

Moving Up! Building Better Writing Skills

A Workshop by GED Testing Service®

March 26, 2019



WELCOME!



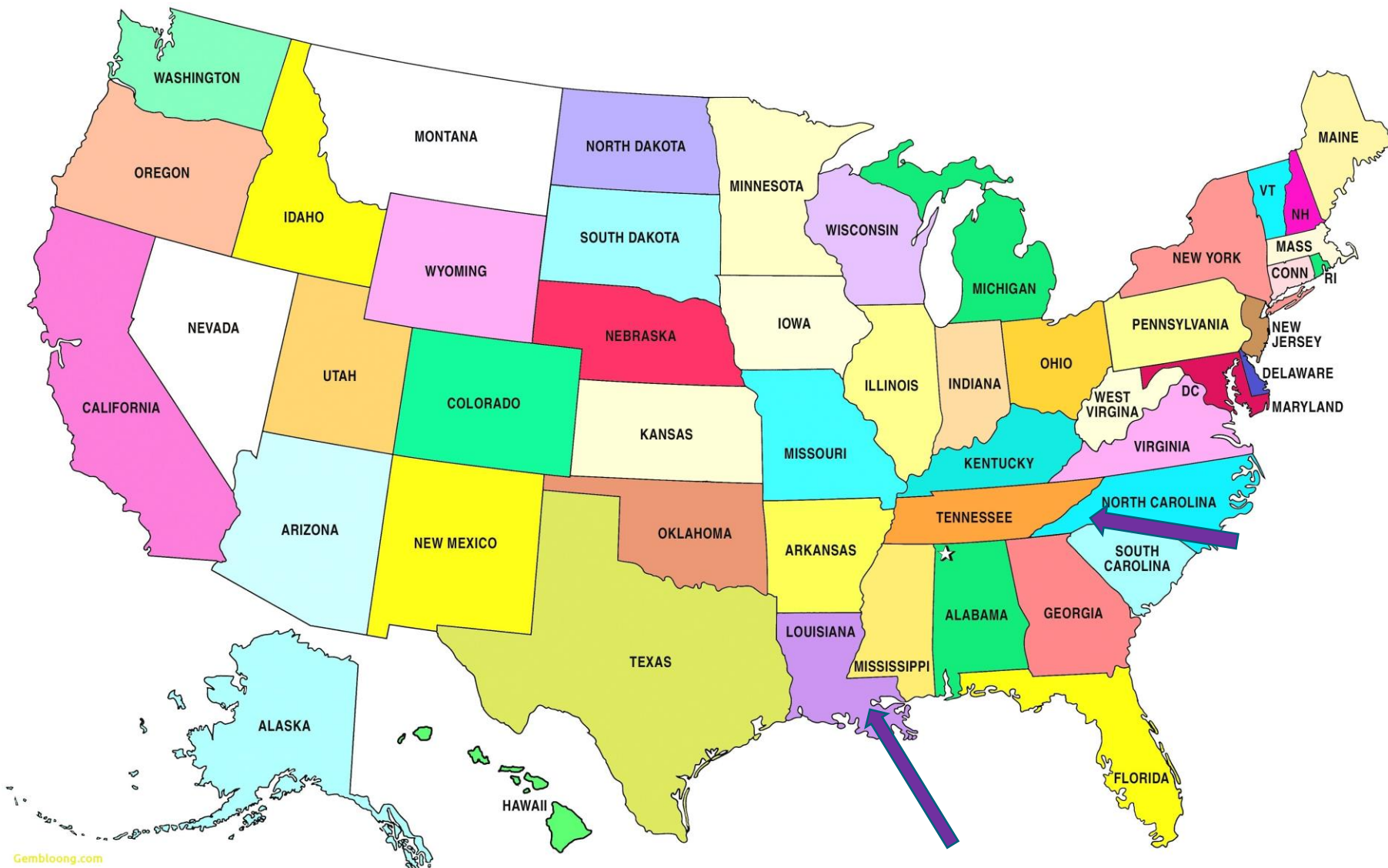
Debi Faucette
GED Testing Service



Susan Pittman
PD Consultant

Where are You?

List your city and state into the Question Box!



Session Objectives



- Discuss challenges that students in writing
- Review strategies and activities to help students improve their basic writing skills
- Provide process for students to learn how to use evidence in writing
- Share resources

Three Score Level Indicators on GED Ready®

Not Likely to Pass	Too Close to Call	Likely to Pass
100-133	134-144	145-200

Test-taker Scoring Too Close to Call

The Student's performance

- Is typically based on a test-taker's consistency in demonstrating skills, or
- May be based on the level of complexity of materials that a test-taker can handle
 - Lower-performing students may be
 - Successful with simpler materials and
 - Less successful with those that are more complex



Level of Consistency in Demonstrating Skills

Not Likely to Pass	Too Close to Call	Likely to Pass
Quite Inconsistent	Perform about 50% - 70%	Above 70%

What Skills Do Students Have and What Do They Need?



GED® Test: Reasoning Through Language Arts Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze **challenging** passages similar to Sandra Cisneros' "Eleven," John Steinbeck's *Travels With Charley: In Search of America*, and Donald Mackay's *The Building of Manhattan*. Test-takers who score in this performance level are typically able to demonstrate the following skills:

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- 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 at a satisfactory level
- 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, at a satisfactory level
- 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 at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

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GED® Test: RLA Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency (continued)

- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose
- 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
- Edit to eliminate wordiness or awkward sentence construction

and

2) develop the following additional skills:

- Analyze how an author distinguishes his or her position or responds to conflicting viewpoints
- Compare two passages that present related ideas or themes in different genres or formats in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact
- Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another
- Distinguish claims that are supported by reasons and evidence from claims that are not
- Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact
- Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided
- Edit to eliminate non-standard or informal usage
- Edit to ensure parallelism and proper subordination and coordination

3

GED® Test: RLA Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency (continued)

- Determine an author's purpose in a text at a satisfactory level
- Infer an author's implicit as well as explicit purposes based on details in a text, at a satisfactory level
- Analyze how an author uses rhetorical techniques to advance his or her point of view, to achieve a specific purpose

