18 cm²

14. 18 cm²

15. 16 cm²



Find the area (in cm) of the rectangles shown.

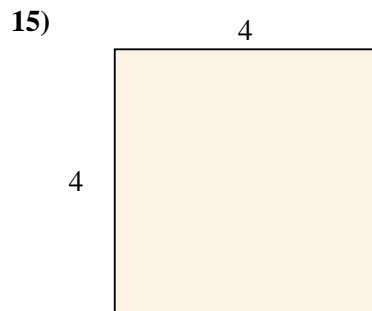
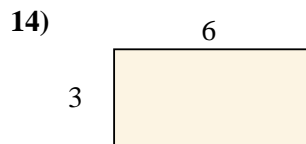
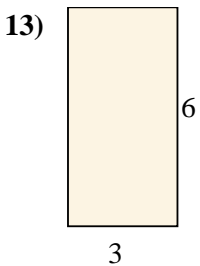
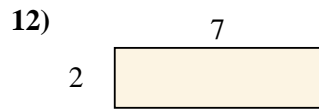
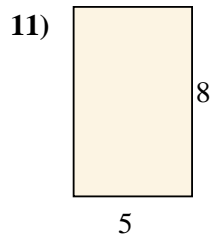
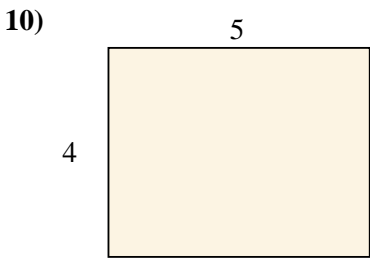
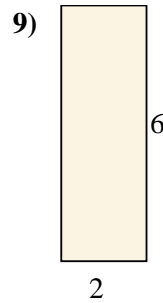
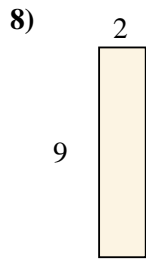
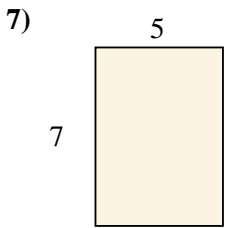
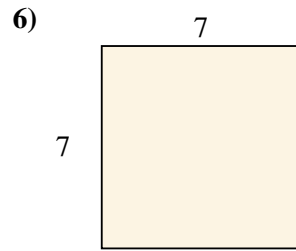
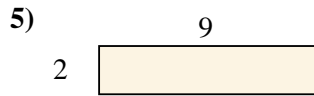
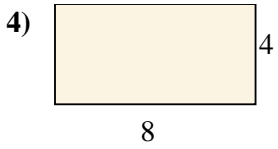
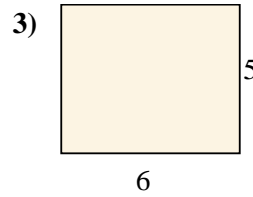
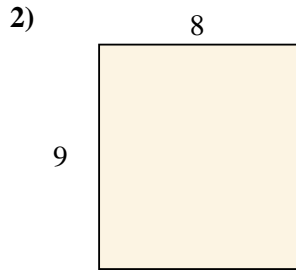
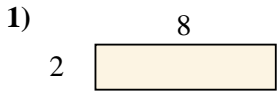


Answers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____



Find the area (in cm) of the rectangles shown.



Answers

1. 16 cm²

2. 72 cm²

3. 30 cm²

4. 32 cm²

5. 18 cm²

6. 49 cm²

7. 35 cm²

8. 18 cm²

9. 12 cm²

10. 20 cm²

11. 40 cm²

12. 14 cm²

13. 18 cm²

14. 18 cm²

15. 16 cm²

Name _____

Date _____

Area & Perimeter of a Rectangle

Directions: Find the area and perimeter of each rectangle.

1.

9



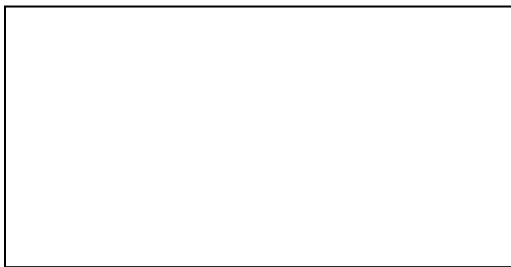
22

Area =

Perimeter =

2.

13



17

Area =

Perimeter =

3.

4



20

Area =

Perimeter =

4.

9



11

Area =

Perimeter =

5.

13



19

Area =

Perimeter =

Name _____

Date _____

Area & Perimeter of a Rectangle Answer Key

Area

Perimeter

1. 198

1. 62

2. 221

2. 60

3. 80

3. 48

4. 99

4. 40

5. 247

5. 64

Answer



ABE LESSON PLAN

LESSON TITLE	Sources of Law
LEVEL AND DURATION	EFL 3-4 1 hour
SUBJECT/COURSE	Civics, Government, Social Studies Cross curricular-RLA Activities include KWL, Compare/Contrast
STANDARDS/COMPETENCIES	Make predictions; scan and skim moderately complex text; interpret context clues; interpret point of view; summarize; make inferences
TOPIC Introduction How? WHY? Formative Assessment?	Where do laws come from? This lesson teaches students about the sources, types, and unique systems of law that exist in the United States. Students learn about sources of law from the Constitution to local ordinances. They also compare and contrast civil and criminal law and peek into the special systems of military and juvenile justice.
OBJECTIVES Take Aways	Students will be able to: <ul style="list-style-type: none"> • Identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances • Compare and contrast civil and criminal law • Describe the military and juvenile justice systems
MATERIALS Resources & Equipment	Student Worksheets Anticipation activity Reading Worksheet
SUMMARY OF TASKS/ACTIONS Step-by-Step	<ul style="list-style-type: none"> • Anticipate by having students fill out the first two columns of the KWL chart on the half-sheet anticipation activity page. If students think they don't know anything about one of the topics, encourage them to write what they think they know. Randomly ask students to share what they know and what they wonder about. • Distribute the reading pages to the class. • Read through pages one and two of the packet with the class (modify the reading as necessary for student abilities and engagement) • Project the projection mater and review the sources of law as applied to the Postal Service. • Read page three about civil and criminal types of law. • Ask students to stop and brainstorm examples of the three different types of crimes after reading about criminal law on page three. • Read page four with the students, pausing to discuss as appropriate. • Distribute the worksheet pages. • Read through the car accident scenario with the class, reading each step and discussing terms or ideas new to your students. • Practice (see below). • Assessment (see below).

	<ul style="list-style-type: none"> • Close by asking students to fill in the third column in the KWL chart without looking at the lesson materials. Students should write one thing they learned about each topic.
PRACTICE Small Group/Individual	<ul style="list-style-type: none"> • Assign the Venn diagram activity and check for correct answers. • Assign the second and third worksheet pages as a review.
ASSESSMENT Check for understanding	Review the answers to the review page and clarify concepts as needed.
EXTENSIONS Homework/ Follow Up	Have students write a compare/contrast essay, in the style of the GED RLA test.
MODIFICATIONS	Allow small group work Popcorn reading
SOURCE	https://www.icivics.org

Sources of Law

Time Needed: One class period

Materials Needed:

Student worksheets

Copy Instructions:

Anticipation Activity (half page; class set)

Reading (4 pages; class set)

Worksheet (3 pages; class set)

Learning Objectives. Students will be able to:

- Identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances
- Compare and contrast civil and criminal law
- Describe the military and juvenile justice systems.

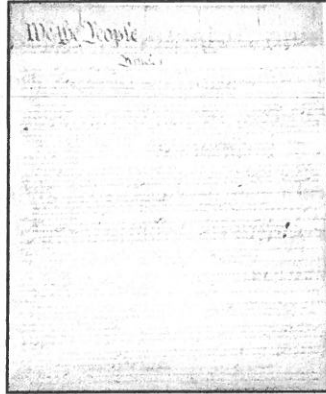
STEP BY STEP

- ANTICIPATE** by having students fill out the first two columns of the KWL chart on the half-sheet anticipation activity page. If students think they don't know anything about one of the topics, encourage them to write what they *think* they know. Randomly ask students to share what they know and what they wonder about.
- DISTRIBUTE** the reading pages to the class.
- READ** through pages one and two of the packet with the class.
- PROJECT** the projection master and review the sources of law as applied to the Postal Service.
- READ** page three about civil and criminal types of law.
- ASK** students to stop and brainstorm examples of the different types of crimes after reading about criminal law on page three.
- READ** page four with the students, pausing to discuss as appropriate.
- DISTRIBUTE** the worksheet pages.
- READ** through the car accident scenario with the class, reading each step and discussing terms or ideas new to your students.
- ASSIGN** the Venn diagram activity and check for correct answers.
- ASSIGN** the second and third worksheet pages as a review.
- REVIEW** the answers to the review page and clarify concepts as needed.
- CLOSE** by asking students to fill out the third column in the KWL chart without looking at the lesson materials. Students should write one thing they learned about each topic.

Sources of Law

Example: U.S. Postal Service

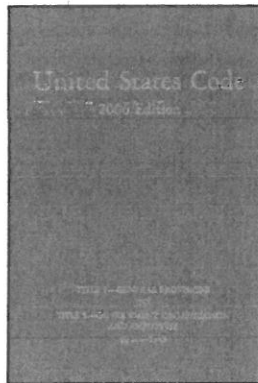
The Constitution



Gives Congress the power to:

- Establish Post Offices and post roads
- Make all laws that are necessary and proper for executing this task

The United States Code



Congress passes laws to:

- Establish the Postal Service
- Direct the Postal Service to provide efficient service at fair rates
- Authorize the Postal Service to adopt rules and regulations

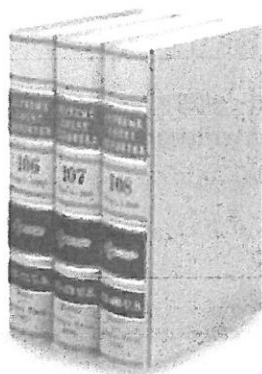
Code of Federal Regulations



The Postal Service adopts regulations to:

- Establish rules for daily operations at Post Offices around the country
- Limit what people are allowed to do on Post Office property
- Create special postal programs

Court Cases (Judicial Precedent)



The judicial system hears cases about violations of the Constitution, the Code, and the Regulations.

- The Code and the Regulations cannot violate the U.S. Constitution
- The courts' interpretation of the Constitution, the Code, and the Regulations is like an extra "law"

Sources of Law

Name: _____

KWL Chart. Before the lesson, fill out the first two columns. After the lesson, fill in the third column.

	One thing I already know:	One thing I wonder:	One thing I learned:
Criminal Law			
Civil Law			
Military Justice			
Juvenile Justice			



Anticipation Activity

Sources of Law

Name: _____

KWL Chart. Before the lesson, fill out the first two columns. After the lesson, fill in the third column.

	One thing I already know:	One thing I wonder:	One thing I learned:
Criminal Law			
Civil Law			
Military Justice			
Juvenile Justice			



Anticipation Activity
A-65 | Page

Sources of Law

Name: _____

Where do our laws come from?

Laws keep our society running as smoothly as possible. When you think of the law, you probably think of rules that say what people can and can't do. We all know that you cannot steal from others without getting into trouble. That's one example of a law, but most laws set rules for how things work. There are laws about how people buy and sell property, how we elect government officials, and how activities in daily life should *work*. Where do all these laws come from? There are three main sources of law in the United States: constitutions, statutes, and regulations.



A collection of law books.

U.S. Constitution

Alabama State
Constitution

Alaska State
Constitution

Arizona State
Constitution

Arkansas State
Constitution

(Keep going for all
50 states!)

