
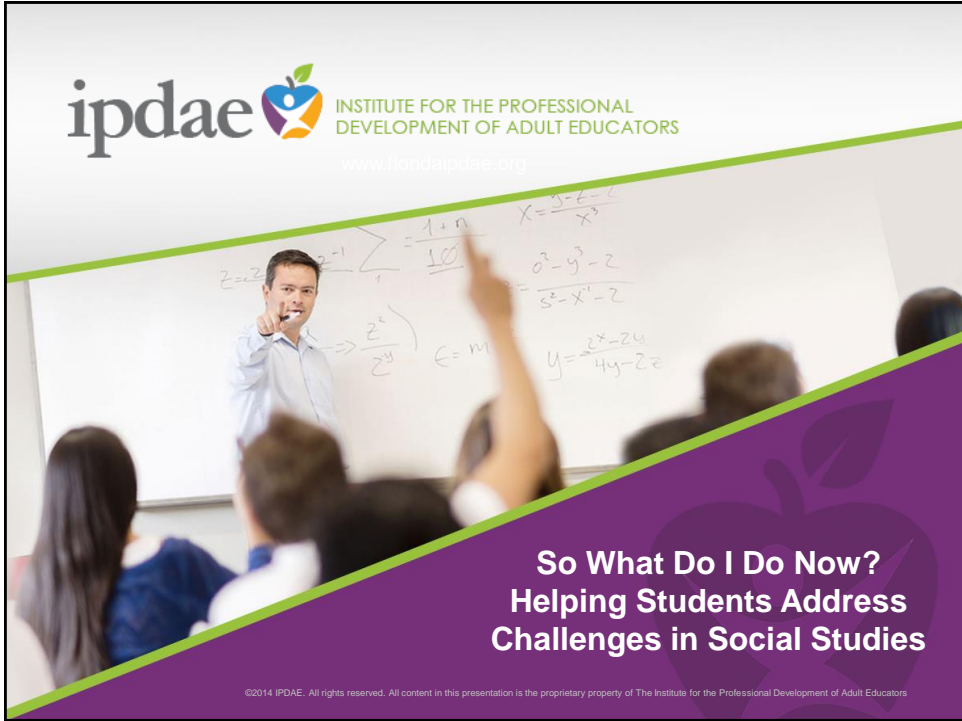



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**So What Do I Do Now?
Helping Students Address
Challenges in Social Studies**


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A First Look at the **Most Missed**
Items on the 2014 GED® test




Welcome!






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Objectives of Webinar

In this session, we will:

- 
Review social studies most missed items
- 
Identify strategies and activities to help students overcome challenges in social studies
- 
Share online resources for local programs and adult educators


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Florida Stats

| Module | Passing Percentage | Average Passing Score | Average non-Passing Score |
|----------------|--------------------|-----------------------|---------------------------|
| RLA | 75% | 159 | 144 |
| Social Studies | 66% | 158 | 143 |
| Science | 71% | 158 | 144 |
| Math | 51% | 156 | 143 |

08/2014


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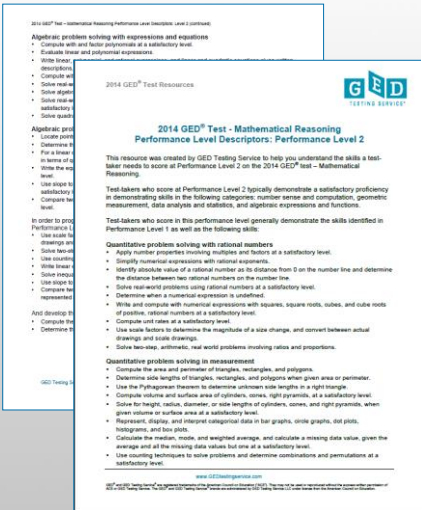