Using Evidence to Understand, Analyze, and Create Arguments

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

Applying Knowledge of English Language Conventions and Usage

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

In order to progress to the GED® College Ready level, test-takers need to:

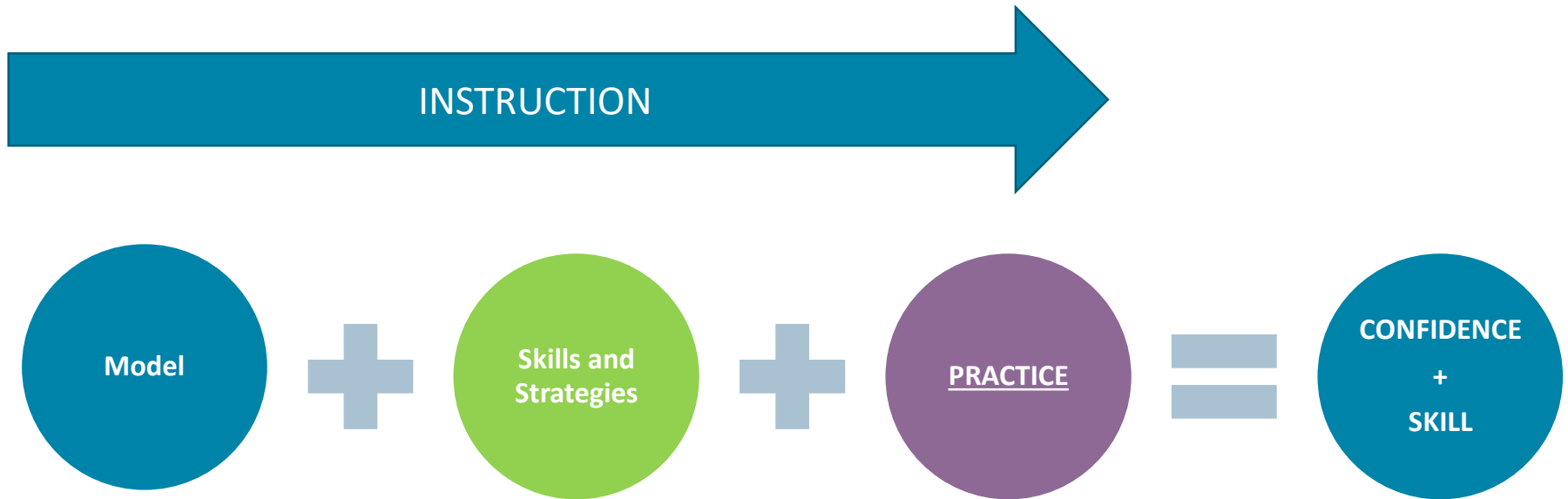
- 1) continue to **strengthen** the skills listed in the Below Passing and Pass/High School Equivalency levels and apply them to **complex** texts, such as Chinua Achebe's *Things Fall Apart*, Martin Luther King Jr.'s "Letter from Birmingham Jail," and Euclid's *Elements*, with a particular focus on improving the following skills:

- Infer relationships between ideas in a text

2



Building Better Writing Skills



The background of the slide is a composite image. The left half is a blue-tinted photograph of students in a classroom, with one student in the foreground wearing a headset. The right half is a clear photograph of a student with long blonde hair, wearing a blue shirt, sitting at a desk and writing in a spiral notebook with a black pen. The lighting in the right half is bright, coming from a window.

Writing Basics

How about those grammar crimes?

We See It All the Time! It's a Crime - Grammar Crime That Is!

- Word Choice
- Mechanics – Capitalization, Punctuation, and More
- Usage – Subject-Verb Tense and Modifiers
- Sentence Structure – Fragments, Run-on sentences, splices, Dangling modifiers, and parallel structure

Can You Spot the Crime?



Grammar Crimes

Capitalization

On october 10, 2014, the nobel peace prize was given to the famous pakistani education advocate, malala yousafzai.

Grammar Crimes

Spelling (Homonyms)

**My supervisor's decision effected everyone
on the shift.**

Grammar Crimes

Spelling (Possessives)

Marys sons thought that the resulting assets from the merger of the two companies resources were theirs' to invest.

Grammar Crimes

Spelling (Contractions)

**We have to decide whose going on the expedition
based on seniority.**

How many punctuation marks are there?



And the answer is...

Mark	Name	Example
.	full stop/period	I like English.
,	comma	I speak English, French, and Thai.
;	semi-colon	I don't often go swimming; I prefer to play tennis.
:	colon	You have two choices: finish the work today or lose the contract.
-	hyphen	This is a rather out-of-date book.
—	dash	In each town—London, Paris and Rome—we stayed in youth hostels.
?	question mark	Where is Shangri-La?
!	exclamation mark	"Help!" she cried. "I'm drowning!"
/	oblique/slash	Please press your browser's Refresh/Reload button.
"	quotation marks	"I love you," she said.
'	apostrophe	This is John's car.
()	round brackets	I went to Bangkok (my favorite city) and stayed there for two weeks.
[]	square brackets	The newspaper reported that the hostages [most of them French] had been released.
...	ellipsis	One happy customer wrote: "This is the best program...that I have ever seen."

Grammar Crimes

Punctuation (Comma Overuse)

Because they want to be correct, sometimes, people put extra commas, in sentences, by mistake.

Grammar Crimes

Punctuation (Commas & Independent Clauses)

**Nathan went to the local supermarket and
he bought soup and crackers for supper.**

Check Your Grammar

Punctuation (Introductory Elements)

**Although she was across the room from Timothy Nancy
could see his warm smile.**

**In a memo to her staff Doris informed them of her
retirement plans.**

Grammar Crimes

Punctuation (Appositives)

**Mr. Jackson the president of the local business association
went to the meeting.**

Grammar Crimes

Agreement in Number

The climate in both places are mild.

Neither Mary nor her brothers knows what happened.

