GED® Tutorials are based on content frameworks for the 2014 Test and current test specifications and provide students a less stressful and more successful preparation effort as they work to achieve a GED passing score.

GED Mathematics Reasoning and Reasoning through Language Arts (RLA) Tutorials offer targeted instruction, practice and review. Students engage with the content in an interactive, feedback-rich environment as they progress through GED test aligned modules.  Students will practice skills essential to the test they're preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, guided analysis, and practice with personalized feedback so students are empowered to increase their Exam Readiness. The Review It offers an engaging and high impact video summary of key concepts and important to grasp connections. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers, linking a student's performance to GED reporting categories and reasoning indicators. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are ready for test day and where they need to continue their review and practice.

This Tutorial is aligned with 2014 assessment content from GED Testing Service and content area assessment targets for Mathematics and RLA sections.

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# 1. ELEMENTS OF LITERATURE 1

- **CONFLICT**
  - **R.3.3** *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 ideas; or how a setting or context shapes structure and meaning.*

- **CHARACTER TYPES**
  - **R.3.3** *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 ideas; or how a setting or context shapes structure and meaning.*

- **FORESHADOWING AND SUSPENSE**
  - **R.3.3** *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 ideas; or how a setting or context shapes structure and meaning.*

# 2. ELEMENTS OF LITERATURE 2

- **PLOT**
  - **R.3.3** *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 ideas; or how a setting or context shapes structure and meaning.*

- **THEME**
  - **R.2.6** *Identify a theme, or identify which element(s) in a text support a theme.*

- R.3.3 *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 ideas; or how a setting or context shapes structure and meaning.*
- R.5.3 *Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.*
- R.7.3 *Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.*
- R.7.4 *Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.*

- **SETTING**
  - R.3.3 *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 ideas; or how a setting or context shapes structure and meaning.*

## 3. READING STRATEGIES 1

- **MAKING INFERENCES**
  - R.2.3 *Make sentence level inferences about details that support main ideas.*
  - R.3.2 *Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.*
  - R.3.4 *Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship.*
  - R.6.3 *Infer an author's implicit as well as explicit purposes based on details in text.*

- **DRAWING CONCLUSIONS**
  - R.2.8 *Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.*
  - R.6.3 *Infer an author's implicit as well as explicit purposes based on details in text.*

## 4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**
  - R.2.4 *Infer implied main ideas in paragraphs or whole texts.*

- **DETERMINING AUTHOR'S PURPOSE**
  - R.5.1 *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.*
  - R.5.3 *Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.*
  - R.5.4 *Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.*
  - R.6.1 *Determine an author's point of view or purpose of a text.*
  - R.7.3 *Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.*

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - R.2.2 *Summarize details and ideas in text.*

## 5. AUTHOR'S VOICE AND METHOD

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **R.6.1** *Determine an author's point of view or purpose of a text.*
- **R.6.2** *Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.*
- **R.9.3** *Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.*

- **ANALYZING AUTHOR'S STYLE**
  - **R.4.3/L.4.3** *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.*

- **TONE AND MOOD**
  - **R.4.2/L.4.2** *Analyze how meaning or tone is affected when one word is replaced with another.*

- **WORD CHOICE**
  - **R.4.2/L.4.2** *Analyze how meaning or tone is affected when one word is replaced with another.*
  - **R.4.3/L.4.3** *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.*

# 6. STRATEGY 1

- **CENTRAL IDEAS**
  - **R.2.1** *Comprehend explicit details and main ideas in text.*
  - **R.2.3** *Make sentence level inferences about details that support main ideas.*
  - **R.2.5** *Determine which detail(s) support(s) a main idea.*

- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - **R.5.1** *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.*
  - **R.5.2** *Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).*
  - **R.5.3** *Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.*
  - **R.5.4** *Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.*

- **RHETORICAL TECHNIQUES**
  - **R.6.4** *Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).*

# 7. STRATEGY 2

- **INDUCTIVE AND DEDUCTIVE REASONING**
  - **R.2.7** *Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.*

- **EVALUATING EVIDENCE**
  - **R.8.1** *Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.*
  - **R.8.2** *Identify specific pieces of evidence an author uses in support of claims or conclusions.*

- **R.8.3** *Evaluate the relevance and sufficiency of evidence offered in support of a claim.*
- **R.8.4** *Distinguish claims that are supported by reasons and evidence from claims that are not.*
- **R.8.5** *Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.*
- **R.8.6** *Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.*
- **R.9.3** *Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.*

- **ANALYZING LANGUAGE**
  - **R.4.1/L.4.1** *Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.*

- **SYNTHESIZING IDEAS**
  - **R.2.8** *Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.*
  - **R.9.1/R. 7.1** *Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).*
  - **R.9.2** *Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.*
  - **R.7.3** *Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.*
  - **R.7.4** *Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.*

## 8. TEXT CONNECTIONS

- **ANALYZING INTERPRETATIONS OF FICTION**
  - **R.3.5** *Analyze the roles that details play in complex literary or informational texts.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - **R.3.5** *Analyze the roles that details play in complex literary or informational texts.*
  - **R.9.1/R. 7.1** *Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).*
  - **R.7.2** *Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.*

## 9. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**
  - **R.3.4** *Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship.*

- **COMPARE AND CONTRAST**
  - **R.3.4** *Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship.*
  - **R.9.1/R. 7.1** *Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).*
  - **R.9.2** *Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.*

- **VISUAL AIDS**

## 10. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**
  - **R.3.1** *Order sequences of events in texts.*

- **FLASHBACK AND FRAMING**
  - **R.3.1** *Order sequences of events in texts.*

## 11. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**
  - **L.2.2** *Edit to eliminate run-on sentences, fused sentences, or sentence fragments.*

- **PARALLELISM AND VERB TENSE**
  - **L.1.6** *Edit to ensure parallelism and proper subordination and coordination.*

- **NOUNS AND CAPITALIZATION**
  - **L.2.1** *Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).*

## 12. SENTENCE STYLE 1

- **SUBJECT-VERB AGREEMENT**
  - **W.3** *Write clearly and demonstrate sufficient command of standard English conventions.*
  - **L.1.2** *Edit to correct errors in straightforward subject-verb agreement.*
  - **L.1.7** *Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).*

- **MODIFIERS**
  - **L.1.5** *Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)*

## 13. SENTENCE STYLE 2

- **PRONOUNS**
  - **L.1.3** *Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.*

- **PRONOUN-ANTECEDENT AGREEMENT**
  - **L.1.3** *Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.*
  - **L.1.7** *Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).*

- **PRONOUN CASE**
  - **L.1.3** *Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.*

## 14. PUNCTUATION

- **COMMAS WITH PHRASES AND CLAUSES**
  - **W.3** *Write clearly and demonstrate sufficient command of standard English conventions.*
  - **L.2.4** *Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).*

- **END MARKS**
  - **W.3** *Write clearly and demonstrate sufficient command of standard English conventions.*
  - **L.2.2** *Edit to eliminate run-on sentences, fused sentences, or sentence fragments.*
  - **L.2.4** *Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).*

- **APOSTROPHES**
  - **L.2.3** *Edit to ensure correct use of apostrophes with possessive nouns.*

## 15. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**
  - **R.4.1/L.4.1** *Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.*

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - **R.4.1/L.4.1** *Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.*

- **CONNOTATION AND DENOTATION**
  - **R.4.1/L.4.1** *Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.*

## 16. USAGE

- **FORMAL AND INFORMAL LANGUAGE**
  - **L.1.4** *Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game)*

- **SPELLING RULES**
  - **W.3** *Write clearly and demonstrate sufficient command of standard English conventions.*

- **COMMONLY CONFUSED WORDS**
  - **L.1.1** *Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).*

## 17. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
  - **W.1** *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
  - **W.2** *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- W.1 *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
- W.2 *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

- **EXPOSITORY ESSAYS**
  - W.1 *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
  - W.2 *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

## 18. ARGUMENTATIVE WRITING

- **TYPES OF EVIDENCE**
  - R.8.2 *Identify specific pieces of evidence an author uses in support of claims or conclusions.*
  - R.8.3 *Evaluate the relevance and sufficiency of evidence offered in support of a claim.*

- **ARGUMENTATIVE CLAIMS**
  - W.1 *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
  - W.2 *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.1 *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
  - W.2 *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

- **ARGUMENTATIVE ESSAYS**
  - W.1 *Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.*
  - W.2 *Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.*

## 19. REVISION CONSIDERATIONS

- **WORDINESS AND REDUNDANCY**
  - L.1.8 *Edit to eliminate wordiness or awkward sentence construction.*

- **TRANSITIONAL ELEMENTS**
  - R.5.3 *Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.*
  - L.1.6 *Edit to ensure parallelism and proper subordination and coordination.*
  - L.1.9 *Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.*

- **MAINTAINING A FORMAL STYLE**
  - **L.1.4** *Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game)*