Constitutions

The United States Constitution is often called "the supreme law of the land." That means no law in the country can violate the rules, laws, and rights set forth in the Constitution. Some parts of the Constitution give specific laws that apply everywhere in the United States. For example, if someone commits a crime in one state and then flees to another state, the Constitution allows the criminal to be *extradited*, or sent back, to the state where the crime was committed.

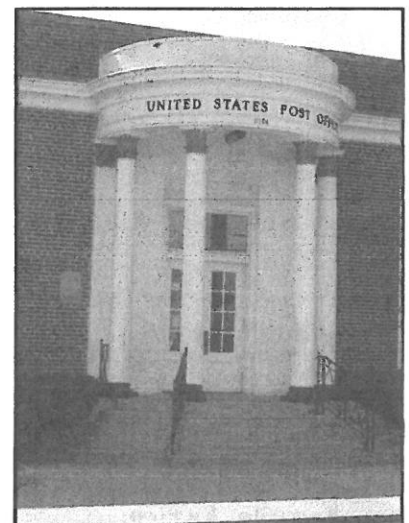
Other parts of the Constitution either authorize (allow) types of laws that may be passed or forbid (ban) certain types of laws. For example, the Constitution allows Congress to pass laws about how business is conducted across state lines. The Constitution forbids Congress from passing laws that limit peoples' freedom of religion. The bottom line is that no law can be made in the U.S. unless the Constitution allows it to be made.

Each state also has its own constitution that works the same way as the U.S. Constitution, but only applies to that state. Many laws in your state come from your state's constitution and do not apply outside your state. Even so, laws in state constitutions must not violate the U.S. Constitution.

Statutes

The Constitution gives Congress permission to pass laws about a limited number of topics. When Congress passes a law, that law is called a **statute**. Statutes passed by Congress apply to the entire United States. All of the thousands of statutes passed by Congress are collected together and organized by subject. The collection is called the **United States Code**.

For example, the Constitution says Congress has the power to "establish post offices" and pass any laws "necessary and proper" for carrying out that power. This means that Congress can establish post offices and pass all the laws needed for running a postal service. In the part of the *U.S. Code* that deals with post offices, you would find a statute that establishes the United States Postal Service. You would also find many other statutes having to do with running the U.S. Postal Service. There are statutes about what can and can't be sent through the mail, how the Postal Service must manage its money, working for the Postal Service, and many more.



A post office in New York

Continued on the next page...

Sources of Law

Name: _____

Statutes, continued.

State constitutions also authorize state legislatures to pass state laws. The state laws are also called statutes, and they only apply inside the state. Often, state statutes allow local governments to pass their own laws. Local laws are usually called **ordinances**, and they only apply within local boundaries, such as within a city or county.



A local ordinance



Department of
Veterans Affairs



Regulations

Congress has the power to pass laws, but not to carry them out. The executive branch has the power to execute, or carry out, laws—but not to pass them! This means the two branches must work together. The executive branch is full of agencies that carry out laws. There are departments of Agriculture, Transportation, Treasury, Veterans Affairs, and many more... including the Postal Service! Congress does not have time to pass laws about every little detail of how all these agencies should run. Instead, Congress gives each agency the power to create its own rules. The rules that an agency within the executive branch makes are called **regulations**.

A regulation has power similar to a law. Some regulations say what people can and can't do. For example, there are Postal Service regulations that prohibit spitting, blocking the door, or asking for money at a post office. Other regulations describe how things work. For example, the Postal Service has a regulation allowing customers to pay for postage over the Internet.

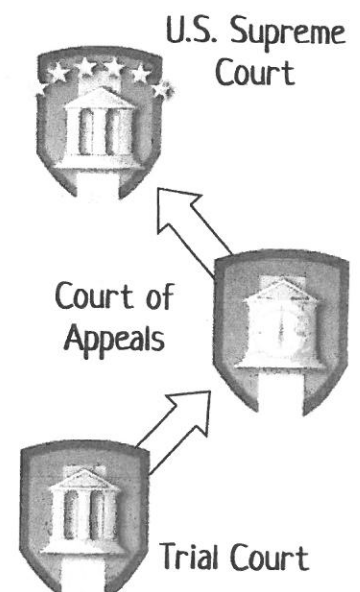
States also have agencies, and state agencies also issue regulations.

Judicial Precedent & Interpretation

Statutes and regulations aren't always clear. Very often, people will argue about the meaning of a law and how a particular law should work. When people argue about how a statute or regulation should work, it often leads to a lawsuit. In the **lawsuit**, one side complains that it has suffered because the other side has not followed the law properly. The lawsuit will go through the court system. The court's job is to interpret the law and decide how it should be applied to a specific case.

The lawsuit will begin in the trial court and might be appealed all the way to the Supreme Court. Once the Supreme Court has decided how the law should be interpreted, that interpretation must be followed in the future. This is called a **precedent**. A precedent is a decision that people can point to and say, "Here is how you handled this situation before." In this way, the court's interpretation acts as a law. Only the court can change a precedent. It does this by interpreting the law differently, which creates a new precedent.

At the state level, a state's court of appeals and supreme court set precedents for how the state's laws should be interpreted.

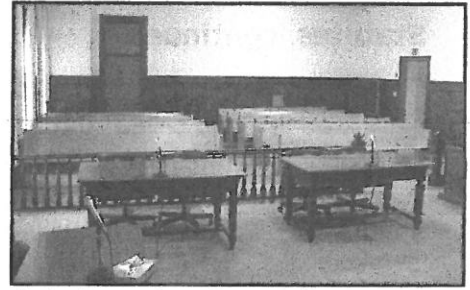


Sources of Law

Name: _____

Types of Law

Laws can be divided into two main categories: criminal and civil. The sources of law you just read about create both kinds of laws. However, courts treat criminal and civil cases differently.



Judge's-eye view of a typical courtroom



Criminal Law

Criminal laws are laws that make certain actions a crime. These laws come from all three levels of government (federal, state, and local) and can be found in statutes, regulations, and sometimes in state constitutions.

There are two general levels of crimes. **Felonies** are serious crimes that normally have a punishment of more than a year in jail.

Misdemeanors are less serious crimes where the penalty is usually less than a year in jail or even just a fine. A law that makes it a crime to do something usually says whether violating the law will be considered a felony or a misdemeanor. Felonies and misdemeanors are also divided into classes depending on how serious they are.

In a criminal trial, the question is always, "Did this person commit a crime?" The government is always on one side of the case, charging someone with a crime. The person accused of the crime, called the defendant, is always on the other side. The defendant is either found innocent of the crime and is acquitted, or he or she is found guilty and is sentenced with a fine or jail time.

Three Categories of Crimes:

- Crimes against people
- Crimes against property
- Crimes against the government

Can you think of an example for each?

Civil Law

Here's a basic rule of thumb: If it's not criminal, it's civil! Civil laws involve a wide range of subjects such as property, divorce, contracts, wills, personal injury, bankruptcy, employment, agriculture, and taxes. For this reason, there are many more civil laws than criminal laws.

Civil laws usually help settle disagreements between people. People may disagree over things like rights to property, custody of children in divorce, or what a contract says. The two sides in a civil case each get to tell their side of the story. The judge or jury decides what the facts are and what the *remedy*, or solution, should be.

Sometimes, like criminal cases, civil cases involve someone who has injured someone else. Many injuries, such as accidents, are not caused by a crime. The person who caused the accident and the person who was hurt must come to an agreement about how the injured person can be compensated for his or her loss.

Very often, civil law does not involve a problem or disagreement at all. If someone wants to make a will or draw up a contract to sell something, there are civil laws that say how those things should be done.

Taking Sides

Defendant: Someone who is charged with a crime or accused of other wrongdoing

Plaintiff: Someone who files a lawsuit against someone else in a civil court

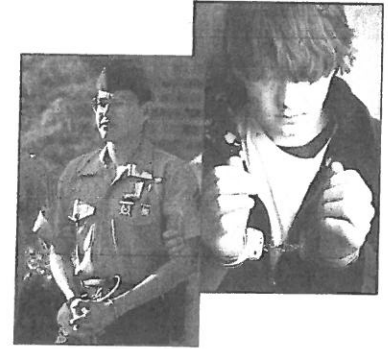


Sources of Law

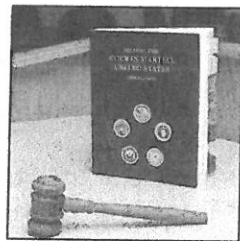
Name: _____

Special Systems of Law

There are two systems of law that work a little differently from our regular system of law. They are different because they deal with two unique populations—the military and people under the age of 18. The special circumstances of these two groups make it necessary to have systems of law that are designed to handle their unique issues.



A military trial is called a court-martial. The Manual for Courts-Martial explains how military trials must operate and gives details about the laws in the UCMJ. The manual is actually an executive order signed by the president.



Military Law

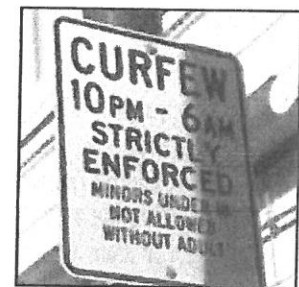
The U.S. Constitution gives Congress the power “to make Rules for the Government and Regulation of the land and naval Forces.” Congress did this by enacting the **Uniform Code of Military Justice (UCMJ)**, which is a set of criminal laws that apply to people in the military. The UCMJ also lists the procedures for conducting a military trial and explains what punishments are allowed.

The military justice system is entirely separate from the civilian system. It is designed for the special needs of the military, so the UCMJ contains some laws that would not be needed for regular citizens. For example, it includes laws against leaving the military without permission, showing disrespect to a superior officer, and failing to obey an order. All members of the military are subject to the military justice system.

Juvenile Law

Criminal laws apply to everyone. But when a person under age 18 commits a crime, most states have a system of **juvenile justice** that deals with the case. The juvenile justice system is usually more flexible than the adult justice system. It allows a judge to look at many factors in a child’s life when deciding what the consequences for committing a crime should be. The juvenile system is different because, as a society, we believe that young people sometimes make bad choices that they would not make if they were more mature. The juvenile system offers more chances for young people to learn from mistakes without being negatively affected for the rest of their lives.

Outside the juvenile justice system, there are other kinds of laws that affect people under 18. Some of these are laws targeted at young people, like curfew laws or laws about school attendance. Other laws have been passed in order to protect children from abuse. Most states have a whole set of laws that describe what happens when an abused child is removed from his or her home. There are also laws about adoption, foster care, and special health and education programs for children.