Grammar Crimes

Interrupting Phrases

**The teacher of adult education,
alternative education, and ESL are
here.**

Grammar Crimes

Pronoun Reference (Pronoun Shift)

**If one wants something important out of life,
you must get it.**

Grammar Crimes

Pronoun Reference (Ambiguous Reference)

**Samantha thanked Jerilyn when she
received her degree.**

Grammar Crimes

Pronoun Reference (Agreement with Antecedent)

When writing an essay, everyone performs at the best of their ability.

Grammar Crimes

Sentence Fragment

Because she was new in town and had not met any of her neighbors.

Grammar Crimes

Run-On Sentence

He used to work at Burger Palace now he works
at Taco Land.

(Correctly punctuated, but difficult to
understand.)

Grammar Crimes

Comma Splice

We all watched *Titanic*, it was a great movie!

Sharon was overwhelmed with work, she was able to complete everything before she left the office.

Grammar Crimes

Parallelism

He likes to listen to music, to watch movies
and going swimming.

Grammar Crimes

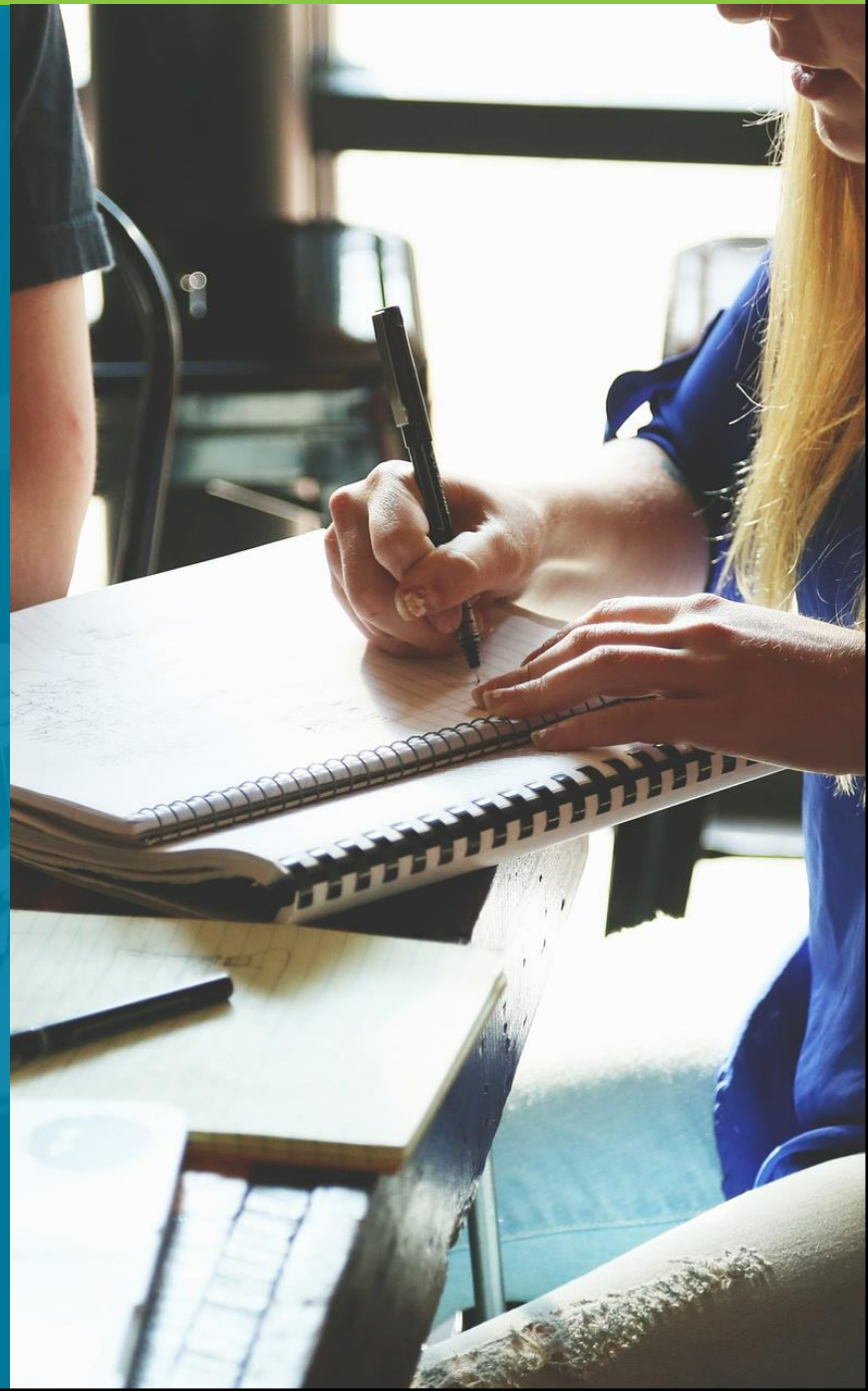
Dangling Modifier

While driving on Greenwood Avenue yesterday afternoon, a tree began to fall toward the gentleman's car.

Running down the street, the house was on fire.

Write Just for the Fun of It!

Focus on Ideas First!