2014 Performance Levels

- **Performance Level 1:** scores below the Passing Standard (100-149 scaled score points)
- **Performance Level 2:** scores at or above the Passing Standard – **High School Equivalency** (150-169 scaled score points)
- **Performance Level 3:** performance indicative of college and career-readiness **GED® Score with Honors** (170 and above scaled score points)

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PLDs




The screenshot shows a document titled '2014 GED® Test - Mathematical Reasoning Performance Level Descriptors: Performance Level 2'. It includes a table of contents and a detailed list of skills for Performance Level 2, such as 'Algebraic problem solving with expressions and equations', 'Quantitative problem solving with rational numbers', and 'Measurement'. The document also features the GED logo and the text 'This resource was created by GED Testing Service to help you understand the skills a test-taker needs to score at Performance Level 2 on the 2014 GED® Test - Mathematical Reasoning.'

Use PLDs to

- Assess student's current skill level
- Determine when student is ready to test
- Shape learning activities
- Add perspective to lesson plans

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CHALLENGES IN SOCIAL STUDIES

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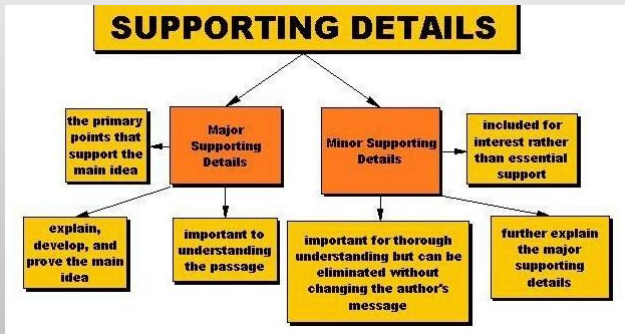
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RLA Impacts SS

- Understand specific details and main ideas in a written source
- Determine which details support main idea



SUPPORTING DETAILS

the primary points that support the main idea

Major Supporting Details

Minor Supporting Details

included for interest rather than essential support

explain, develop, and prove the main idea


important to understanding the passage

important for thorough understanding but can be eliminated without changing the author's message


further explain the major supporting details

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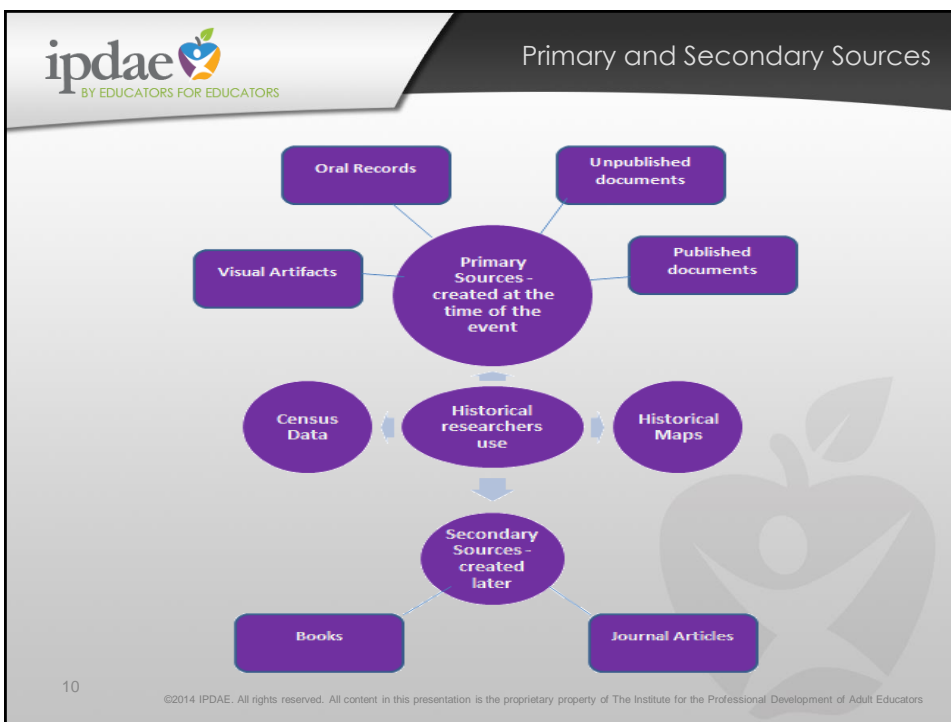