Delinquent: a juvenile found guilty of a crime

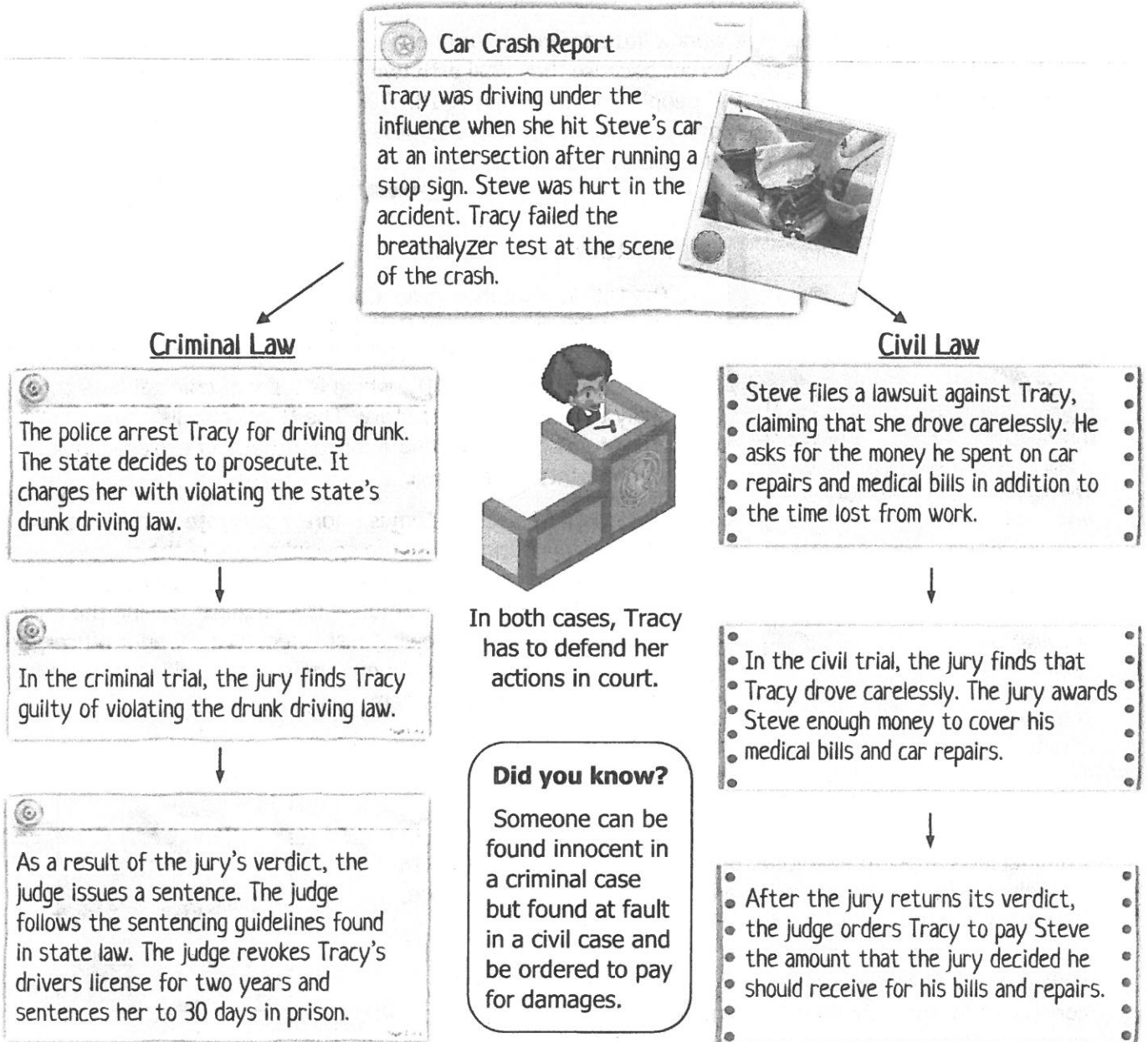
Status Offender: a juvenile that is found guilty of breaking a law that wouldn’t be a crime if they were an adult (like skipping school)

Child Protective Services: government agency in most states that respond to reports of child abuse or neglect

Sources of Law

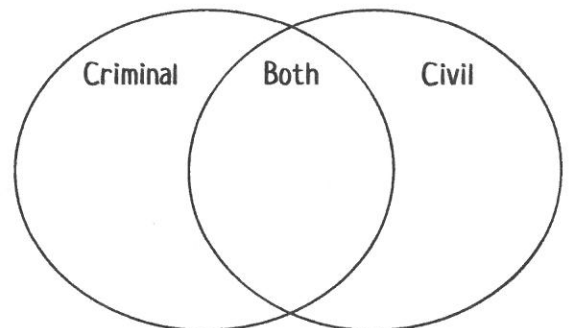
Name: _____

A. One Accident, Two Trials. Follow the diagram through to the questions below.



Compare & Contrast. Based on what you have learned, complete the Venn diagram by using the statements below.

- (A) The defendant may have to pay money
- (B) The defendant may get jail time or loss of privileges
- (C) Deals with a crime that was committed
- (D) The case involves a problem between two individuals
- (E) The case involves the government against a person
- (F) Trials can be heard and decided by a jury
- (G) The remedy is decided according to state guidelines
- (H) The remedy is decided according to what is asked for



Sources of Law

Name: _____

B. Vocabulary. Match the term with the correct definition from the lesson.

- | | |
|---------------------------|--|
| ___ 1. delinquent | A) An interpretation of a law that is used in later trials |
| ___ 2. precedent | B) Set of laws specifically for the U.S. military |
| ___ 3. United States Code | C) A disagreement brought to the courts for a resolution |
| ___ 4. lawsuit | D) A young person found guilty of a crime |
| ___ 5. UCMJ | E) Collection of laws passes by the United States Congress |



C. What If? Select the correct type of law based on the scenario.

___ 6. When a soldier failed to return to base after going on leave, he was charged and brought to trial for being AWOL (Absent Without Official Leave).

- a. Military Law
- b. Juvenile Law
- c. Civil Law
- d. Criminal Law

___ 9. Julie was pulled over by the police at 2:00am and was charged with breaking the curfew law in her town. She was fined and released back to her parents.

- a. Military Law
- b. Juvenile Law
- c. Civil Law
- d. Criminal Law

___ 7. A man was caught on tape robbing a gas station. He was arrested, brought to trial, and found guilty of burglary. He was sentenced to 10 years in prison and a fine.

- a. Military Law
- b. Juvenile Law
- c. Civil Law
- d. Criminal Law

___ 10. A married couple decides to get a divorce. They disagree over who gets what. A judge hears both sides and makes a decision about how their property should be divided.

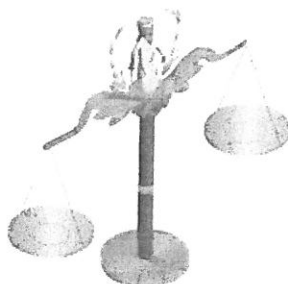
- a. Military Law
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- c. Civil Law
- d. Criminal Law

___ 8. The Smith family has decided to adopt their foster child, Anna. They work with their state adoption agency to complete all of the necessary paperwork.

- a. Military Law
- b. Juvenile Law
- c. Civil Law
- d. Criminal Law

___ 11. Karen ordered an iPod off the internet and paid with her credit card, but she never received the order. The seller is refusing to refund her money, so she takes the matter to court.

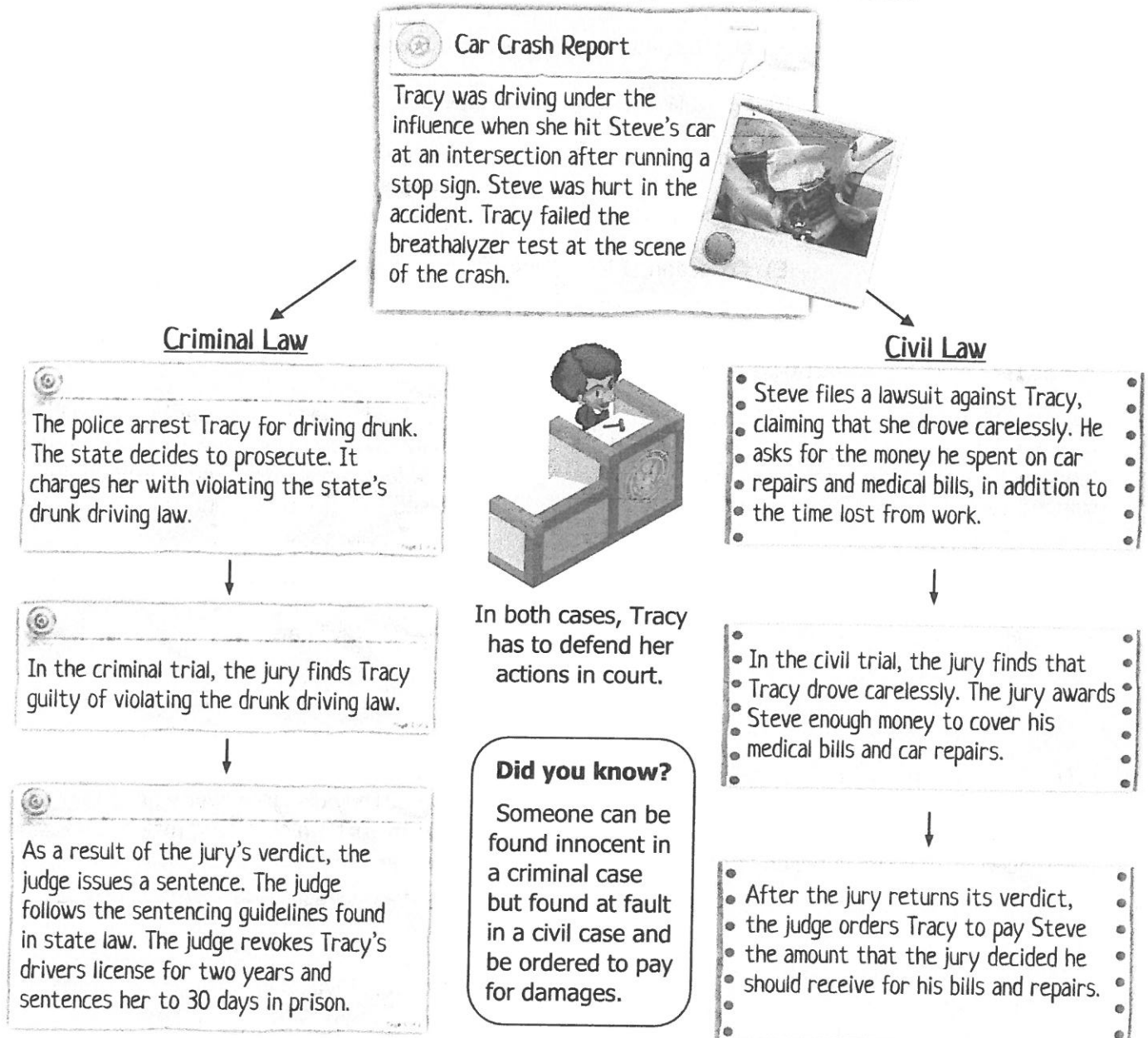
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Sources of Law

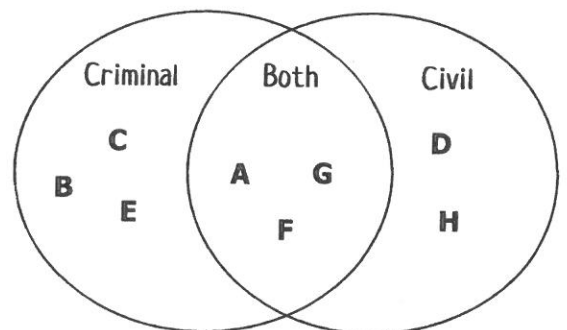
**** TEACHER GUIDE ****

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Sources of Law

**** TEACHER GUIDE ****

Vocabulary. Match the term with the correct definition from the lesson.

- | | |
|--------------------------------|--|
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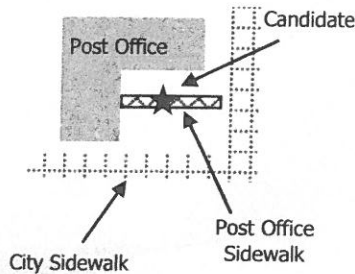
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- d. Criminal Law



The Candidate at the Post Office: A Case Study

In 2006, a Massachusetts man collected signatures and campaigned for political office on the sidewalk right outside the post office. The sidewalk was located on post office property. He was told that this activity was against Postal Service regulations, but he refused to stop and was arrested.

The man fought the charges, saying that the regulation limited his right to free speech. The Post Office argued that the sidewalk was property of the Postal Service—not public property like other sidewalks. He had been asked to move to the public city sidewalk along the street, but had refused.



The case reached the First Circuit U.S. Court of Appeals. The court sided with the Post Office, saying that the regulation did not violate the First Amendment. The Post Office's sidewalk was unique from the city sidewalk, where the candidate could have gathered signatures without any problem. The court's decision was based on a number of earlier decisions about freedom of speech and also serves as a precedent for future cases.