Nature One Liners

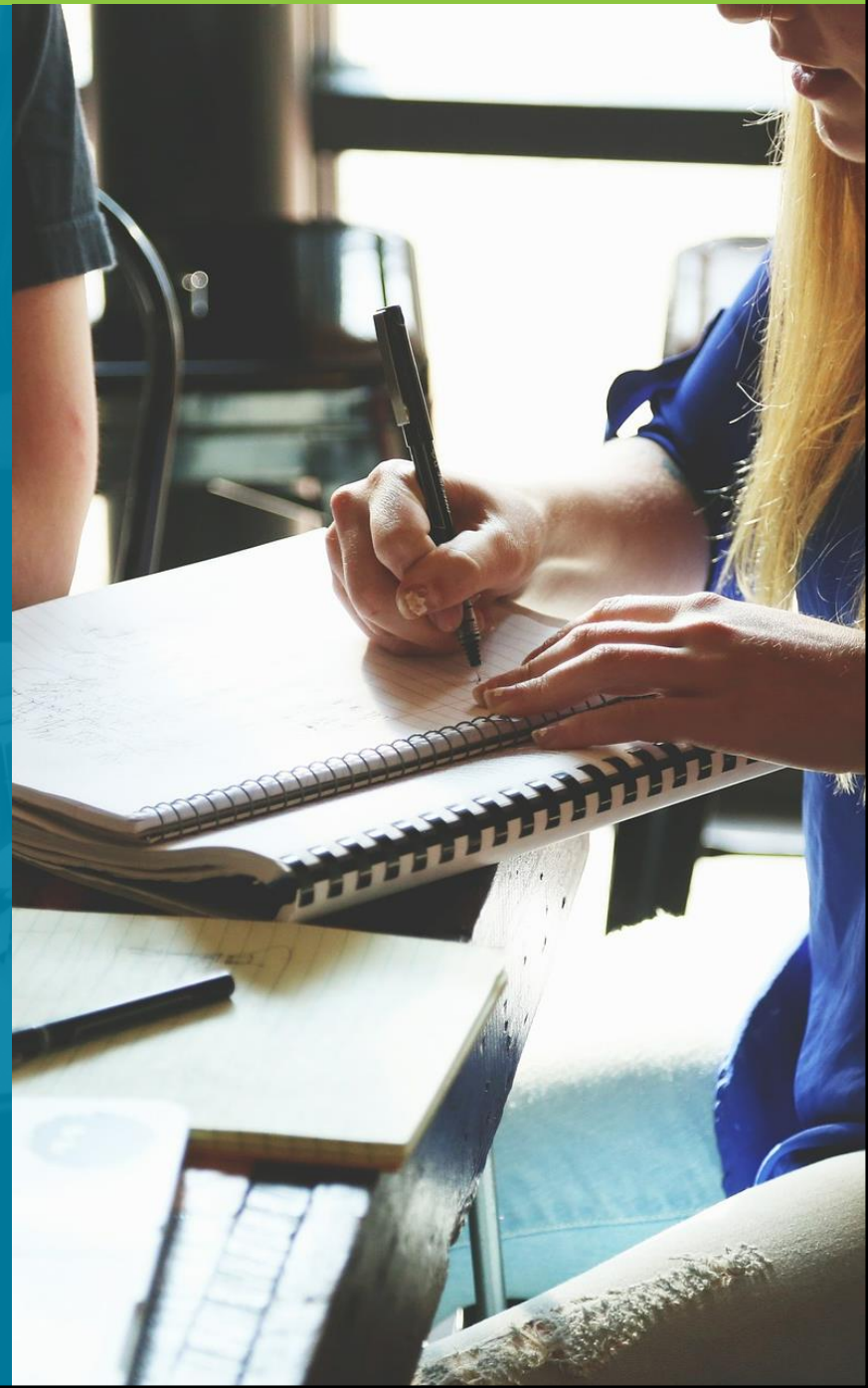
A Sentence Writing Activity

Write a sentence describing one of the following pictures. Make your sentence memorable. Remember, a picture is worth a 1,000 words!



Getting Started with Evidence- Based Writing

Moving students from “I think, I feel, I believe”



Think About It!

If someone asked you why you bought or rented the home in which you live. You might say:

- “It was the perfect location.”
- “It fit my family’s needs.”
- “It had a wonderful kitchen and great room.”
- “It was in the right place at the right price.”

Did You Give Reasons or Evidence?

Start with Real-Life Situations

Which of the following would be more convincing to you?

People should get together with coworkers and carpool to work and save money.

What made the difference to you?

After starting to carpool with some of my friends, I was able to save \$35.00 on gas in just the first week. After looking at my credit card statements for the past six month, I found that I spent 35% less on gas than in the previous year. Carpooling is an excellent way to save money.

Wegman's unseats Trader Joe's as best grocery store in the U.S.

A large-scale consumer study says there's a new favorite grocery store in America – and it's one New Jerseyans know well. Wegman's the populate supermarket chain that operates seven locations in the state, came out on top of a new study by Market Force that surveyed 10,000 consumers about their experiences at the country's largest chains.

The Rochester, New York-based chain unseated Trader Joe's as the reigning leader of the survey this year. Trader Joe's had topped the list for four years.

Wegman's didn't earn enough votes to land on last year's list drew twice as many when the online survey went out this February. The survey quizzed shoppers in four different U.S. census regions on a range of topics, including checkout speed, friendliness of employees, and the likelihood customers would recommend the store to others, to compile an overall composite loyalty index.

The study said family-owned Wegmans stood out among consumers for its large stores, employee training, fresh produce, reasonable prices, and customer experience that "creates super fans" of the brand.

What is missing?

Wegman's is best
grocery store in U.S.

Evidence?

Large stores, employee
training, fresh produce,
reasonable prices, customer
experience



“

“The goal of making an argument is to convince an audience of the rightness of the claims being made, using logical reasoning and relevant evidence...”

”

Source: National Governor's Association Center for Best Practices and the Council of Chief State School Officers. College & Career Ready Standards for Reading, Writing and Communication

What-Why-How

What
What is the claim?

Why
Why is that claim made?

How
How do they know?

This is the claim.	These are the reasons for the claim.	This is the evidence that backs up that claim.

Steve Peha, Teaching That Makes Sense - <https://www.ttms.org/>

Wegman's is our favorite!

What (Question)	Why (Reasons)	How (Evidence)
Why was Wegman's selected as the favorite grocery store?	Large stores	Many departments Square footage Spacious
	Employee training	Initial orientation Ongoing training Consistency of service
	Fresh produce	Local providers Wide variety Excellent condition
	Reasonable prices	Compared to others Sales Price per unit
	Customer experience	Courteous staff Clean, organized Assistance provided

Where do you go next?