RLA Impacts SS

- Analyze relationships within written sources
- Examine form, content, and organization
- Examine the author's purpose and perspective
- Identify the author's claim and the reasons
- Determine if evidence is sufficient and accurate
- Determine logical fallacies (errors in reasoning)



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Determine clearly stated details in primary and secondary sources and use to make logical inferences and valid claims

Name _____ Period _____

Making Inferences

Directions: Inferences involve drawing conclusions and making judgments based on facts and evidence. Write important details and facts in the boxes on the left. Write inferences about those important details in the boxes on the right.

| | | |
|---|----------|--|
| <p>Detail or Fact</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>→</p> | <p>Inferences about the Fact</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Detail or Fact</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>→</p> | <p>Inferences about the Fact</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

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Describe people, places, environments, processes, events, and the connections between and among them



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ipdae BY EDUCATORS FOR EDUCATORS Social Studies Most Missed Items

CAUSE AND EFFECT

Clue 1

- If
- So
- Then
- Since
- Due to
- Led to
- As a consequence

Clue 2

Add because to your sentence without changing it

Clue 3

Sometimes cause and effect is understood

Analyze cause-and-effect relationships, including those with multiple factors

Cause is the reason something happens.



The effect is the thing that happens as result of the cause.

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BUILDING READING SKILLS

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- Preview (read title, intro, etc.)
- Activate prior knowledge
- Self-question
- Review/reread
- Highlight, underline
- Make notes
- Summarize as you go
- Visualize
- Make inferences based on what is there and what is unspoken
- Use a graphic organizer


Do your students have the same strategies?

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Assess Your Reading Rate

Mindbluff at
<http://mindbluff.com/askread.htm>




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Break Poor Reading Habits

- Avoid sub-vocalization
- Eliminate reading word-by-word
- Expand eye span to about 1.5 inches (about 4-5 words)
- Reduce skip-backs or re-reading
- Focus – don't multitask
- Practice

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Build Reading Rate

Questions:

1. What does the Pledge of Allegiance mean to you?
2. How has the pledge changed over the years?

<http://www.marshalladulteducation.org/reading-skills-for-todays-adult>


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Vocabulary

- Pledge
- Allegiance
- Recitation
- Loyalty
- Devotion

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Use Narrative Chains to Assess Understanding



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Use Narrative Chains to Assess Understanding

Use the following words from the reading passage in a narrative sentence/paragraph:

recite, pledge, indivisible, justice, loyalty, allegiance, liberty, version, routine

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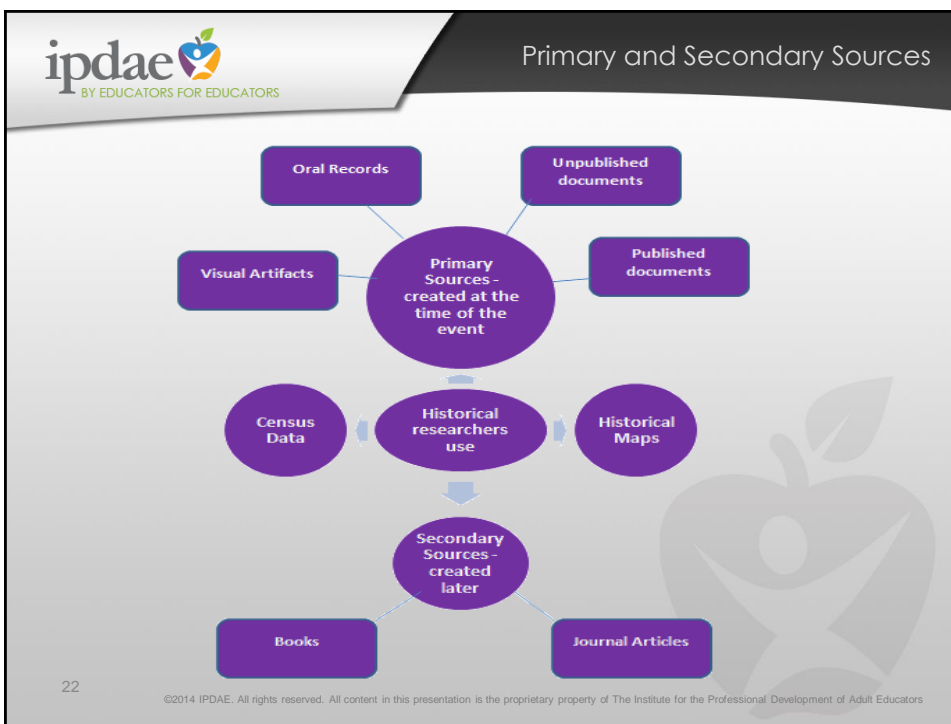