A. Making Connections. Match the statement to the correct source of law.

- | | |
|---|--------------------------|
| <u>B</u> 1. Gives Congress power to establish post offices | A) precedent |
| <u>E</u> 2. Laws about the Postal Service made by Congress | B) The U.S. Constitution |
| <u>D</u> 3. Laws created by the Postal Service so it can run smoothly | C) ordinance |
| <u>A</u> 4. Decisions made by courts about any of the laws regarding the Postal Service | D) regulations |
| <u>C</u> 5. Laws about what you can and cannot do on the city sidewalks | E) statutes |

B. It Affects Me! Check the source of law you think most affects people in their everyday lives:

- The U.S. Constitution
- Statutes passed by Congress
- Regulations passed by federal agencies
- Legal precedent
- Local ordinances

Why did you select this source of law? Give at least two reasons based on what you have learned in this lesson:

Answers will vary on both of these questions. Use as discussion to check for understanding of the five sources of law.

<p>LESSON PLAN Sample RLA (NRS3)</p>	<p>CLASS : ABE Level 3 Reasoning through Language Arts DATE: TBD</p>
<p>TOPIC Introduction How? WHY? Formative Assessment?</p>	<ul style="list-style-type: none"> • Interpreting moderately complex text and identifying main ideas and key details using wordsift.com • In this social media environment where we are constantly bombarded with information on important issues, how can we skim/scan text in order to summarize main ideas and recognize key vocabulary? Students practice digital literacy as well as their reading strategies using wordsift.com and presenting to the class their reasoning for highlighting important vocabulary. • Assessment is formative if the topic is used to create a research presentation, otherwise it is informal as presented to the class.
<p>OBJECTIVES Take Aways</p>	<ul style="list-style-type: none"> • Students will be able to practice evaluating complex text on the internet by highlighting and understanding key vocabulary and main ideas using wordsift.com • Students will be able to justify to a partner and present to the class their evaluations of source material by sharing their “word clouds” • Students will be prepared to gather more research and evaluate new information for a larger presentation to the class.
<p>MATERIALS Resources</p>	<ul style="list-style-type: none"> • Desktop or laptop computers with valid search engines allowing two windows to be open at the same time. • Teacher computer and overhead to show students how to search for topics, copy and paste, and use wordsift.com
<p>TECHNOLOGY</p>	<ul style="list-style-type: none"> • Students will need to know how to use search engines such as google to find articles – teacher provides topic of relevance. For today’s lesson, a suggestion would be the coronavirus or some other topic currently in the news. • Students will need to be know how to search for articles, check sources, and copy and paste material to wordsift.com • Students will be able to create vocabulary word clouds and practice highlighting vocabulary and checking contextual references and images • If possible, students can present to the class, but at the least, they should partner with another to present their topic and share their word cloud analyses.

<p>PRACTICE Small Group Individual</p>	<p>Once students have chosen an appropriate article (take time to make sure students check the source and be certain they know how to search for articles on the topic of choice (choose one as a class that is relevant to their current studies or in the news today such as the coronavirus), help them open a second window to wordsift.com</p> <p>Be sure that students know how to copy and paste the article to the textbox in wordsift. Then, have them work with a partner to analyze the vocabulary that comes up. Have them discuss with a partner their level of comfort with the vocabulary and their knowledge of main ideas in the text based on the wordsift results. Finally, have students decide either to read the article in the entirety or to choose another based on their comfort levels. Have them answer the question – did this form of summarizing using digital literacy help prepare them</p>
<p>ASSESSMENT</p> <p>Check for understanding</p>	<ul style="list-style-type: none"> • Being certain that students understand how wordsift is used to identify key vocabulary and summarizing main ideas. Have students pair up to explain their “word clouds” and some new vocabulary they understood • A long term assignment using these “clouds” with the article to understand the topic and prepare research presentations based on new knowledge would be a relevant suggestion if time allows
<p>Homework? Follow Up?</p>	<p>See above assessment results and evaluate in order to determine the follow up necessary. One suggestion would be to have students prepare oral or written presentations on the topic and new vocabulary learned.</p>

<p>LESSON PLAN Sample: Mathematics</p>	<p>CLASS Mathematics (NRS level 3) DATE: TBD</p>
<p>TOPIC Introduction How? WHY? Formative Assessment?</p>	<p>Financial Literacy – Calculating Percent of Change. Students practice Math Skills through Financial Literacy by being given an imaginary budget and items to purchase with differing percentages of tax and sales.</p> <ul style="list-style-type: none"> • Point out the regular price of one of the items. • Tell students it is on sale for 15% off. • Ask if they know how to reduce the cost by 15%. (If not known, demonstrate) • Next, tell students there is a 6% sales tax on the purchase. Have students figure the sales tax total and then the final cost of the item. • Distribute Sales Flyers for grocery stores (or other stores depending on student interest. Distribute fake money (may use monopoly money).
<p>OBJECTIVES Take Aways</p>	<ul style="list-style-type: none"> • The students will be able to use proportions, percentage equations, and other similar skills to find discounts on prices, add tax, and find the total cost for various consumer products. • Students will challenge each other to spend in a budget using their knowledge of percentages and basic arithmetic
<p>MATERIALS Resources</p>	<ul style="list-style-type: none"> • Teacher-made list or local store advertisements of current prices on a variety of food and clothing items • Calculator • Worksheet to record information with amount of money shown for students to “spend” • If desired, cards with “sales” that can change student results on a random basis. <p><u>Prepare ahead of time:</u> Gather enough advertisements for each student in the classroom or teacher-made list of prices for food and clothing items; blank paper for students to record information,</p>

	discounts, etc.; decide on an amount of money to “give” students to spend. Sample for opening lesson.
TECHNOLOGY	If desired for digital literacy, this lesson could easily be adapted for “online shopping” using websites such as Amazon.com or Walmart.com. If not, and students are using copies of brochures, flyers, etc. – they will still need to have calculators to use for the lesson.
PRACTICE Small Group Individual	<ul style="list-style-type: none"> • Explain the assignment to the students, and make sure each student has their spending money (they may work in pairs if desired) • All food products are 15% off (or other discount), clothing is 35% off (or other discount) • Tax is 6% on food and 8% on clothing (or other %) • Students will begin “purchasing” items and listing them, calculating the final cost for each item • Remind students of the starting amount of money and they cannot spend more than they have • Throughout the class period(s) have specials and distribute coupons or special discounts students can use for a limited time only on certain products, surprise students with % mark-ups • Encourage students to buy as many different products as possible, do not allow large quantity purchases of a single item • Give students approximately one full class period to shop and calculate the discounts, taxes, and grand totals
ASSESSMENT Check for understanding	Collection of student results will indicate mastery of the material, however assessment should also be ongoing as the teacher works with students to be sure that all are understanding the activity or may require assistance. Authentic assessment may be revisited as students may discuss creation of budgets, shopping lists, etc. in future classes.
Homework? Follow Up?	Homework and follow up as needed to be determined by the instructor and the needs of the students.

ABE LESSON PLAN

LESSON TITLE	Prices and Percentages
LEVEL AND DURATION	EFL 3/1-2 hours
SUBJECT/COURSE	Basic Math
STANDARDS/COMPETENCIES	7 simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
TOPIC Introduction How? WHY? Formative Assessment?	Using a current list of prices for food and clothing, the students will practice math skills related to percentages.
OBJECTIVES Take Aways	The student will be able to use proportions, percentage equations, and other similar skills to find discounts on prices, add tax, and find the total cost for various consumer products
MATERIALS Resources & Equipment	<ul style="list-style-type: none"> • Teacher-made list or local store advertisements of current prices on a variety of food and clothing items. • Calculator • Worksheet to record information with amount of money show for students to “spend” • Prepare ahead of time: Gather enough advertisements for each student in the classroom or teacher made list of prices for food and clothing items; blank worksheet for student record information, discounts, etc.; decide on an amount of money to “give” students to spend.
SUMMARY OF TASKS/ACTIONS	<p>Opening to Lesson</p> <ul style="list-style-type: none"> • Teacher will display the prices of two or three food or clothing items • Ask students: Have any of you ever purchased one of these items? • Allow students to give responses, ask what they paid for the items. • Ask Students if they paid a tax or had a discount <p>Body of Lesson <u>Modeling</u></p> <ul style="list-style-type: none"> • Point out the regular price of one of the items. • Tell students it is on sale for 15% off • Ask if they know how to reduce the cost by 15% (If not known, demonstrate).

	<ul style="list-style-type: none"> • Next, tell students there is a 6% sales tax on the purchase. Have students figure the sales tax total and then the final cost of the item. • Distribute the worksheet to the students and the advertisements/price lists.
<p>PRACTICE Small Group/Individual</p>	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Explain the assignments to the students and “give” each student their spending money. • All food products are 15% off (or other discount), clothing is 35% off (or other) • Students will begin “purchasing” items and listing them on the worksheet, calculating the final cost for each item • Remind students of the starting amount of money and they cannot spend more than they have • Throughout the class period(s) have specials and distribute coupons or special discounts • Encourage students to buy as many different products as possible, do not allow large quantity purchases of a single item • Give students approximately 1 full class period to shop and calculate the discounts, taxes, and grand totals • Collect all completed worksheets
<p>ASSESSMENT Check for understanding</p>	<p>Closing</p> <ul style="list-style-type: none"> • Review the method of discounting/taxing items. Allow students to give feedback about the exercise and any difficulties they may have had. • Review worksheets completed during lesson, use a commercial-made or teacher-created set of word problems related to percentages, discounts, tax, etc.
<p>EXTENSIONS Homework/ Follow Up</p>	<p><u>Independent Practice</u></p> <ul style="list-style-type: none"> • Create a short test or quiz assessing the students’ ability to figure discounts and taxes
<p>MODIFICATIONS</p>	<p>As Needed:</p> <ul style="list-style-type: none"> • Extended time • Additional materials • Students work in pairs. • No calculators. • Instead of advertisements or other price list, attach realistic price tags to everyday items. “Give” students more or less money to spend. • Use coupons for % off or cents/dollars off
<p>SOURCE</p>	<p>https://www.teacher.org/lesson-plan/prices-and-percentages/</p>

ABE 3 Functional and Workplace Skills

<p>LESSON PLAN Sample: NRS (3)</p>	<p>CLASS Functional and Workplace Skills DATE: TBD</p>
<p>TOPIC Introduction How? WHY? Formative Assessment?</p>	<p>Using Google Calendar for Students as a way to stay organized Students will build upon basic computer skills and access previous knowledge of reading complex calendars by using the digital tool “Google Calendar” as a way to stay organized in class Students will understand what google calendar is, how they would use it, and how to access and read the calendar.</p>
<p>OBJECTIVES Take Aways</p>	<p>Students will learn from demonstration, classroom discussion and repetition. The teacher first demonstrates and provides an example of google calendar. Students will work as a group to input data to familiarize themselves with the calendar and its function with teacher’s assistance. Students will have a calendar that they can read and use to keep themselves organized in the class.</p>
<p>MATERIALS Resources</p>	<p>This lesson uses google calendars because it is free to students and contains the organization and complex calendar skills necessary for the objective. Other online calendars such as outlook may also be used, especially if they are used by the institution. The lesson would remain the same. Technical constraints may exist if there is no internet connection, but otherwise students may use their own mobile devices to access and save the calendar. The teacher should be able to demonstrate using a desktop computer that is connected to some sort of audio/visual presentation model.</p>
<p>TECHNOLOGY</p>	<p>Mobile devices, chromebooks, or other laptops/desktops may be used by students. The teacher should share the google calendar tutorial located here: https://www.youtube.com/watch?v=1EjJ55BODn0 Some students may require more assistance with this than others, this is part of the lesson. Have students who are more digitally literate help others. This activity may take some time.</p>
<p>PRACTICE Small Group Individual</p>	<p>Have students practice using their calendar by entering at least three birthdays of friends or loved ones. They should follow this process:</p> <ul style="list-style-type: none"> • Open your Google calendar <ul style="list-style-type: none"> ○ Add each birthday to your calendar <ul style="list-style-type: none"> ▪ Title the event “Person’s name - Birthday” ▪ Make it an “All day” event ▪ Remember to “repeat” it as an annual event ▪ Choose a new color to represent these events (one that you have not used already) ▪ Do not set a notification Make yourself “available”