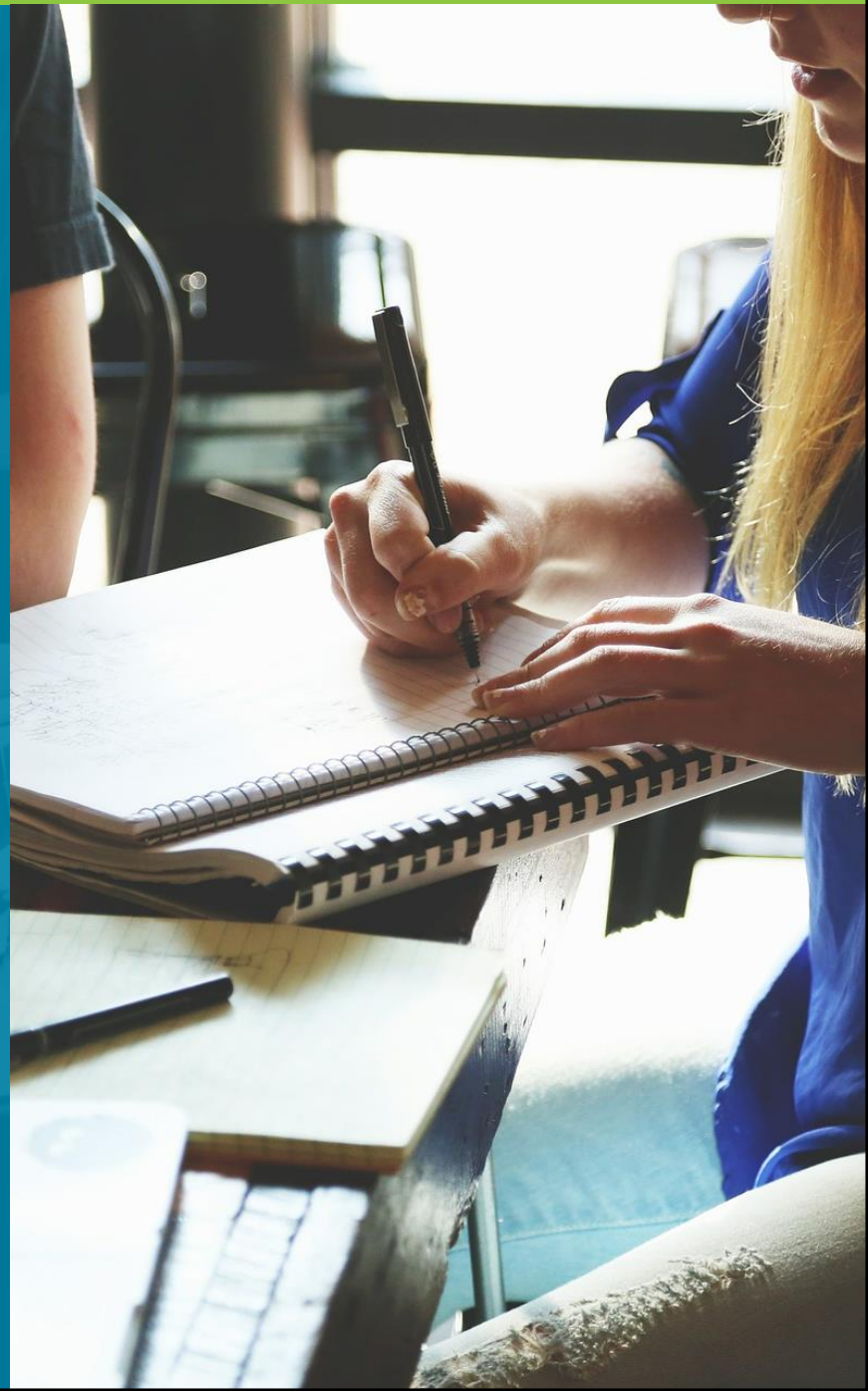
- Introduce the idea of developing an evidence-based argument
- Use real-life situations
- Start with personal opinion supported by evidence
- Move to more complex situations or real-life articles

But will I ever use this in real life?



Transition to More Real-Life Writing Situations

Use What-Why-How to prepare for job applications, cover letters, and interview responses



Is this what we want from our students?

Attached, please find me resume, as I would LOVE to be a lifestyle/wall street intern as both topics fascinate me and I have great experience in both. The only caveat IS I have to do this during non-working hours...Fear not, as I am willing to work well into the night to get clips and additional experience in writing.

Please let me know if you have any questions.

To Whom it May Concern,

My name is J. Harden and I am an interested applicant in the position currently available. My skills consist of being great at multi-tasking, great with computers, patient, bilingualism (fluent Spanish), reliable and having very flexible hours. I am 24 years old which is why I think this position is a great fit for me. I have attached my resume in the hopes of being considered for it. I am available weekdays, weekends, and at any time nights.

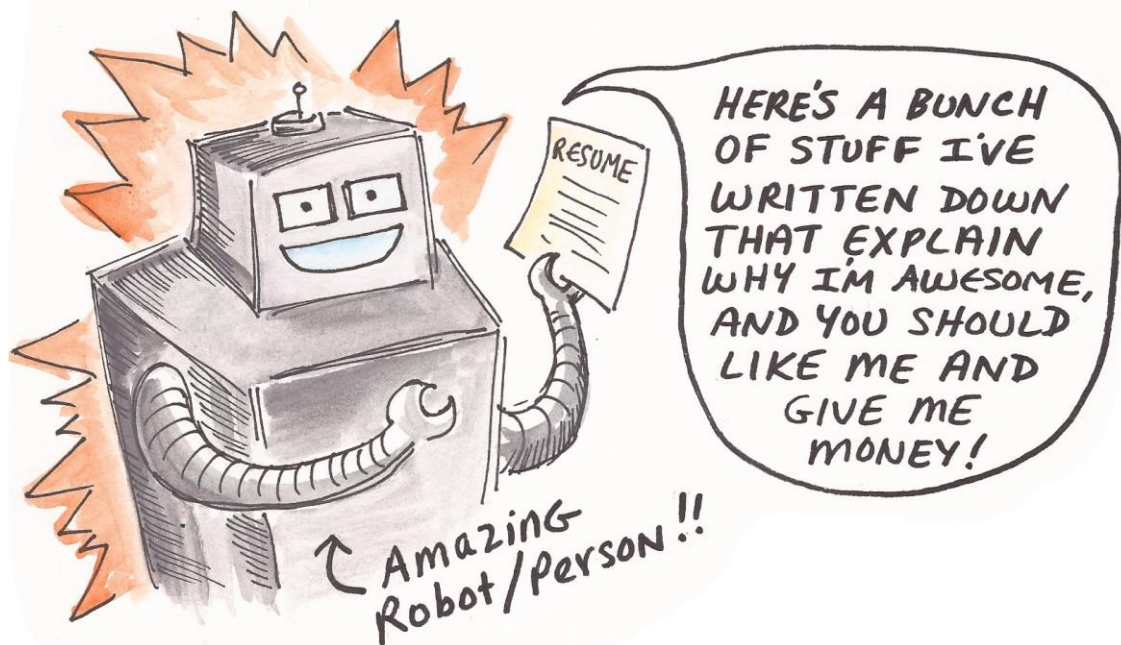
Thank you in advance for your time reading this email – should you choose to move forward , please do not hesitate to contact me vial e-mail.