Use Narrative Chains to Assess Understanding

recite, pledge, indivisible, justice, loyalty, allegiance, liberty, version, routine

The Pledge of Allegiance is routinely recited at the beginning of a special meeting or the school day. The Pledge of Allegiance reminds us that we are one nation that can not be divided. It also emphasizes the importance of being loyal to our country. While there have been different versions, each emphasizes the importance of understanding that liberty and justice are promised to all of us.


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Four Reads for Primary Sources

- Reading for Origins and Context
- Reading for Meaning
- Reading for Argument
- Reading Like a Historian




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Four Reads for Primary Sources

| | |
|--|--|
| <p>#1 – Read for Origins & Context</p> <ul style="list-style-type: none"> • Read top of document (title, author, place, date) • Read bottom of document (bibliographic info., notes, etc.) • Do not read the main body of the document | <p>#2 – Read for Meaning</p> <ul style="list-style-type: none"> • Read through the main body • Identify the central idea • Skip any difficult or confusing sections • Underline sentence or phrase that captures author's central idea |
| <p>#3 – Read for Argument</p> <ul style="list-style-type: none"> • Read main body again • Underline any support for argument (assertions, evidence) • Make notes and answer questions <ul style="list-style-type: none"> • Is support strong? • Is it logical and believable? • Does it contradict other evidence? | <p>#4 – Read Like a Historian</p> <ul style="list-style-type: none"> • Connect #1 with main body • Answer key questions <ul style="list-style-type: none"> • What is the author's perspective or bias? • How does that impact the argument? • How is argument shaped to audience and place? • What is the larger argument of the document? Is it convincing? • What questions are unanswered? |



Four Reads for Primary Sources

- Ensure readers come to understand the author's views (even though they may disagree)
- Do not ensure that students can read and understand complex texts
- Require that students be taught how to read deeply and respond with evidence from the text



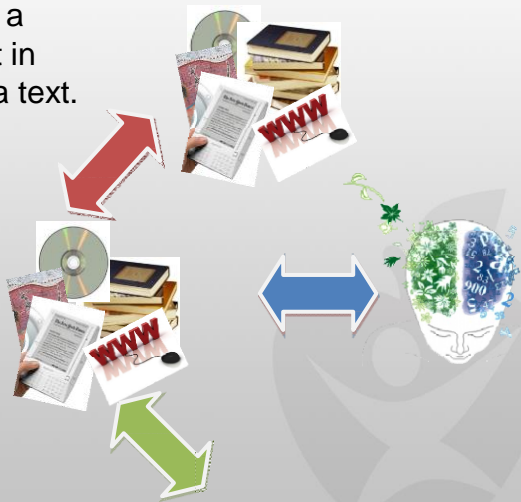
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Make Text Connections

Making Connections is a strategy that can assist in making meaning from a text. Students can make connections between:

- text and self
- text and text
- text and the world



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Make Text Connections

Text to Self

- What does this remind me of in my life?
- Has something like this ever happened to me?
- How does this relate to my life?