<p>ASSESSMENT</p> <p>Check for understanding</p>	<p>Students will be assessed on whether they input the birthdays correctly. They should share their calendar with their teacher. Ultimately, further assessment should take place as assignments and due dates are kept in the calendar.</p>
<p>Homework? Follow Up?</p>	<p>Once students learn how to use their calendars, refer them to this article: https://blog.hubspot.com/marketing/google-calendar-tips to help them become more skilled with reading and using complex calendars. Continue to visit the calendar with each class to be sure they are comfortable with this technology.</p>

LESSON PLAN

LESSON TITLE	Making Inferences		
LEVEL	4	DURATION	30-60 min depending upon reading level
STANDARD	CCRS Reading Anchor Standard 1(Level D): <i>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		
OBJECTIVES <i>Take-Aways</i>	SWBAT identify what the text implies but does not state directly.		
MATERIALS <i>Resources</i>	Steck-Vaughn Pre GED® Complete Test Preparation Unit 1, Lesson 3 (pp. 52-53)		
TECHNOLOGY	Image displays if desired (e.g., unsplash.com). Additional practice using Readworks.org or NewsELA.com if desired.		
TOPIC <i>Introduction</i> <i>How?</i> <i>WHY?</i> <i>Formative Assessment?</i>	<p>Ask students: <i>If you are inside in a room without windows and someone walks in wearing a damp raincoat and holding an umbrella, what you guess to be true?</i></p> <p>Explain: Inference is the process of putting together clues based on what we are told directly to take a tiny, logical step to INFER something we are not told directly.</p> <p>If extra warm up is desired, display images (unsplash.com) and have students speculate about (infer) context</p> <p>Vocabulary you may see in “inference” test questions:</p> <ul style="list-style-type: none"> • infer/inference, deduce/deduction, conclude/conclusion, judge/judgement • “It can be reasonably inferred that...;” or “ _____ suggests that....” 		
PRACTICE <i>Small Group</i> <i>Individual</i>	<p>Introduce inference in text using first paragraph on p. 52 and the questions that follow. Instructor should use a “think aloud” to model the process by which she connects concrete information from the text to the inference.</p> <p>Continue the “think aloud” through the table of examples on p. 52. Ask students to add other inferences that occur to them.</p> <p>Review the “questions to ask yourself” at the bottom of p. 52.</p> <p>Then, read the paragraph on p. 53 as a group (first, have students skim for unfamiliar words & provide definitions if necessary). Have students complete the inference table. Once completed, have them discuss at table groups or other small groups – did they make the same inferences or different ones? Discuss as a whole group.</p>		

	<p>For question 1, provide one detail from the text as an example for students (you might point out that the first sentence states, “The Owens family *thinks* that their dog Riley is a problem because he begs for food.” [It could say: “The Owens family has a problem dog who begs for food” – that would be more factual], but the author choose to use the word *thinks* instead). Have students find additional details that show that the author doesn’t agree with the owners. Have students choose an answer to question 2 and write it on white boards to show the teacher (not showing others). This will allow the teacher to gauge how many/which students have not understood the discussion.</p>
<p>ASSESSMENT <i>Check for understanding</i></p>	<p>Have students complete the “GED® Practice” question individually. Check student answers for individual assessment.</p>
<p>Homework? Follow Up?</p>	<p>Assign an appropriately leveled selection from Readworks.org or NewsELA.com and have students practice answering inference questions using the “Questions to Ask Yourself” and the question stems “It can be reasonably inferred that...;” or “_____ suggests that....”</p>

ABE LESSON PLAN

LESSON TITLE	Voting Rights
LEVEL AND DURATION	EFL 3-4 1 hour
SUBJECT/COURSE	Social Studies Government Writing
STANDARDS/COMPETENCIES	Social Studies 1.B.2.a 5.B.5.b 1.C.2.a 2.2.1.c 2.2.1. American Government 6.1.1. 5.5.1.1.a 5.5.2.1.c 5.5.4.3.f
TOPIC Introduction How? WHY? Formative Assessment?	Explore the evolution of voting rights in the United States through an interactive PowerPoint presentation highlighting landmark changes. Following the presentation and class discussion, students apply the new knowledge of voting legislation to individual scenarios through a class activity.
OBJECTIVES Take Aways	<ul style="list-style-type: none"> • Identify the laws and amendments that altered the US voting laws • Identify obstacles to voting • Describe the role of Susan B Anthony in securing women’s right to vote • Determine whether individuals living at various time in US history would have been able to vote
MATERIALS Resources & Equipment	<ul style="list-style-type: none"> • Student worksheets • PowerPoint or paper option
SUMMARY OF TASKS/ACTIONS Step by Step	<ul style="list-style-type: none"> • ANTICIPATE the lesson by asking the following question stream: “Have you ever voted in some kind of election or contest? When and for what? Were there rules for who could vote? Why do we have rules for voting?” (if they are struggling mention American Idol, Student Council, etc.) • DISTRIBUTE the So you think you can VOTE? student worksheet • REVIEW the instructions and structure of the student worksheet.

	<ul style="list-style-type: none"> • RUN the So you think you can VOTE? PowerPoint. Read through the slide show with the students, asking any relevant questions that come up. • OPTIONAL: Ask the students to identify the message or content of the images provided. (Poll tax political cartoon, woman with newspaper, etc.) Ask, “What can we learn from the image that helps us with the facts on the slide?” PAPER ALTERNATIVE: You may use the Voting Rights Chart to support or replace the information in the PowerPoint presentation. • Practice (see below) • Assessment (see below) • Assign the completion of the worksheet.
PRACTICE Small Group/Individual	Monitor that all students are actively filling in their worksheets as the slide show progresses.
ASSESSMENT Check for understanding	Review Voting Rights chart and instructions for ‘Do They Have the Right to Vote?’ independent assignment. Read through the example question together.
EXTENSIONS Homework/ Follow Up	Students write an essay comparing/contrasting life at various times in the US history that would have been able to vote.
MODIFICATIONS	
SOURCE	https://www.icivics.org/viewpdf?path=/sites/default/files/Voting%20Rights_2.pdf

Voting Rights

Time Needed: One class period

Materials Needed: Student worksheets, PowerPoint (paper option also available)

Copy Instructions:
Student Materials (*class set; double-sided*)

Learning Objectives Students will be able to:

- Identify the laws and amendments that altered U.S. voting laws
- Identify obstacles to voting
- Describe the role of Susan B. Anthony in securing women's right to vote
- Determine whether individuals living at various times in U.S. history would have been able to vote

STEP BY STEP

- ANTICIPATE** the lesson by asking the following question stream: "Have you ever voted in some kind of election or contest? When and for what? Were there rules for who could vote? Why do we have rules for voting?" (if they are struggling mention American Idol, Student Council, etc.)
- DISTRIBUTE** the *So you think you can VOTE?* student worksheet
- REVIEW** the instructions and structure of the student worksheet.
- RUN** the *So you think you can VOTE?* PowerPoint. Read through the slide show with the students, asking any relevant questions that come up.

 - OPTIONAL:** Ask the students to identify the message or content of the images provided. (Poll tax political cartoon, woman with newspaper, etc.) Ask, "What can we learn from the image that helps us with the facts on the slide?"

PAPER ALTERNATIVE: You may use the Voting Rights Chart to support or replace the information in the PowerPoint presentation.
- MONITOR** that all students are actively filling in their worksheets as the slide show progresses.
- REVIEW** Voting Rights chart and instructions for 'Do They Have the Right to Vote?' independent assignment. Read through the example question together.
- ASSIGN** the completion of the worksheet.

Voting Rights

Name: _____



So you think you can VOTE? Different groups gained the right to vote throughout the history of the United States. Keep track of the details below.



In colonial times and during the early years of our country, men had to prove that they owned _____ in order to be able to vote. Where did this idea come from?

All adult men were guaranteed the right to vote in the year _____, when the _____ Amendment was passed.

Who could now vote? _____

Women were guaranteed the right to vote in the year _____, when the _____ Amendment was passed. Which state gave women the vote first? _____

When was that? _____

American Indians were given U.S. citizenship and the right to vote in the year _____, when the president signed the _____.

Who was the president at that time?

Residents of the District of Columbia, our nation's capital, gained the right to vote in presidential elections in the year _____ when the _____ Amendment was passed.

Although the 15th Amendment said that race could not keep men from voting, **some states prevented African Americans from voting.**

Name three barriers:

1. _____
2. _____
3. _____

The Civil Rights Movement brought changes to the voting laws and practices in the U.S. What did the 24th Amendment ban in 1964?

_____ What was passed in 1965? _____

The Constitution changed **the voting age from 21** to _____ when the _____ Amendment was passed in 1971. Which war influenced this change? _____

Voting Rights

Name: _____

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

Hi! I'm Mike. I am 17 years old and live in Illinois in 2011. Can I vote?



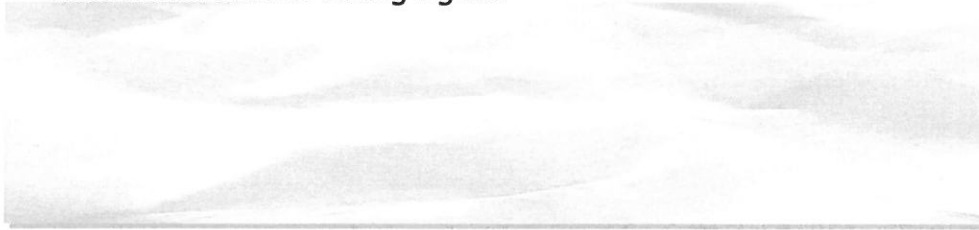
YES!

NO!

1. How do you know? Describe the law or amendment that determines Mike's voting rights.

Mike is too young! The 26th Amendment made it legal for 18 year olds to vote, but Mike is only 17.

2. How do you know? Describe the law or amendment that determines Shari's voting rights.



My name is Shari. I am 63, I live in Indiana, and the year is 1998. Can I vote?

YES!

NO!



Good day, I'm John! I am a poor man living in Rhode Island in 1792. Can I vote?



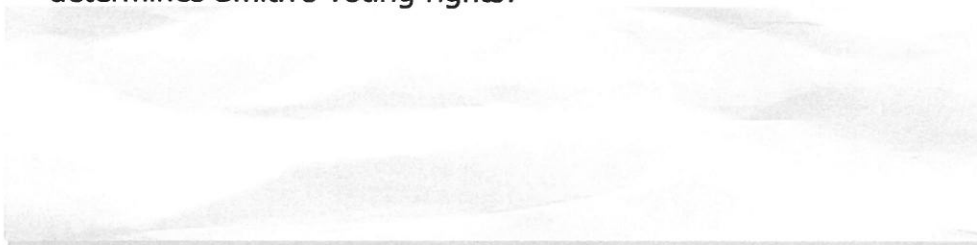
YES!

NO!

3. How do you know? Describe the law or amendment that determines John's voting rights.



4. How do you know? Describe the law or amendment that determines Smith's voting rights?



My name is Smith. I live in Alabama in the year 1955. I can read, but I live in poverty. Can I vote?

YES!

NO!



Hi! I'm Lea. I am 35 and live on the Cherokee reservation in North Carolina in 1987. Can I vote?



YES!

NO!

5. How do you know? Describe the laws or amendments that determine Lea's voting rights.



Voting Rights

Name: _____

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

My name is Mary. It is 1962 and I live in D.C. and would like to vote for the President. Can I?