Attentively,

JJ

Make it Personal

APPLYING FOR JOBS



Have students

- Create a What-Why-How chart that addresses why they would be the “right” candidate for a job
- Have students identify 3-4 reasons
- Have students provide evidence to support their reasons
- Create a cover letter based on chart

Where do you begin?

1. Start with a question
2. Take a position
3. State reasons
4. Provide evidence

What-Why-How

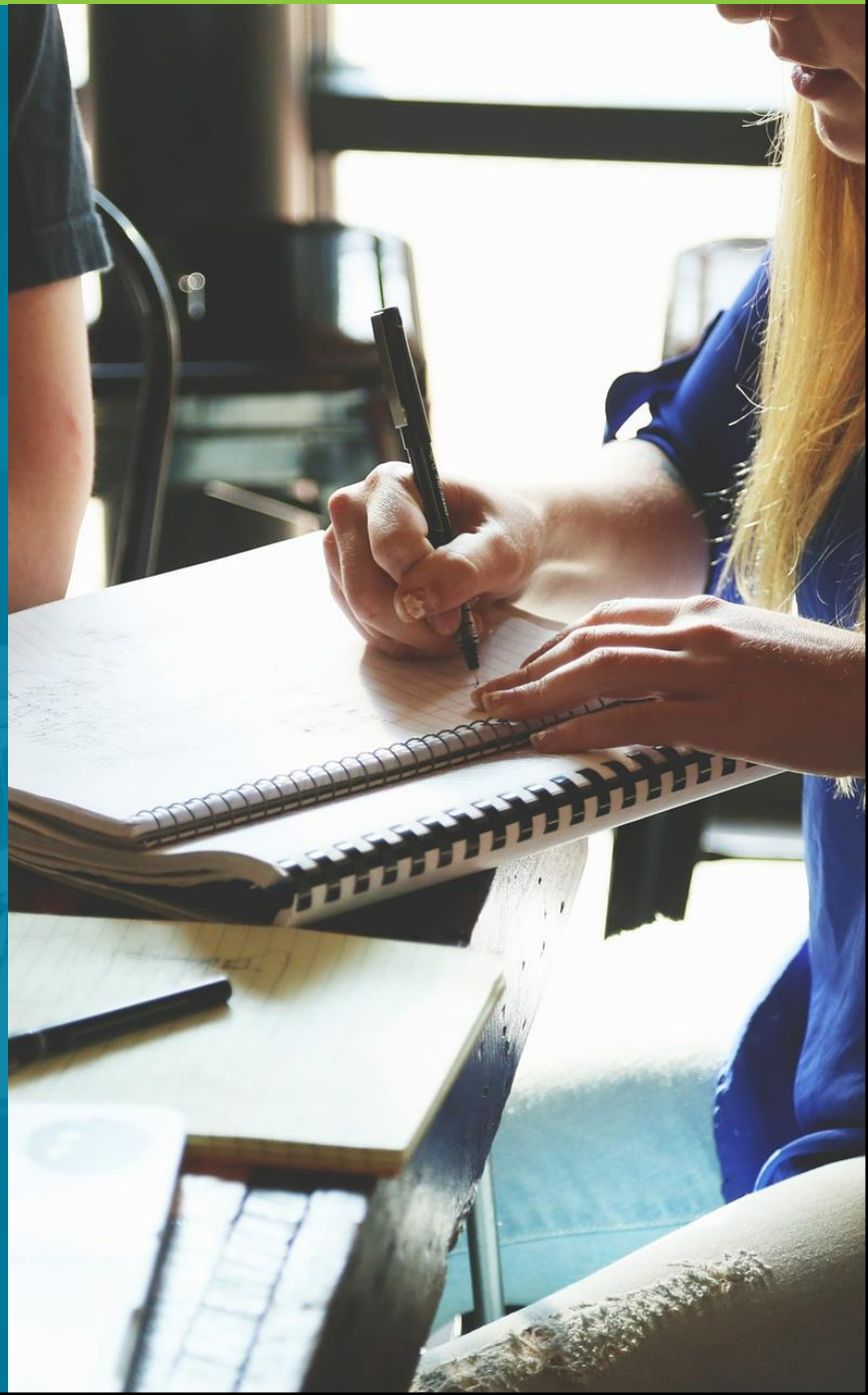
Questions

1. Cell phones control our relationships.
2. Computers are changing the way humans think.
3. Texting and cell phones have caused young people to be less able to concentrate and focus (or you can do the reverse—have caused them to be able to handle multi-tasking more effectively and efficiently).
4. Textbooks should be replaced by i-Pads and online resources.
5. Should the minimum wage be raised or lowered?



The Next Move

Writing About What You've Read



Money

What's in your wallet? Uh, I mean, what apps are on your smartphone?

By USA Today, adapted by Newsela staff – 3/21/2019

Most people think to grab their keys, smartphone and wallet when they leave the house. Would it be such a disaster if they left that last one behind? In the not-too-distant future, it may not be. Physical wallets may be on the decline.

Think of why people carry an overstuffed billfold in the first place. They have pictures in it, credit and ATM cards, cash, a driver's license or other ID, lists and notes, etc. Increasingly, though, most of these are being kept in digital format on a smartphone instead.