Text to World

- What does this remind me of in the real world?
- Is this similar to something I saw on the news?
- Is this happening near me or somewhere around the world?

Text to Text

- How is this text similar to other things I've read?
- How is this different from other books I've read?
- Have I read about something like this before?

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Stop and Chat

- “Stop and Chat” provides a framework for students to read and then stop at a designated point to discuss the content with a partner.
- This strategy may be used any time two or more (even thirty) students are reading the same text.
- The process encourages close reading by setting a specific purpose for reading and encouraging interactions related to that specific purpose.

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Stop and Chat

- Student teams place a marker at an agreed-upon stopping point. Upon reaching this point, they exchange their thoughts about what they have read so far and then place the next marker. Process continues until the reading is complete.
- Use some generic prompts to start the conversations, such as
 - Given the purpose, what have we learned so far?
 - What is this section of the text about?
 - What was the author's point in this section?
 - What do you predict will happen next?
 - What is the central idea of the text?
 - What evidence supports the central idea?

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Ask the Right Questions

Text Independent

- Require no familiarity with the text
- Take students away from considering the central idea and details of the text
- Elicit a personal or general response that relies on the reader's experience and opinion

Text Dependent

- Require reader to refer explicitly back to the text to answer
- Does not require any particular background knowledge or personal experiences
- Uses the text and what can be extracted from them



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PUT THE STRATEGIES TO WORK

Franklin D. Roosevelt: First Inaugural Address, 1933



"I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself..."


Step 2 - Stop and Chat

Franklin D. Roosevelt: First Inaugural Address, 1933

"I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today.


(What is the author trying to tell us about his speech?)


This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself..."

(What message is the author giving the audience about the future of the country?)

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Step 3 - Make Connections with Text



After reading the excerpt from FDR's First Inaugural Address identify

- Personal connections
- Connections to texts you may have read
- World connections

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Step 3 - Make Connections with Text

| | |
|--|--|
| <p><i>All we have to fear is fear itself...</i></p> | <p>Text to Self (T-S)</p> <p>I remember a time when I was afraid to speak in class. Then when I had to do a speech; it wasn't as bad as I thought.</p> |
| <p><i>Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen...</i></p> | <p>Text to Text (T-T)</p> <p>I read an article about tax increases and how people were having a hard time paying them and how many people lost their homes.</p> |
| <p><i>...an equally great number toil with little return.</i></p> | <p>Text to World (T-W)</p> <p>I saw a news report on TV about people protesting the low wages they make at fast-food restaurants.</p> |

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Step 4 - Ask the Right Questions

Text Independent

- Have you ever been afraid?
- How do you feel about the...
- Can you think of people who...


Text Dependent

- Why did Roosevelt feel that he needed to “speak the truth, the whole truth”?
- What did Roosevelt say was caused by fear?
- What six things did Roosevelt mention as “common difficulties”?
- How did Roosevelt compare the challenges of 1933 with the founders of this country?



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Step 5 – Respond to the Prompt
and Use Evidence


In President Roosevelt’s first Inaugural Address, he states that the people of the United States must “face our common difficulties.”

In your response identify evidence from the text that outlines the difficulties the U.S. faced in 1933





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A Few Strategies to Get Started

strat·e·gy

(strāt' ə-jē) n.

1. Plan of action designed to achieve a particular goal.


- Model, explain, and guide
- Move towards self-regulation
- Keep it real
- Teach often to the whole class, in small groups, and with individuals
- Set high expectations



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Florida IPDAE Upcoming Events




Webinar Wednesday – November 12, 2014 – 3:00 – 4:00 p.m.

SCIENTIFIC MINDS WANT TO KNOW: STRATEGIES FOR ADDRESSING MOST-MISSED AREAS IN THE GED® SCIENCE TEST

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IPDAE Website



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Edutopia 2014

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