YES!

NO!

6. How do you know? Describe the law or amendment that determines Mary's voting rights.

Blank writing area for question 6.

7. How do you know? Describe the law or amendment that determines Steve's voting rights.

Blank writing area for question 7.

I'm Steve. It is 1972, and I turned 18 while fighting in Vietnam. Can I vote?

YES!

NO!



I am, Marvin, a wealthy land owner in Maine. It is 1815. Can I vote?



YES!

NO!

8. How do you know? Describe the law or amendment that determines Marvin's voting rights.

Blank writing area for question 8.

9. How do you know? Describe the laws or amendments that determine Susan's voting rights. Be careful on this one!

Blank writing area for question 9.

I am Susan. It is 1880, and I am a former slave living in Wisconsin. Can I vote?

YES!

NO!



I'm just a kid and can't vote yet. But, I bet you could help me with my homework. I learned that early in U.S. history, only male landowners could vote. Is this true?



YES!

NO!

10. Where did the colonists get the idea that only male land owners should vote?

Blank writing area for question 10.



So you think you can VOTE? Different groups gained the right to vote throughout the history of the United States. Keep track of the details below.



In colonial times and during the early years of our country, men had to prove that they owned property/ land in order to be able to vote. Where did this idea come from? English laws and customs

All adult men were guaranteed the right to vote in the year 1870, when the 15th Amendment was passed. Who could now vote? African American men

Women were guaranteed the right to vote in the year 1920, when the 19th Amendment was passed. Which state gave women the vote first? Wyoming
When was that? 1869

American Indians were given U.S. citizenship and the right to vote in the year 1924, when the president signed the Indian Citizenship Act. Who was the president at that time? President Calvin Coolidge

Residents of the District of Columbia, our nation's capital, gained the right to vote in presidential elections in the year 1961 when the 23rd Amendment was passed.

Although the 15th Amendment said that race could not keep men from voting, **some states prevented African Americans from voting**. Name three barriers:

1. *literacy tests*
2. *grandfather clause*
3. *the poll tax*

The **Civil Rights Movement** brought changes to the voting laws and practices in the U.S. What did the 24th Amendment ban in 1964? poll taxes What was passed in 1965? Voting Rights Act

The Constitution **changed the voting age from 21** to 18 when the 26th Amendment was passed in 1971. Which war influenced this change? The Vietnam War

Voting Rights

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

Hi! I'm Mike. I am 17 years old and live in Illinois in 2011. Can I vote?



YES!

NO!

1. How do you know? Describe the law or amendment that determines Mike's voting rights.

Mike is too young! The 26th Amendment made it legal for 18 year olds to vote, but Mike is only 17.

2. How do you know? Describe the law or amendment that determines Shari's voting rights.

The 19th Amendment was passed in 1920 and gave women the right to vote.

My name is Shari. I am 63, I live in Indiana, and the year is 1998. Can I vote?

YES!

NO!



Good day, I'm John! I am a poor man living in Rhode Island in 1792. Can I vote?



YES!

NO!

3. How do you know? Describe the law or amendment that determines John's voting rights.

John needs to own land to be able to vote in 1792. States didn't start to lift the property requirement until the 1820s

4. How do you know? Describe the law or amendment that determines Smith's voting rights?

Smith would have been required to pay a poll tax, but could not have afforded it. The 24th Amendment did not ban the poll tax until 1964.

My name is Smith. I live in Alabama in the year 1955. I can read, but I live in poverty. Can I vote?

YES!

NO!



Hi! I'm Lea. I am 35 and live on the Cherokee reservation in North Carolina in 1987. Can I vote?



YES!

NO!

5. How do you know? Describe the laws or amendments that determine Lea's voting rights.

The Indian Citizenship Act made Native Americans citizens and gave them voting rights in 1924. The 19th Amendment gave women the right to vote in 1920.

Voting Rights

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

My name is Mary. It is 1962 and I live in D.C. and would like to vote for the President. Can I?



YES!

NO!

6. How do you know? Describe the law or amendment that determines Mary's voting rights.

DC residents got the right to vote in presidential elections in 1961 with the 23rd Amendment. Women began voting in 1920 with the 19th Amendment in 1920.

7. How do you know? Describe the law or amendment that determines Steve's voting rights.

The 26th Amendment moved the minimum voting age from 21 to 18 in 1971.

I'm Steve. It is 1972, and I turned 18 while fighting in Vietnam. Can I vote?

YES!

NO!



I am, Marvin, a wealthy land owner in Maine. It is 1815. Can I vote?



YES!

NO!

8. How do you know? Describe the law or amendment that determines Marvin's voting rights.

Marvin could vote because state laws **ONLY** allowed male landowners to vote prior to the 1820's.

9. How do you know? Describe the laws or amendments that determine Susan's voting rights. Be careful on this one!

Although former slaves were allowed to vote by the 15th Amendment in 1870, Women didn't get to vote until 1920 with the 19th Amendment.

I am Susan. It is 1880, and I am a former slave living in Wisconsin. Can I vote?

YES!

NO!



I'm just a kid and can't vote yet. But, I bet you could help me with my homework. I learned that early in U.S. history, only male landowners could vote. Is this true?



YES!

NO!

10. Where did the colonists get the idea that only male land owners should vote?

Colonists and early Americans got their ideas about voting from English law and custom. They believed that landowners were responsible enough to make political decisions.

Voting Rights: A Brief History

GROUP OF AMERICANS	DATE	LAW OR AMENDMENT	FACTOID
Adult White Men with Property	Colonial Times	Traditional <i>English Law</i> and Custom	Many believed only landowners were responsible enough to make political decisions.
	1789	<i>The Constitution</i> gave the states the power to decide who could vote.	The Founding Fathers couldn't agree on rules for voting, so they passed the responsibility on to the states.
All White Adult Men	1820s-1880s	<i>State Constitutions</i> lifted the property requirement over a period of 60 years.	Thomas Paine supported ending the property requirement, while John Adams feared 'mob rule' without it.
All Adult Men	1870	<i>15th Amendment</i> : voting shall not be denied on account of race, color, or previous condition of servitude.	This was one of three 'Civil War Amendments' granting freedom and rights to ex-slaves. Later, many state laws, called Jim Crow Laws, were passed to undermine them.
Women	1920	<i>19th Amendment</i> : voting shall not be denied an account of sex	Women could vote in Wyoming by 1869, but it took the work of Susan B. Anthony and many others to get the amendment passed to extend this right nationwide.
Native Americans	1924	<i>Indian Citizenship Act</i> : gave native peoples the rights and privileges of American citizenship	Previously, Native Americans were not considered Americans, but rather members of their own tribal governments.
Residents of Washington, DC	1961	<i>23rd Amendment</i> : DC residents can vote for the president and have electoral votes based on population, as long as the number is less than the least populous state.	Washington, DC is not a state and only has a non-voting representative in Congress. Before the 23rd Amendment, these citizens could NOT vote for the President!
All American Citizens	1964	<i>24th Amendment</i> : banned the use of poll taxes in elections	A poll tax was one of many restrictions placed on African Americans' voting rights in the Jim Crow South.
All American Citizens	1965	<i>Voting Rights Act</i> : further protected the voting rights of all Americans by reinforcing the 15th Amendment.	This act outlawed voting practices used to discriminate against African Americans, like literacy tests and voter intimidation.
Citizens 18 years old and up	1971	<i>26th Amendment</i> : citizens who are 18 years of age or older cannot be denied the right to vote on account of age	In the 1960s and '70s thousands of young men were drafted to fight in the Vietnam War. Many were too young to vote. Supporters of this amendment chanted, "Old enough to fight, old enough to vote!"

LESSON PLAN

LESSON TITLE	Understand and Apply the Pythagorean Theorem		
LEVEL	4	DURATION	60-75 minutes
STANDARD	CCRS Mathematics Standard (Level D): <i>Understand and apply the Pythagorean theorem -- Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions (8.G.7)</i>		
OBJECTIVES <i>Take-Aways</i>	SWBAT calculate unknown side lengths in right triangles in two dimensions by applying the Pythagorean theorem.		
MATERIALS <i>Resources</i>	Contemporary's Number Power Geometry (pp. 54-59)		
TECHNOLOGY	<p>You Tube videos illustrating real-world applications of the Pythagorean theorem:</p> <ul style="list-style-type: none"> • https://youtu.be/69csIx6ER7k (using a 3/4/5 right triangle to guarantee a square corner) • https://youtu.be/UBDZxL9_OM (variation - squaring up a wall) 		
TOPIC <i>Introduction</i> <i>How?</i> <i>WHY?</i> <i>Formative Assessment?</i>	<p>Review foundational skills (consider a pretest to verify):</p> <ul style="list-style-type: none"> • Squares and square roots • Definition and vocabulary of a right triangle (leg; hypotenuse; right angle; symbol for a right angle) • Naming conventions for triangles (and sides of triangles) • Substituting variables into an equation & solving <p>Ask: What do you know about the Pythagorean theorem?</p> <p>Explain: The Pythagorean theorem describes the relationship between the sides of a RIGHT triangle (it applies to RIGHT TRIANGLES ONLY!) We are going to learn how to use the Pythagorean theorem to calculate the unknown (missing) side of a right triangle when we know the measurement of the other two sides.</p>		
PRACTICE <i>Small Group</i> <i>Individual</i>	<p>Review the diagram on p. 54; note location of sides (legs a & b) and hypotenuse (c; ACROSS from the right [90°] angle [marked by a small square in the corner]). Review the formula $c^2 = a^2 + b^2$.</p> <p>First, we are going to learn what to do when the missing side is side c (hypotenuse). Review Example 1. Model your thinking with a think-aloud. Continue to problem #1 on page 55, explaining your thinking and what you will do. Have students try problems 2-4 and discuss calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group.</p>		

	<p>Go on to questions 5 & 6. Explain that we need a picture to help us “see” the problem. Draw a triangle with one right angle (label it with a box). Label the legs. Which one is a? Which one is b? Does it matter? [Note: no, it doesn’t matter – legs can be assigned randomly; however, the hypotenuse MUST be c, and students MUST be able to distinguish the hypotenuse from the legs). Circulate and check for understanding as students draw triangles, label sides, and substitute into the equation.</p> <p>Second, we are going to learn what to do when the missing side is a LEG (i.e., side a or b). Substitute into the equation as usual, but now we must solve the one-step algebraic equation by subtracting the known side (squared) from the hypotenuse squared. Then, take the square root of the difference to find the missing leg. Again, it does not matter if the missing leg is a or b – it can be either. Review Example 2 (p. 56). Model your thinking with a think-aloud. Continue to problem #1 on page 57, explaining your thinking, setting up the problem, and explaining the steps. Have students try problems 2-4 and discuss calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group.</p> <p>Go on to questions 5 & 6. Explain that we need a picture to help us “see” the problem. Draw a triangle with one right angle (label it with a box). Label the given sides (one leg, one hypotenuse). Circulate and check for understanding as students draw triangles, label sides, and substitute into the equation.</p> <p>Two notes:</p> <ol style="list-style-type: none"> 1. Teach common right triangles and their multiples as shortcut to doing the calculations [e.g., if you have 3 & 5, 4 is missing] <ul style="list-style-type: none"> • 3/4/5 right triangle (multiples 6/8/10; 9/12/15; etc.) • 5/12/13 right triangle (multiples 10/24/26; 15/36/39; etc.) 2. Show the location of the Pythagorean theorem on the GED® formula page. No need to memorize if you know how to access the formula page on the test.
<p style="text-align: center;">ASSESSMENT <i>Check for understanding</i></p>	<p>Teacher should circulate to check student work throughout and ask clarifying or guiding questions if needed. Check homework for individual assessment and/or use a Pythagorean theorem warm-up question in the following class.</p>
<p style="text-align: center;">Homework? Follow Up?</p>	<p>Have students complete pages 58 -59 for homework (or in-class additional practice) – applying Pythagorean theorem to real-life situations. Have student submit for individual assessment.</p>

