Putting It All Together: Looking at Skill Sets

Information, Resources, and Strategies for the Classroom

Tuesday for Teachers - Webinar
December 8, 2015
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Finding Evidence

Passage #1 - Are Tweens Ready for Cell Phones?

Source Material #1

Speech: “Tweens” Are Ready for Cell Phones by Deborah Pendergast

“Safer Kids Summit”

Thank you for inviting me to the first “Safer Kids Summit.” We are here to discuss ways to keep our children safe in an increasingly complex world. Today’s focus is on technology—specifically on the ideal age to give kids their own cell phones. As a representative of a large telecommunications company, I receive many inquiries from parents on this topic, and this is what I tell them: It depends on the child, of course, but in general, age 10 is just about right.

A 2012 survey by the National Consumers League backs me up. The survey found that almost 60 percent of children ages 8 to 12 already have cell phones. These “tweens” can contact their parents at any time, and vice versa, giving the kids a sense of empowerment and their parents a feeling of security. Caroline Knorr, of the group Common Sense Media, says, “We want our kids to be independent, to be able to walk home from school and play at the playground without us. We want them to have that old-fashioned, fun experience of being on their own, and cell phones can help with that.” Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic. She is waiting for you … and waiting, and waiting. But if you both have cell phones, you can call her to let her know you are delayed, and she can go back inside the school, where there are adults around. You both breathe a sigh of relief.

Psychologists tell us that the period between ages 10 and 12 is one of growing independence. It is a time to teach children about responsibility, and to give them opportunities to earn our trust. Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals and gives parents peace of mind as well.
Types of Evidence to Support an Argument

Evidence isn’t the same as **proof**. "Whereas **evidence** allows for professional judgment, **proof** is absolute and incontestable." 
(Denis Hayes, *Learning and Teaching in Primary Schools*, 2009)

**Definition of Evidence**
Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

**Example of Types of Evidence**
Claim: The argument in favor of the use of cell phones by “tweens” is better supported because of stronger, more reputable evidence.

Source Text: “Tweens” Are Ready for Cell phones by Deborah Pendergast “Safer Kids Summit”

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Definition</th>
<th>Samples Supporting an Author’s Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual</td>
<td>Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.</td>
<td>Cell phone usage among “tweens” has grown rapidly.</td>
</tr>
<tr>
<td>Statistics or Data</td>
<td>Numerical facts; can be presented in raw numbers, percentages, or fractions.</td>
<td>The survey found that almost 60 percent of children ages 8 to 12 already have cell phones.</td>
</tr>
<tr>
<td>Examples or Anecdotes</td>
<td>Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author’s claim.</td>
<td>Picture the following scenario: You told your fourth-grader that you would pick her up after school, but you are stuck in traffic . . .</td>
</tr>
<tr>
<td>Expert Testimony</td>
<td>The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.</td>
<td>Psychologists tell us that the period between ages 10 and 12 . . . is a time to teach children about responsibility, and to give them opportunities to earn our trust.</td>
</tr>
<tr>
<td>Logical Reasoning</td>
<td>An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.</td>
<td>Providing a 10-year-old with a cell phone offers an ideal way to achieve these goals.</td>
</tr>
<tr>
<td>Emotional Appeal</td>
<td>Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader’s emotions – ethos, pathos, logos</td>
<td>Providing a 10-year-old with a cell phone . . . gives parents peace of mind.</td>
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Press Release from the Office of U.S Representative Melody Walls
United States House of Representatives, Washington, DC

Representative Walls Announces Economic Boost for 12th District
July 17, 2013

Washington, DC – Representative Melody Walls announced that Congress passed the highway and transit bill today.

“This bill funds the expansion of Highway 17 from a two-lane highway to a four-lane thoroughfare. It will positively affect the town of Oak Falls,” Walls said. As part of the expansion, Highway 17 will move two miles east of the town of Oak Falls. The bill will ease traffic congestion and create job opportunities during and after construction.

Last year, Representative Walls held town hall meetings to gather opinions from her constituents about revitalizing the economy in the 12th District. Two years ago, Turnaround Motors and Bell Camera closed their factory doors. The result has been high unemployment with no immediate prospects for new businesses. Representative Walls heard residents’ concerns for jobs in the district.

