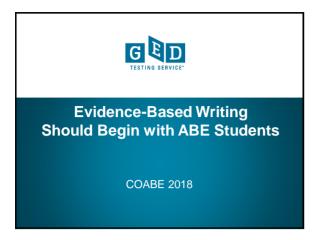
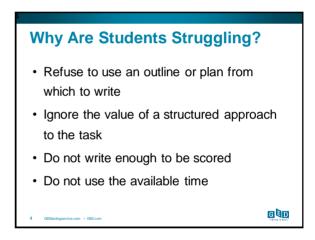
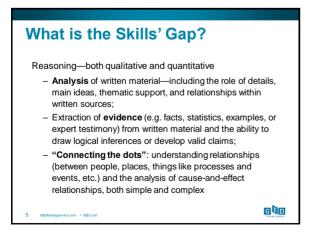
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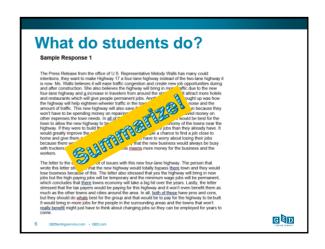


Overview the performance expectations for CR items and scoring Explore teaching key aspects of constructed response that should begin with ABE students Present a structured approach to tackling a writing task Share resources

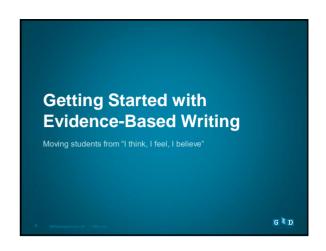










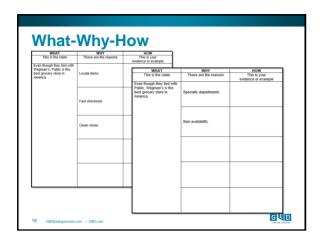


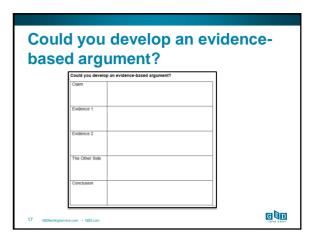




Type of Evidence	Definition	
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.	
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.	
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.	
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.	
Logical Reasoning	An explanation which draws conclusions that the reader car understand; a discussion which helps the reader understand or make sense out of facts or examples offered.	
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.	

What What is the claim?	Why Why is that claim made?	How How do you know?
This is the claim.	These are the reasons for the claim.	This is the evidence or example that supports that claim.





Where do you begin?

- Introduce the idea of developing an evidence-based argument
- · Use real-life situations
- Start with personal opinion supported by evidence
- Move to more complex situations or reallife articles

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Let's Brainstorm

- In your groups, think of some real-life situations that you could use to provide practice for students.
- · Share your ideas!

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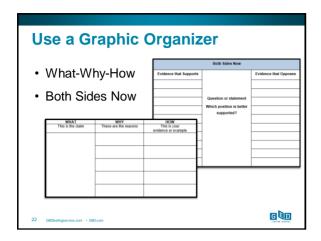


Identify Source Text

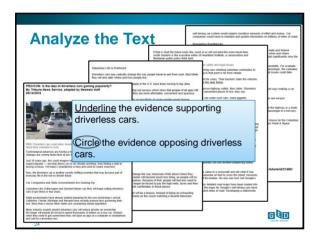
- · Find text that is interesting to students
- Best Source Newsela
 - Range of topics
 - Adjustable reading levels
 - Supporting activities

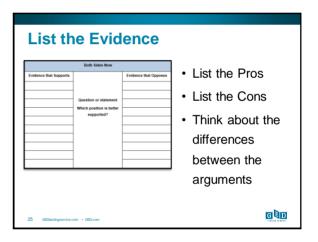
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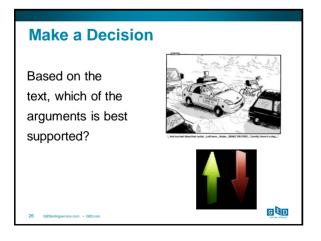
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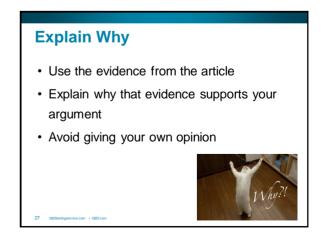