At the airport, you can hand over your iPhone or Android handset instead of a paper ticket to the TSA agent. Your digital boarding pass gets inspected and scanned. You can scan your phone entering ballparks, movie theaters and concert halls, too. Most states will accept an electronic copy of your automobile's insurance ID card during a traffic stop.

<https://newsela.com/read/ditching-the-wallet/id/50162/>

Read and Write

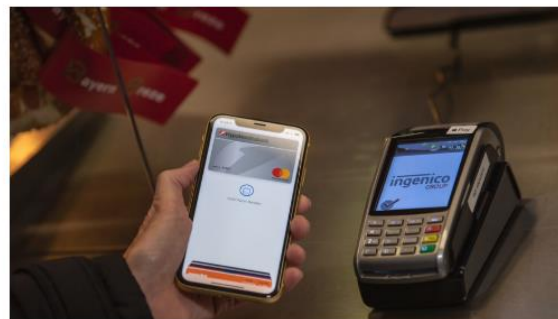
- Assign the appropriate levels of the article to students (based on their ability)
- Have students read the first paragraph and find the claim
- Identify evidence to support the claim
- Write a brief summary indicating how the evidence supported the claim
- Share with class

Money

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By USA Today, adapted by Newsela staff
03/21/2019

Text Level 9
Word Count 1001



Jennifer Bailey, vice president of internet software and services at Apple, presents the Apple Pay contactless payment service. Apple has launched it in Germany. Photo by Lino Mingele/dpa (Photo by Lino Mingele/picture alliance via Getty Images)

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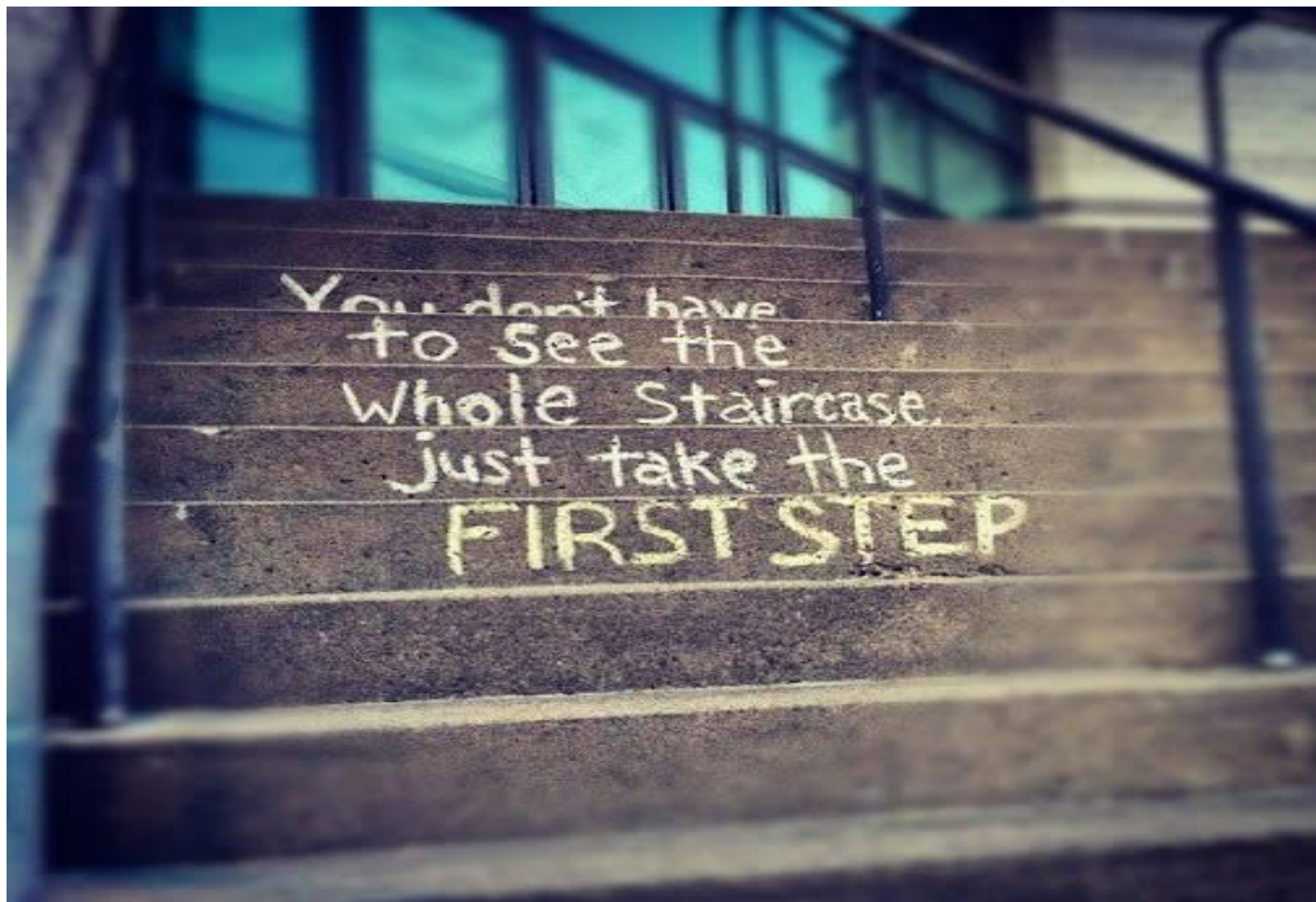
At the airport, you can hand over your iPhone or Android handset instead of a paper ticket to the TSA agent. Your digital boarding pass gets inspected and scanned.

You can scan your phone entering ballparks, movie theaters and concert halls, too.

Most states will accept an electronic copy of your automobile's insurance ID card during a traffic stop.

Catching On At Colleges

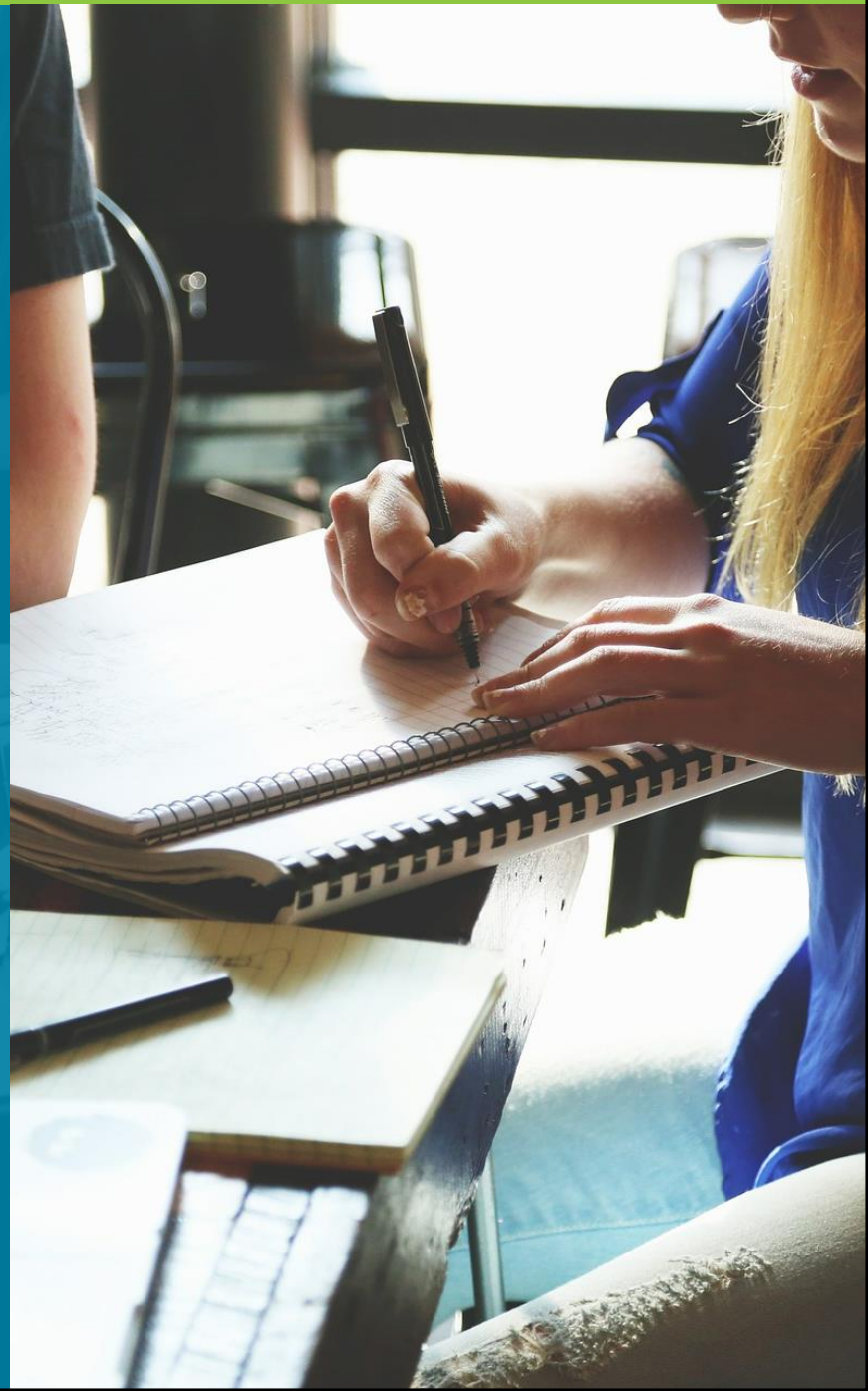
Students at Duke, University of Alabama, University of Oklahoma, Temple, Johns Hopkins and Santa Clara can or will soon be able to use the Wallet app inside iPhones as contactless




From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	<ul style="list-style-type: none"> • Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation 	<ul style="list-style-type: none"> • Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	<ul style="list-style-type: none"> • Produce fewer ideas • Fail to organize their thoughts 	<ul style="list-style-type: none"> • Develop multiple ideas • Organize their ideas
Draft/write	<ul style="list-style-type: none"> • Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization 	<ul style="list-style-type: none"> • Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	<ul style="list-style-type: none"> • Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction 	<ul style="list-style-type: none"> • Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

Resources





English - US **Educators & Admins**

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GED Program Overview

Teaching the GED® Test

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GED Manager

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Teaching Resources


Lay the groundwork for effective instruction and guide your students to develop the skills they need to succeed using these resources.



Educator Handbook

Get an overview of GED® test content and recommended teaching strategies.


[Download](#)



Skills Students Need to Pass

See exactly what skills students need to demonstrate to pass and to attain each score level.

[Learn more](#)




High Impact Indicators

Skills are not all created equal! Improving certain skills can help students improve in other areas. These resources provide detailed guidance on how you can best help improve student performance

[High Impact Indicators](#) – [View in Spanish](#)

[HII Relationships Across Content Areas](#) – [View in Spanish](#)

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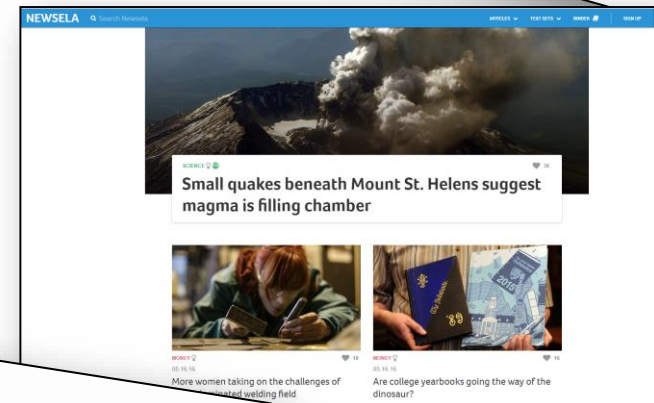
Extended Response Videos

- Eight episode series
- Deeper dive into skills and expectations



Need Resources for Source Texts?

- Sample Extended Response Passages and Prompts for Classroom Practice – RLA https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf
- Newsela <https://newsela.com/>
- Pro/Con <http://www.procon.org/>



Thank you!

communications@GED.com