Improving the highway means jobs for local construction workers. Once completed, the highway will bring more long-distance travelers into the area. Some officials anticipate a 30% increase in highway traffic due to the ease of traveling on the improved Highway 17. An increase in travelers will attract national motel and restaurant chains along the highway route. These national businesses will mean permanent jobs for residents.

In the future, historical features in Oak Falls and Gaston, such as brick streets built by early settlers and the old wheat mill, will likely become popular tourist attractions. More visitors will increase business for local shops and restaurants.

The improved highway will eliminate eighteen-wheeler traffic through towns, a major source of traffic congestion and noise. A 2001 study in Texas showed that bypasses reduce traffic through towns by as much as 75%. Eliminating eighteen-wheeler traffic will also reduce road maintenance costs.

The improvement of Highway 17, funded by federal tax allocations, is an important investment in the area.
Oak Falls Gazette
Letter to the Editor

I am a small-business owner living in Representative Walls’s congressional district. A bill has been passed to expand Highway 17 from a two-lane highway to a four-lane thoroughfare. This change includes plans to move Highway 17 two miles to the east, which means it will now bypass our town completely. I find this unacceptable.

The Gazette reports that because Highway 17 runs through six states, construction will be paid for with federal road funds. That means some of our federal taxes will pay for a road that I believe will harm our town. I also believe that few residents of Oak Falls will use the road. Our town and district will lose money as a result of this highway bypass paid for by our tax dollars.

The road construction jobs are only a temporary bandage on the wound made by our two manufacturers closing their doors. Once the road construction is finished, only minimum wage jobs will remain.

In fact, the highway will bypass four cities in our district alone. Each of these towns will lose business because fewer travelers will pass through them and eat, stay overnight, or purchase gas. There is no guarantee that tourists will drive an extra two miles into our town if national chain motels and restaurants are built at the highway exits. The 2001 study Representative Walls references does show that bypasses reduce traffic and noise in towns, but the study also shows they have a negative impact on local businesses.

If this project were paid for with state tax money alone, angry voters would have struck it down. Representative Walls held town hall meetings to hear residents’ opinions about the local economy, but obviously she did not listen to the concerns they voiced. Please consider local concerns about this federal project.

Prompt:
Analyze the arguments presented in the press release and the letter to the editor.

In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.
Citing the Evidence

<table>
<thead>
<tr>
<th>Question</th>
<th>State</th>
<th>Cite</th>
<th>Explain</th>
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<tbody>
<tr>
<td>This is the question you are directly responding to. If you are writing an essay, you must also use part of the stimulus in your answer so your audience knows what you are talking about</td>
<td>State the claim - the idea you had about the text.</td>
<td>Cite what in the text led you to that idea.</td>
<td>Explain how each piece of evidence supports your idea.</td>
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**K-N-W-S – A Problem Solving Strategy (Finding the Mathematical Evidence)**

K-W-L is an active reading tool to help students build content knowledge by focusing on the topic and setting the purpose for the upcoming reading. In K-W-L, students list:

- **K** – What they *KNOW* about a topic
- **W** – What they *WANT* to learn
- **L** – Summarize what they *LEARNED*

K-N-W-S is a similar pattern that students can use with word problems to determine:

- **K** – What facts they *KNOW*
- **N** – What information is *NOT* relevant
- **W** – *WHAT* the problem wants them to find out
- **S** – What *STRATEGY* can be used to solve the problem

Just as the K-W-L strategy, K-N-W-S helps students activate their prior knowledge, develop a purpose for reading, and make connections between new information and familiar ideas or concepts. The K-N-W-S strategy helps students to plan, organize, and analyze how to solve word problems by finding the evidence in the problem. This strategy also helps teachers to evaluate students’ understanding and any possible misconceptions they may have about a particular word problem. This strategy is an effective way to help students focus on what needs to be done when they start working with a word problem.

**Graphic Organizer**

<table>
<thead>
<tr>
<th>K</th>
<th>N</th>
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<th>S</th>
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<tbody>
<tr>
<td><strong>What facts do I KNOW from the information in the problem?</strong></td>
<td><strong>What information do I NOT need?</strong></td>
<td><strong>What does the problem WANT me to find?</strong></td>
<td><strong>What STRATEGY or operations will I use to solve the problem?</strong></td>
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