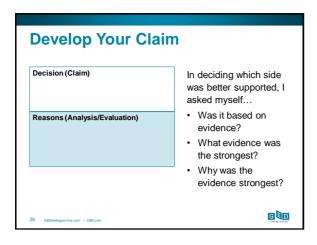


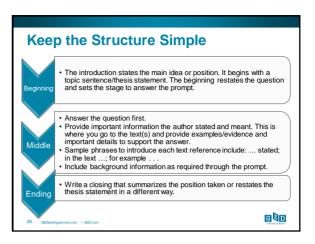




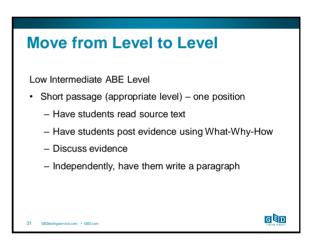


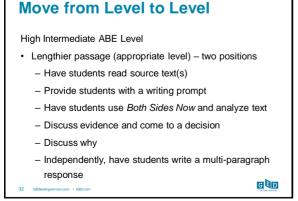


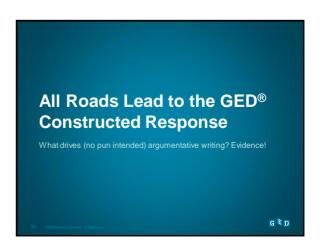


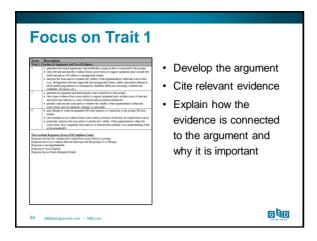


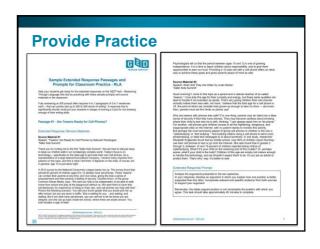
Get Started in ABE Classes Beginning Literacy and ABE Level • Use Real-Life Situations (What-Why-How) • Short passage – one position — If required, read the text to students — Have students listen for evidence — List the evidence on the board for students — Together, construct a paragraph that explains how the author made his/her point



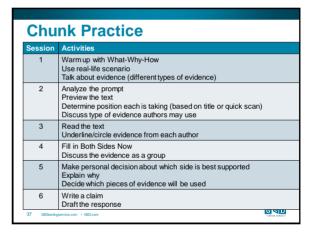














What Students Need to Do One of the statement of a stance is considered insufficient Needs to include the "why" Do more than just use quotations Evidence cited must support the overall message and must be analyzed in some way

Setting the Claim (statement of stance) Instead of . . . Between the two positions in this They say daylight savings time is a article the one against Daylight great thing Savings Time is better supported because of the stronger research Between the two positions arguing The changing to daylight saving time twice a year is quite confusing to a lot whether or not Daylight Saving Time of people, especially at the time right (DST) is useful in terms of energy before and after the change consumption and safety, the argument in favor of DST is better supported because it uses more factual evidence.

Students Earn Points By . . .

- Analyzing the issue or the quality of the argument through which both sides are presented
 - Evidence cited must support overall message and must be <u>analyzed</u> in some way
- Demonstrating that the test-taker has engaged with the text and has created a textbased argument

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Analyze, (evaluate), and engage

This .

In the argument for daylight savings time, it seems that the pro daylight savings time position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support antidaylight savings positions.

Instead of . . .

The changing to daylight saving time twice a year is quite confusing to a lot of people, especially at the time right before and after the change. A person can become upset when they forget to change their clock each time. More accidents can also happen in rushing, when you forget to change all of your clocks.

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What Students Need to Avoid

Responses should not

- Be composed of a summary of the passage or authors' positions
- Include personal information (e.g., opinion)
- Be written in first person (let's discuss why)

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Examples

Summarization

If those are the arguments that are made, then people just need to be more responsible if they are having trouble adjusting with the time change.

Personal Information

Back when it was thought of it made sense – but times have changed and now its time to not have it.

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Know What is Expected

When you write . . .

- determine which position presented in the passage(s) is better supported by evidence from the passage(s)
- explain why the position you chose is the bettersupported one
- remember, the better-supported position is not necessarily the position you agree with
- defend your assertions with multiple pieces of evidence from the passage(s)
- · build your main points thoroughly
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Don't Forget the Little Stuff

Expose students to a structured approach to the writing task and help them understand that they need to:

- Write a <u>complete</u> response, not just a short paragraph (300-500 words)
- Provide commentary on the evidence cited (explain the "why")
- Fully develop two or three ideas, rather than mention a lot of things without detail
- Leave five minutes at the end for proofreading—that is one of the things evaluated

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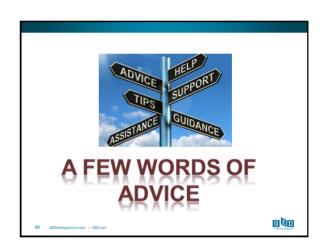
"Stuff to Teach"

- Writing about what is read (Hint: Practice, practice, practice!)
- Using a plan (e.g,. a graphic organizer or an outline) for organizing the information from the reading and then writing about it
- · Bringing good grammar to the writing task
- · Answering the question that is asked

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Test-Taking Tips for RLA CR

- Always complete the constructed response! (You cannot use the 45 minutes provided for any other part of the test.)
- · Read and analyze the prompt first.
- Closely read the source texts, analyzing and evaluating the evidence before determining your claim.
- Use the highlighting tool and the erasable note boards for planning.
- · Plan your time
 - Use the entire 45 minutes to write your response
 - Spend 10-15 minutes for reading and planning
 - Save 4-5 minutes to proofread your response

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