LESSON PLAN

LESSON TITLE	Use Proportions to Solve Problems		
LEVEL	4	DURATION	30 minutes
STANDARD	CCRS Mathematics Standard (Level D): <i>Analyze proportional relationships and use them to solve real-world and mathematical problems.</i>		
OBJECTIVES <i>Take-Aways</i>	SWBAT write proportions. SWBAT use proportions to solve real-world problems.		
MATERIALS <i>Resources</i>	Steck-Vaughn Pre GED® Complete Test Preparation Unit 4, Lesson 1 (pp. 484-485)		
TECHNOLOGY			
TOPIC <i>Introduction</i> <i>How?</i> <i>WHY?</i> <i>Formative Assessment?</i>	<p>Review foundational skills (consider a pretest to verify):</p> <ul style="list-style-type: none"> • Write ratios • Write rates as ratios <p>What do you do if you usually make coffee for 16 coffee drinkers and use three cups of grounds, but now you need to make coffee for 80 coffee drinkers for a large meeting? How much coffee should you buy?</p> <p>Proportions describe the relationship between two equal ratios and it gives us a quick way to solve when we are missing a piece of information (in the coffee example, I know my usual rate, and I know how many people I need to serve for the large meeting, but I don't know how much coffee I should buy.</p> <p>Use the example to show how to complete the calculation (p. 484).</p>		
PRACTICE <i>Small Group</i> <i>Individual</i>	<p>Explain: we are going to build calculation fluency by practicing how to solve proportions that are already created for us. Then, we will learn how to write the proportions for real-world relationships.</p> <p>Review the example problem (1). Model your thinking by conducting a think aloud. Continue with problem 2, explaining your thinking and what you will do. Have students think about problem 3 and propose the calculations. Discuss your calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group. Go on to question 4, again with a partner. Finally, complete problems 5-9 individually. Teacher should circulate to check answers and assess understanding.</p>		

	<p>Move on to the word problems. Explain that we need to use the words to “set up” a proportion. On the board, draw two fraction bars with an equals (=) sign in the middle. Model your thinking with problem 10 to describe which numbers are related to each other (e.g. the rate) and then which numbers are “like” (i.e., describing the same category (dollars, time [days weeks], length, etc.) – “like” categories must go in the *same location* in the corresponding ratio – e.g., top or bottom). Once written, use practiced calculation fluency to solve.</p> <p>Have students complete problems 11 and 12 and check their thinking with a partner before completing problems 13-15 independently.</p>
<p>ASSESSMENT <i>Check for understanding</i></p>	<p>Teacher should circulate to check student work on problems 13-15 and ask clarifying or guiding questions if needed.</p>
<p>Homework? Follow Up?</p>	<p>Have students complete pages 486-487 for homework (or in-class additional practice) - applying proportions to use a map scale. Have student submit for individual assessment.</p>

<p>CASAS Competencies: Identify main idea and details in a complex text: 7.2, Demonstrate ability to use critical thinking skills. 7.2.1, Identify and paraphrase pertinent information 7.2.2, Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships.</p> <p>CCRS Anchor 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>GED® Skills R.2.1, Understand specific details and main ideas in a passage R.2.2, Summarize the details and ideas in a passage</p> <p>Vocabulary Main idea Specific details Text Topic</p>	<p>Lesson Objective(s): (These objectives are written on the board for each class)</p> <ul style="list-style-type: none"> • Understand specific details and main ideas in a text. • Summarize the details and ideas in a text. <p>Warm –up/Introduction (relate)</p> <ul style="list-style-type: none"> • Prepare ahead of time: find at least 3 resumes with objective/summary statements. Cut resumes into strips, dividing the objective/summary statement (main idea) and the other parts of the resume (supporting details). Mix up strips so they are well shuffled and place in sandwich baggies. Make enough so you can group students in threes or pairs, depending on class size. • In their groups, have students match the supporting details with the appropriate objective/summary statements. • Ask students to share results on projector, correcting if necessary and explaining that each detail must be directly related to the objective/summary statement. • Define main idea and specific details, using the resumes as examples. <p>Presentation: (experience)</p> <ul style="list-style-type: none"> • Project short paragraph of text to whole class. • Model finding the main idea of the paragraph using a highlighter: Topic (who or what) + main point about topic = Main Idea. • Repeat with longer paragraph. Ask students to identify topic and main point and to identify main idea. Repeat as necessary • Distribute practice paragraphs, highlighters, and graphic organizers. Have students work individually and monitor. <p>Practice: (cooperate)</p> <ul style="list-style-type: none"> • Pair students. Distribute article of appropriate complexity (newsela.com). Give each student in the pair half of the same article. Ask students to independently find the main idea of each paragraph. Then have students exchange and practice with other half. Together, combine the main ideas into a summary. Define summary on the board. • Have each student take the summary they created in pairs and rewrite, using their own words. Have students exchange and check each other’s work. <p>Application: (apply/transfer)</p> <ul style="list-style-type: none"> • Show class TV411 video: Summarizing • Individually, have students complete online module: Summarizing 	<p>Materials:</p> <ul style="list-style-type: none"> • Resume examples: www.resume-now.com • Sandwich baggies • Projector • Several examples of text of appropriate complexity (400 to 900 words) https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/ and newsela.com • Highlighters • Main Idea graphic organizers • Kaplan GED® Test Prep 2019, pages 60-63 <p>Formative Assessment/Reflection:</p> <ul style="list-style-type: none"> • Completion of online module • Written summaries • Kaplan GED® Test Prep 2019, pages 60-63 • Provide time for student reflection in learning logs.
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Lesson Plan: Measures of Central Tendency NRS Level 5 Assessment Range: CASAS scale scores – Math GOALS: 226-235

<p>CASAS Competencies: 6.7., Interpret data from graphs and compute averages 6.7.5, Compute averages, medians, or modes 6.0.5, Demonstrate use of a calculator 6.1, Compute using whole numbers 1.2.2, Compare price, quality, and product information to determine the best buys for goods and services</p> <p>CCRS Anchor: Measurement and Data</p> <p>(GED® Skill): Q.7.a, Calculate the mean, median, mode, and range</p> <p>Vocabulary Average Mean Median Mode Measures of central tendency Data set</p>	<p>Lesson Objective(s): (These objectives are written on the board for each class)</p> <ul style="list-style-type: none"> • Compute means, medians, and modes • Compare cell phone plans to determine the best buy. <p>Warm –up/Introduction: (relate)</p> <ul style="list-style-type: none"> • TV411.org video: Averages (4:43 minutes) • Sit with students at one table, if possible. Distribute whiteboards/markers. Shuffle playing cards and deal 4 to each student (and yourself) while discussing the video with students. Ask questions to assess prior knowledge. Explain that a synonym for average in this context is “mean.” Model via think aloud, computing mean with your hand using the whiteboard and calculator. Have students find the mean of their hands. Once done, have students swap whiteboards and check each other’s work. Gather cards, shuffle, and deal 5 cards, while explaining “data set.” Repeat until you are satisfied everyone understands how to calculate mean. <p>Presentation/Practice: (experience)</p> <ul style="list-style-type: none"> • Shuffle playing cards and deal 5 cards to each student (and yourself). Explain there is a different type of average called the median: the middle number in a data set. Model via think aloud finding the median of your hand. Have students find the median of their hands and check. Shuffle, deal, and repeat. • Shuffle playing cards and deal 6 cards to each student. Have them calculate the mean and median of the data set and check each other’s work. • Go to wallboard and explain there is a third way to analyze data called mode, the number that occurs most often in a data set. Model finding the mode using students’ ages (and yours!). Repeat with numbers volunteered by students. • Individually, students will complete TV411.org online module “Understanding Mean, Median and Mode.” <p>Application: (apply/cooperate/transfer)</p> <ul style="list-style-type: none"> • Show class TV411 video: Phone Plans • In pairs, have students complete worksheet TV411 Think Math: Choosing a Cell Phone Plan • Share out answers – have students volunteer to project completed graphs. Correct as necessary. 	<p>Materials:</p> <ul style="list-style-type: none"> • http://www.tv411.org/math/ratios-averages-exponents/video-averages • Playing cards • Whiteboards/markers • TI-30XS calculators • Projector • http://www.tv411.org/math/ratios-averages-exponents/understanding-mean-median-and-mode • http://www.tv411.org/math/ratios-averages-exponents/think-math-data-analysis • http://www.tv411.org/math/ratios-averages-exponents/video-phone-plans • Handout: TV411 Think Math: Choosing a Cell Phone Plan • Kaplan GED® Test Prep 2019, pgs. 290-291-handout <p>Formative Assessment/Reflection:</p> <ul style="list-style-type: none"> • CASAS: successful completion of online module • Kaplan GED® Test Prep 2019, pgs. 290-291 - handout/homework • Provide time for student reflection in learning logs.
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<p>CASAS Competency: 4.4.3, Interpret Complex charts, tables, lists, maps, diagrams, and graphs</p> <p>CCRS: Reading Anchor 7, Integrate and evaluate content presented in diverse formats and media</p> <p>GED® Skill: R.7.2, Analyze how data, graphs, or pictures work in a written source</p> <p>Vocabulary: Diagram Chart Bar graph Line graph Pie chart Purpose Title Labels Text Vertical axis Horizontal axis</p>	<p>Lesson Objective(s): (These objectives are written on the board for each class)</p> <ul style="list-style-type: none"> • Students will be able to Identify and explain key parts of workplace diagrams • Analyze how data, graphs, or pictures work in a written source. <p>Warm –up:</p> <ul style="list-style-type: none"> • Review sample workplace diagrams provided by instructor. Pair students and have students pick two and answer the following questions: what is the same about them? What is different? Tell students that diagrams are something they find in all workplaces and everyday life, and reading skills can help them understand what diagrams mean. <p>Introduction: (relate)</p> <ul style="list-style-type: none"> • Assess prior knowledge of new material by asking a question and writing answers on the board: why is it important to be able to accurately interpret diagrams? • TV411.org video: Checking a Utility Bill (4 minutes) • Introduce vocabulary, provide examples, and discuss. <p>Presentation: (experience)</p> <ul style="list-style-type: none"> • Instructor projects different types of diagrams on the overhead and models the skills needed via think aloud: What type of diagram is it? What is the title of the diagram? What labels and text does the diagram have? What is the purpose of the diagram? <p>Practice: (apply/cooperate/transfer)</p> <ul style="list-style-type: none"> • Individually, students will complete the following online module: http://www.tv411.org/reading/understanding-what-you-read/reading-charts-and-graphs • Additional modules for practice, if needed: http://www.tv411.org/math/basic-math/how-read-bar-graph http://www.tv411.org/math/basic-math/line-graphs • Individually, students will draw (on paper) a chart of their monthly expenses. Students will choose which kind of chart makes the most sense for this kind of information. • In pairs, students will draw on flip chart paper a graph that represents a comparison of the pairs’ or groups’ monthly expenses. Students will present an explanation of their chart to the class. 	<p>Materials:</p> <p>What materials are you using in this lesson?</p> <ul style="list-style-type: none"> • Sample diagrams (charts, graphs)-handouts • Projector • http://www.tv411.org/math/basic-math/video-utility-bill • Computers • Flipcharts, markers, etc. • Pages 10-11 of CASAS level D Reading GOALS sample items, 2018 - handout • Kaplan GED® Test Prep 2019, pgs. 94-95-handout <p>Formative Assessment/Reflection:</p> <ul style="list-style-type: none"> • Pages 10-11 of CASAS level D Reading GOALS sample items, 2018 - handout • Kaplan GED® Test Prep 2019, pgs. 94-95-handout • Provide time for student reflection in learning logs.
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CCRS for Mathematics by Instructional Level

A (K-1; NRS EFL 1)	B (2-3; NRS EFL 2)	C (4-5; +6; NRS EFL 3)	D (+6, 7-8; NRS EFL 4)	E (HS; NRS EFL 5-6)
The Number System				
<ul style="list-style-type: none"> • Understand place value • Use place value understanding to add and subtract 	<ul style="list-style-type: none"> • Understand place value • Use place value understanding and properties of operations to add and subtract • Use place value understanding and properties of operations to perform multi-digit arithmetic • Develop understanding of fractions as numbers 	<ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths. • Compute fluently with multi-digit numbers and find common factors and multiples • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions • Use equivalent fractions as strategy to add and subtract fractions • Apply and extend previous understanding of multiplication and division to multiply and divide fractions • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Understand ratio concepts and use ratio reasoning to solve problems 	<ul style="list-style-type: none"> • Apply and extend previous understandings of numbers to the system of rational numbers • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers • Know that there are numbers that are not rational, and approximate them by rational numbers • Understand ratio concepts and use ratio reasoning to solve problems • Analyze proportional relationships and use them to solve real-world and mathematical problems. 	<ul style="list-style-type: none"> • Extend the properties of exponents to rational exponents • Reason quantitatively and use units to solve problems
Operations and Algebraic Thinking				
<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract with 20 • Work with addition and subtraction 	<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract with 20 • Represent and solve problems involving multiplication and division. • Understand properties and multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve problems involving the four operations; identify and explain patterns in arithmetic 	<ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns • Write and interpret numerical expression 	<ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions • Solve real-life and mathematical problems using numerical and algebraic expressions and equations • Work with radicals and integer exponents • Understand the connections between proportional relationships, line, and linear equations • Analyze and solve linear equations and pairs of simultaneous linear equations 	<ul style="list-style-type: none"> • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Rewrite rational expressions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one equation • Solve systems of equations • Represent and solve equations and inequalities graphically

A (K-1; NRS EFL 1)	B (2-3; NRS EFL 2)	C (4-5; +6; NRS EFL 3)	D (+6, 7-8; NRS EFL 4)	E (HS; NRS EFL 5-6)
Functions				
			<ul style="list-style-type: none"> • Define, evaluate, and compare functions • Use functions to model relationships between quantities 	<ul style="list-style-type: none"> • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations • Build a function that models a relationship between two quantities • Construct and compare linear, quadratic, and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model
Geometry				
<ul style="list-style-type: none"> • Analyze, compare, create, compose shapes • Reason with shapes and their attributes 	<ul style="list-style-type: none"> • Reason with shapes and their attributes 	<ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties • Solve real-world and mathematical problems involving area, surface area, and volume 	<ul style="list-style-type: none"> • Draw, construct, and describe geometrical figures and the relationships between them • Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume • Understand congruence and similarity using physical models, transparencies, or geometry software • Understand and apply the Pythagorean Theorem 	<ul style="list-style-type: none"> • Experiment with transformations in the plane • Prove theorems involving similarity • Explain volume formulas and use them to solve problems • Apply geometric concepts in modeling situations
Measurement & Data				
<ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Represent and interpret data 	<ul style="list-style-type: none"> • Measure and estimate lengths in standards units • Relate addition and subtraction to length • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Represent and interpret data • Geometric measurement: understand area and relate to multiplication and addition • Geometric measurement: recognize perimeter in plane figures, distinguish between linear and area measures 	<ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit • Geometric measurement: understand concepts of angles and measure angles • Convert like measurement units within a given measurement system • Represent and interpret data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition 		
Statistics & Probability				
		<ul style="list-style-type: none"> • Develop understanding of statistical variability • Summarize and describe distributions 	<ul style="list-style-type: none"> • Summarize and describe distributions • Use random sampling to draw inferences about a population • Draw informal comparative inferences about two populations • Investigate chance processes and develop, use, and evaluate probability models • Investigate patterns of association in bivariate data 	<ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurable variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models

CCRS for Reading by Instructional Level

CCR STANDARDS FOR READING. All standards are to be applied to texts of appropriate complexity, as outlined by Standard 10.				
CCR Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> • <i>Application:</i> Cite specific textual evidence to support analysis of primary and secondary sources. • <i>Application:</i> Cite specific textual evidence to support analysis of science and technical texts. 	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <ul style="list-style-type: none"> • <i>Application:</i> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • <i>Application:</i> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Identify the main topic and retell key details of a text.	Determine the main idea of a text, recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details, summarize the text. Determine a theme of a story, drama, or poem from details in the text, summarize the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. <ul style="list-style-type: none"> • <i>Application:</i> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information in a text by paraphrasing them in simpler but still accurate terms.

CCR Reading Anchor 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <ul style="list-style-type: none"> • <i>Application:</i> Identify key steps in a text’s description of process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements or performing technical tasks, attending to special cases or exceptions defined in the text.</p>

CCR Reading Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <ul style="list-style-type: none"> • <i>Application:</i> Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.

CCR Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (section, chapter, scene, or stanza) relate to each other and the whole.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events ideas, concepts or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter). Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCR Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>	<p>Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p> <ul style="list-style-type: none">• <i>Application:</i> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>

CCR Reading Anchor 7: Integrate and evaluate content present in diverse media and formats, including visually and quantitatively, as well as in words.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translation information expressed visually or mathematically (e.g., in an equation) into words. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCR Reading Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCR Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Analyze seminal US documents or historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Analyze 17th-, 18th-, and 19th-century foundational US documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <ul style="list-style-type: none"> • <i>Application:</i> Compare and contrast treatments of the same topic in several primary and secondary sources.

CCR Reading Anchor 10: Read and comprehend complex literary and information texts independently and proficiently

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
2 nd -3 rd (B)	2.75-5.14	42-54	1.98-5.34	420-820	3.53-6.13	0.05-2.48
4 th -5 th (C)	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
6th-8th (D)	7.00-9.98	57-67	6.51-10.34	925-1185	7.04-9.57	4.11-10.66
9 th -10 th (E)	9.67-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
11 th -CCR (E)	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

CCRS for Writing by Instructional Level

CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. 	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • Provide a concluding statement or section related to the opinion presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources, and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or sections that follows from and supports the argument presented.

CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRS A (NRS Educational Functioning Level 1)	CCRS B (NRS Educational Functioning Level 2)	CCRS C (NRS Educational Functioning Level 3)	CCRS D (NRS Educational Functioning Level 4)	CCRS E (NRS Educational Functioning Levels 5 & 6)
<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Write information/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. • Develop topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provide a concluding statement or section. 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and 	<p>Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic.

			supports the information or explanation presented.	<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.).
CCR Writing Anchor 3: Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Write narratives in which they recount two of more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Students write narratives in which they recount a well-elaborated event and short sequence of events, including details to describe actions, thoughts, and feelings, and using temporal words to signal event order and provide a sense of closure.	Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and information/explanatory texts.		
CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
	Produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)	With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)
CCR Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCR Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCR Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply to texts of appropriate complexity (R Std. 10)

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
This standard does not begin until grade 4 in the Common Core State Standards.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”). • Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support with point(s)”). 	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g. “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements”). • Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). 	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”). • Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text.”) 	

CCRS for Language by Instructional Level

CCR STANDARDS FOR LANGUAGE				
CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive, and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring nouns and verbs. • Use frequently occurring conjunctions. • Use determiners. • Use frequently occurring prepositions. • Understand and use question words. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 	<p>Demonstrate command of the convention of standard English grammar and usage when writing and speaking,</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Use relative pronouns and relative adverbs. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions. • Form and use the perfect verb tenses. • Use verb tenses to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Use correlative conjunctions. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns. • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague or unclear pronouns. • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjective mood. • Recognize and correct inappropriate shifts in verb voice and mood. • Explain the function of phrases and clauses in general and their function in specific sentences. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

	<ul style="list-style-type: none"> • Produce, expand, and rearrange complete simple and compound sentences. 		<ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationship among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
CCR Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Capitalize dates and names of people. • Recognize and name end punctuation. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Capitalize appropriate words in titles. • Use commas in greetings and closings of letters. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Use an apostrophe to form contractions and frequently occurring possessives. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. • Generalize learned spelling patterns when writing words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to direct speech and quotations from a text. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. • Use a comma to separate coordinate adjectives. • Use an ellipsis to indicate an omission. • Spell correctly. 	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.

CCR Language Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>This standard does not begin until grade 2 in the Common Core State Standards.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written standard English. 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English used in stories, dramas, or poems. 	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	

CCR Language Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. • Verify the preliminary determine of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCR Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> Sort words into categories to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes. Identify real-life connections between words and their use. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. 	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context. Identify real-life connections between words and their use. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. 	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 		
CCR Language Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.				
<i>CCRS A (NRS Educational Functioning Level 1)</i>	<i>CCRS B (NRS Educational Functioning Level 2)</i>	<i>CCRS C (NRS Educational Functioning Level 3)</i>	<i>CCRS D (NRS Educational Functioning Level 4)</i>	<i>CCRS E (NRS Educational Functioning Levels 5 & 6)</i>
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> signal precise actions, emotions, or states of being. are basic to a particular topic. signal contrast, addition, and other logical relationships. 	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>

Descriptors by NRS Level

ABE Level 1

Assessment Ranges	
CASAS scale scores: • Reading GOALS: 203 and below	CASAS scale scores: • Math GOALS: 193 and below
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.</p> <p>Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.</p> <p>Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.</p> <p>Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.</p> <p>Geometry and Measurement: Students prepared to exit this level can analyze and compare 2 and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes and with three-dimensional shapes to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.</p> <p>Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.</p>

ABE Level 2

Assessment Ranges	
CASAS scale scores: • Reading GOALS: 204–216	CASAS scale scores: • Math GOALS: 194–203
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals ready to exit the Beginning Basic Level are able to decode multisyllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts.</p> <p>Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author’s main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author’s.</p> <p>Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.</p> <p>Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.</p> <p>Geometry and Measurement: Students prepared to exit this level understand geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes and can compare and classify two-dimensional shapes. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. and metric units for linear measurements and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They understand, and can solve, real world and mathematical problems involving perimeter of polygons.</p> <p>Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs, including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.</p>

ABE Level 3

Assessment Ranges	
<p>CASAS scale scores:</p> <ul style="list-style-type: none"> • Reading GOALS: 217–227 	<p>CASAS scale scores:</p> <ul style="list-style-type: none"> • Math GOALS: 204–214
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010). They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.</p> <p>Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points and place polygons in the coordinate plane to solve real-world and math problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems that involve simple fractions or decimals.</p> <p>Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.</p>

ABE Level 4

Assessment Ranges	
CASAS scale scores: • Reading GOALS: 228–238	CASAS scale scores: • Math GOALS: 215–225
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185) They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.</p> <p>Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.</p> <p>Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.</p> <p>Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).</p>

Assessment Ranges	
<p>CASAS scale scores:</p> <ul style="list-style-type: none"> • Reading GOALS: 239–248 	<p>CASAS scale scores:</p> <ul style="list-style-type: none"> • Math GOALS: 226–235
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity. This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance. In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.</p> <p>Writing: Individuals ready to exit this level are able to compose arguments and informative texts. When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well-chosen, relevant, and sufficient facts appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.</p> <p>Geometry: Students prepared to exit this level can solve real world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p> <p>Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.</p>

Assessment Ranges	
CASAS scale scores: • Reading GOALS: 249 and above	CASAS scale scores: • Math GOALS: 236 and above
Basic Reading and Writing	Numeracy Skills
<p>Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385). This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.</p>	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.</p> <p>Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm’s law, $V = IR$, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable, and recognize how and when extraneous solutions may arise.</p> <p>Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear,</p>

quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

<https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf>