



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

High Impact Indicators: A Thematic Approach – Part 1 (Reasoning Through Language Arts and Social Studies)

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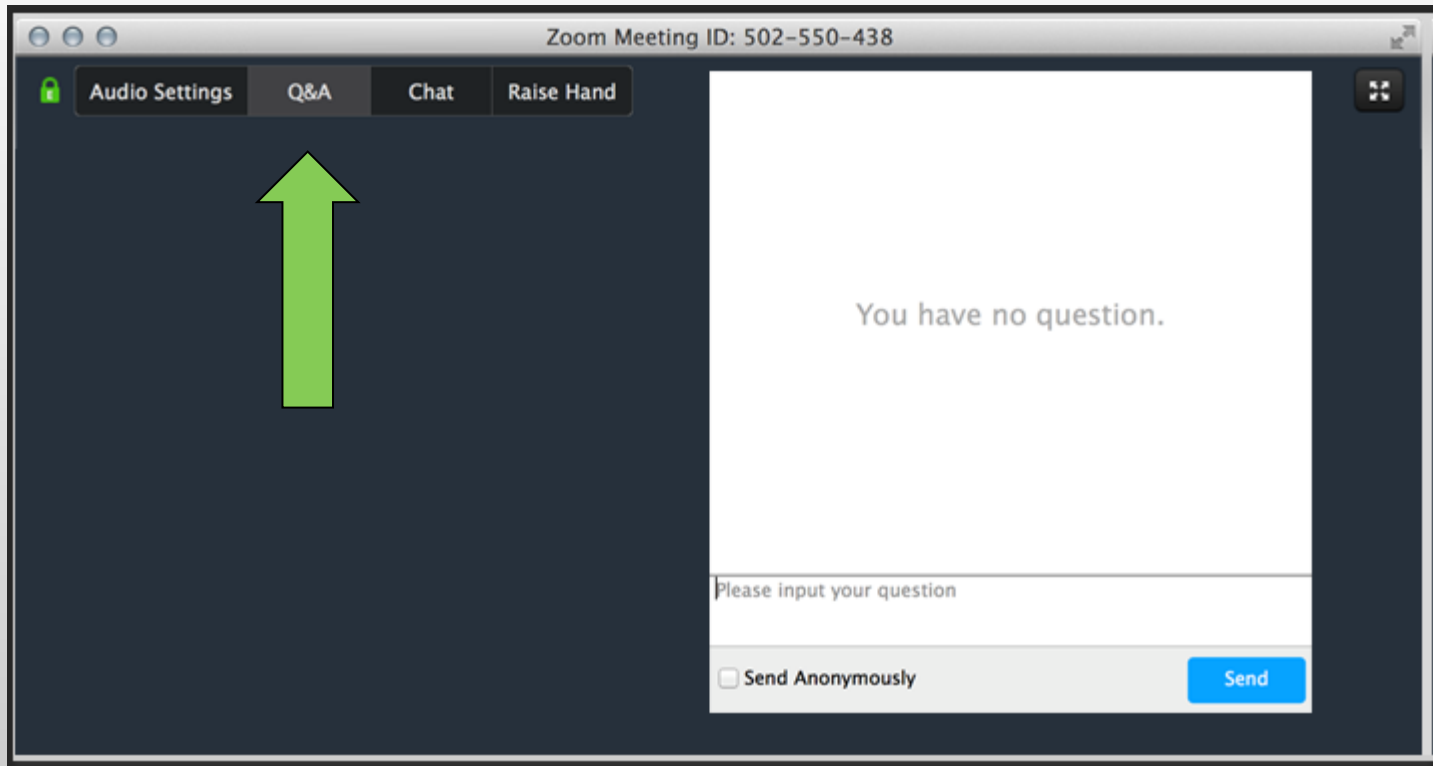
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Anne Morgan
Adult Ed
Coordinator
Pinellas County
Schools

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



- In this session, we will explore:
- Integration of the RLA High Impact Indicators with related indicators in Social Studies
 - Alignment of HII to CCR standards and domains & objectives on TABE® 11/12
 - Resources and lesson plans targeting the high impact RLA and related indicators in Social Studies



What is the thematic approach to teaching, and how can I start to use it in my classroom?

How can I use related content indicators to increase student learning?



- Interdisciplinary interrelated instruction across academic disciplines
- Learning is less fragmented and more connected
- Allows adult learners to associate new information holistically with their own experiences
- Helps students to broaden and deepen their skills in a shorter time frame.





Select a theme or skill that is relevant and necessary to student success

Research standards, objectives, and lessons that relate to the skill and can be applied in multiple content areas

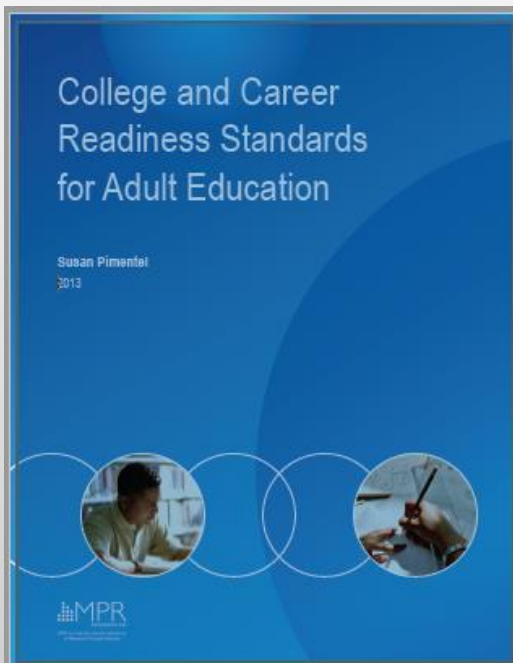
Design lessons that incorporate contextual real world opportunities for students to engage with the thematic approach

Standards, Indicators, Objectives, Oh my!

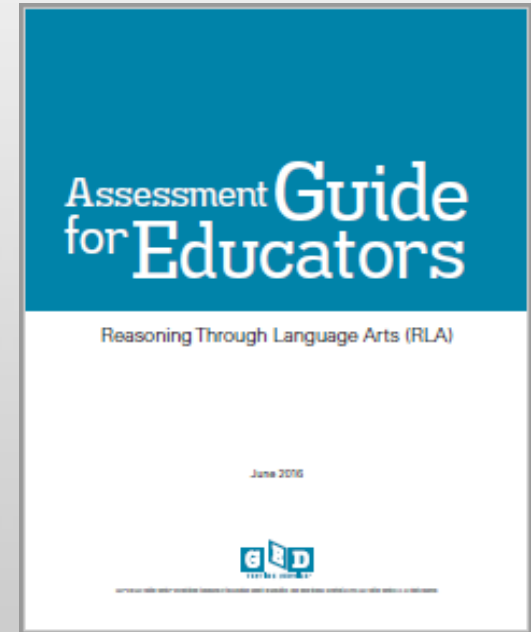
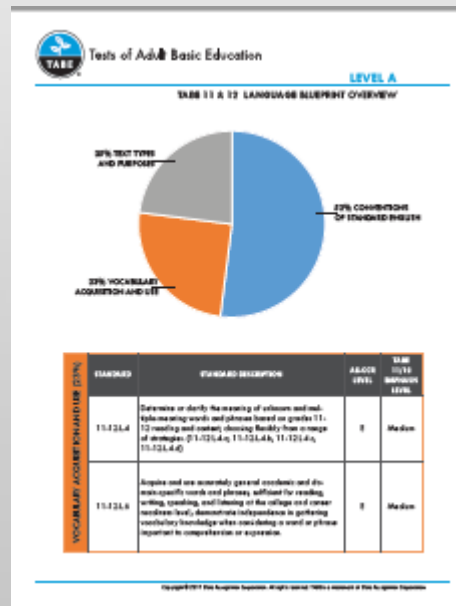


<https://lincs.ed.gov/publications/pdf/CRStandardsAdultEd.pdf>

https://ged.com/educators_admins/teaching/teaching_resources



<https://tabetest.com/resources-2/testing-information/blue-prints/>



TABE 11-12 Level D high emphasis level

INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	D	High
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TABE 11-12 Level A high emphasis level

INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	E	High

TABE 11-12 Level D high emphasis level

TYPES AND PERCENTAGES (23%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	7.W.1	Write arguments to support claims with clear reasons and relevant evidence. (7.W.1.a, 7.W.1.b, 7.W.1.c, 7.W.1.d, 7.W.1.e)	D	High

TABE 11-12 Level A medium emphasis level

TYPES AND PERCENTAGES (25%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1.a, 9-10.W.1.b, 9-10.W.1.c, 9-10.W.1.d, 9-10.W.1.e)	E	Medium

Common Core Connection: R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the 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.	2-3
R.8.2 Identify specific pieces of evidence an author uses in support of claims or conclusions.	1-3
R.8.3 Evaluate the relevance and sufficiency of evidence offered in support of a claim.	2-3
R.8.4 Distinguish claims that are supported by reasons and evidence from claims that are not.	2-3
R.8.5 Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.	2-3
R.8.6 Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.	2-3

Writing Assessment Targets ³	Range of Depth of Knowledge (DOK) Levels ⁴
Common Core Connections: R.112	
W.1 Determine the details of what is explicitly stated and make logical inferences or valid claim that square with textual evidence.	1-3
Common Core Connection: W.1, W.2 and W.4	
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.	2-3
Common Core Connection: W.5 and L.1, L.2, and L.3	
W.3 Write clearly and demonstrate sufficient command of standard English conventions. ⁵	1-2
<p>³ See the Common Core State Standards for English Language Arts and Literacy at www.corestandards.org for more information on the reference codes listed at the beginning of each Writing Assessment Target.</p> <p>⁴ The Depth of Knowledge (DOK) levels correspond with Norman Webb's (University of Wisconsin) Depth of Knowledge model of cognitive complexity.</p> <p>⁵ "Sufficient command of standard English conventions" is meant to signal that the assessment would seek "mostly correct use" by students, not "total correctness." See RLA Extended Response Scoring Rubric, Trait 3 (page 3.10) for more information.</p>	

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none"> generates text-based argument(s) and establishes a purpose that is connected to the prompt cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)
1	<ul style="list-style-type: none"> generates an argument and demonstrates some connection to the prompt cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	<ul style="list-style-type: none"> may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither cites minimal or no evidence from source text(s) (sections of text may be copied from source) minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)

Common Core State Standards, NCSS and NSH ¹	Social Studies Practices	Range of Depth of Knowledge (DOK) levels ²
R.8, NSH 3.E	<p>SSP7 Evaluating Reasoning and Evidence</p> <ul style="list-style-type: none"> a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document. b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence. 	<p>2-3</p> <p>2-3</p>
R.9, R.7	<p>SSP8 Analyzing Relationships between Texts</p> <ul style="list-style-type: none"> a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources. 	<p>2-3</p>
R.1, W.1, W.2, W.4, W.5, L.1, L.2, L.4	<p>SSP9 Writing Analytic Response to Source Texts³</p> <ul style="list-style-type: none"> a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents. b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus. c. Write clearly and demonstrate sufficient command of standard English conventions. 	<p>2-3</p> <p>2-3</p> <p>1-2</p>



High Impact Indicators (HIIs)

- Describe the critical thinking skills essential to test-taker success
- May currently receive light coverage during GED[®] test preparation
- Lend themselves to straight forward instruction
- Represent foundational skills that are the basis for the development of other skills covered in the GED[®] assessment targets and can be applied in multiple contexts



High Impact Indicators (HIIs)

R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim.

Primarily measured with informational texts.

- explained how a particular piece of evidence is relevant to a point an author is making.
- explained how a particular piece or pieces of evidence are sufficient to justify an author's singular point or overall message.
- distinguished between irrelevant and relevant evidence.
- distinguished between an idea that has sufficient evidence to support it and one that does not.
- distinguished between explanation and evidence.
- distinguished between reasoning and evidence.
- made judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.

R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.

Primarily measured with informational texts.

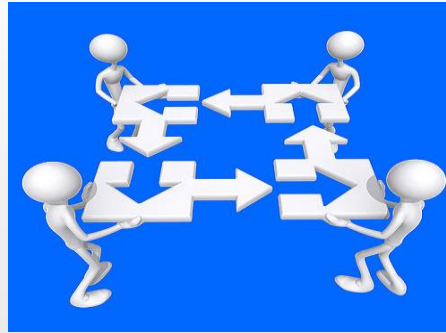
- identified explicit premises and assumptions inherent to an argument in a text.
- identified implicit premises and assumptions inherent to an argument in a text.
- explained what, if any, of an author's biases and assumptions are observable within a text.
- made judgments on whether any implicit premises or assumptions of an argument are justified (fully or partially) by evidence that is explicitly provided in the text.

High Impact Indicators (HIIs)

Indicator	What to look for in student work: Students' work shows they have...
<p>SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.</p>	<ul style="list-style-type: none"> • differentiated between the concepts of topic and main idea. • identified the topic and/or main idea of a piece of text. • identified supporting details for a given main idea. • summarized a piece of text. • fully explained relevant details in the text that support the main idea. • located a single piece of evidence in the text. • located multiple pieces of evidence in a text. • differentiated between relevant and irrelevant evidence. • use evidenced to support or challenge an author's conclusion.



High Impact Indicator	Related Indicators from Other Content Areas	
RLA	Social Studies	Science
<p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.</p>	<p>SSP.7 a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.</p> <p>SSP.7 b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>	<p>SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs</p> <p>SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence</p>



- *Lends itself to “Thematic” teaching*
- *Addresses maximum number of skills in limited time*
- *Allows students to apply skills in multiple ways*
- *Can be used in a variety of contexts across all GED® content areas*



So... how do we
integrate the RLA
High Impact
Indicators with
related indicators in
Social Studies



Reasoning Through Language
Arts



Social Studies



- ***Use a thematic approach to integrate multiple content areas***
- ***Select related indicators to maximize skill practice***



Let's focus on the two below

RLA. 8.3 : Evaluate the relevance and sufficiency of evidence offered in support of a claim.



SSP.7b : Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.



Focusing Themes	Social Studies Topic Matrix			
	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
I. Development of Modern Liberties and Democracy	<ul style="list-style-type: none"> a. Types of modern and historical governments b. Principles that have contributed to development of American constitutional democracy c. Structure and design of United States government d. Individual rights and civic responsibilities 	<ul style="list-style-type: none"> a. Key historical documents that have shaped American constitutional government b. Revolutionary and Early Republic Periods c. Civil War & Reconstruction d. Civil Rights Movement 	<ul style="list-style-type: none"> a. Key economic events that have shaped American government and policies b. Relationship between political and economic freedoms 	<ul style="list-style-type: none"> a. Development of classic civilizations
II. Dynamic Responses in Societal Systems	<ul style="list-style-type: none"> e. Political parties, campaigns, and elections in American politics f. Contemporary public policy 	<ul style="list-style-type: none"> e. European population of the Americas f. World War I & II g. The Cold War h. American foreign policy since 9/11 	<ul style="list-style-type: none"> c. Fundamental economic concepts d. Microeconomics and macroeconomics e. Consumer economics f. Economic causes and impacts of wars g. Economic drivers of exploration and colonization h. Scientific and Industrial Revolutions 	<ul style="list-style-type: none"> b. Relationships between the environment and societal development c. Borders between peoples and nations d. Human migration

Social Studies Content Topics and Subtopics

Civics and Government	
CG.a	<p>Types of modern and historical governments</p> <p>CG.a.1 Direct democracy, representative democracy, parliamentary democracy, presidential democracy, monarchy and others types of government that contributed to the development of American constitutional democracy</p>
CG.b	<p>Principles that have contributed to development of American constitutional democracy</p> <p>CG.b.1 Natural rights philosophy</p> <p>CG.b.2 Popular sovereignty and consent of the governed</p> <p>CG.b.3 Constitutionalism</p> <p>CG.b.4 Majority rule and minority rights</p> <p>CG.b.5 Checks and balances</p> <p>CG.b.6 Separation of powers</p> <p>CG.b.7 Rule of law</p> <p>CG.b.8 Individual rights</p> <p>CG.b.9 Federalism</p>
CG.c	<p>Structure and design of United States government</p> <p>CG.c.1 Structure, powers, and authority of the federal executive, judicial, and legislative branches</p> <p>CG.c.2 Individual governmental positions (e.g. president, speaker of the house, cabinet secretary, etc.)</p> <p>CG.c.3 Major powers and responsibilities of the federal and state governments</p> <p>CG.c.4 Shared powers</p> <p>CG.c.5 The amendment process</p> <p>CG.c.6 Governmental departments and agencies</p>
CG.d	<p>Individual rights and civic responsibilities</p> <p>CG.d.1 The Bill of Rights</p> <p>CG.d.2 Personal and civil liberties of citizens</p>
CG.e	<p>Political parties, campaigns, and elections in American politics</p> <p>CG.e.1 Political parties</p> <p>CG.e.2 Interest groups</p> <p>CG.e.3 Political campaigns, elections and the electoral process</p>
CG.f	<p>Contemporary Public Policy</p>



Assessment Guide for Educators: Social Studies

Chapter 1: Assessment Targets

United States History

<p>USH.g</p>	<p>The Cold War</p> <p>USH.g.1 Communism and capitalism</p> <p>USH.g.2 NATO and the Warsaw Pact</p> <p>USH.g.3 U.S. maturation as an international power</p> <p>USH.g.4 Division of Germany, Berlin Blockade and Airlift</p> <p>USH.g.5 Truman Doctrine</p> <p>USH.g.6 Marshall Plan</p> <p>USH.g.7 Lyndon B. Johnson and The Great Society</p> <p>USH.g.8 Richard Nixon and the Watergate scandal</p> <p>USH.g.9 Collapse of U.S.S.R. and democratization of Eastern Europe</p>
<p>USH.h</p>	<p>American foreign policy since 9/11</p>



HISTORY



Economics	
E.a	Key economic events that have shaped American government and policies
E.b	Relationship between political and economic freedoms
E.c	<p>Fundamental Economic Concepts</p> <ul style="list-style-type: none"> E.c.1 Markets E.c.2 Incentives E.c.3 Monopoly and competition E.c.4 Labor and capital E.c.5 Opportunity cost E.c.6 Profit E.c.7 Entrepreneurship E.c.8 Comparative advantage E.c.9 Specialization E.c.10 Productivity E.c.11 Interdependence
E.d	<p>Microeconomics and Macroeconomics</p> <ul style="list-style-type: none"> E.d.1 Supply, demand and price E.d.2 Individual choice E.d.3 Institutions E.d.4 Fiscal and monetary policy E.d.5 Regulation and costs of government policies E.d.6 Investment E.d.7 Government and market failures E.d.8 Inflation and deflation E.d.9 GDP E.d.10 Unemployment E.d.11 Tariffs
E.e	<p>Consumer economics</p> <ul style="list-style-type: none"> E.e.1 Types of credit E.e.2 Savings and banking E.e.3 Consumer credit laws
E.f	Economic causes and impacts of wars
E.g	Economic drivers of exploration and colonization
E.h	Scientific and Industrial Revolutions



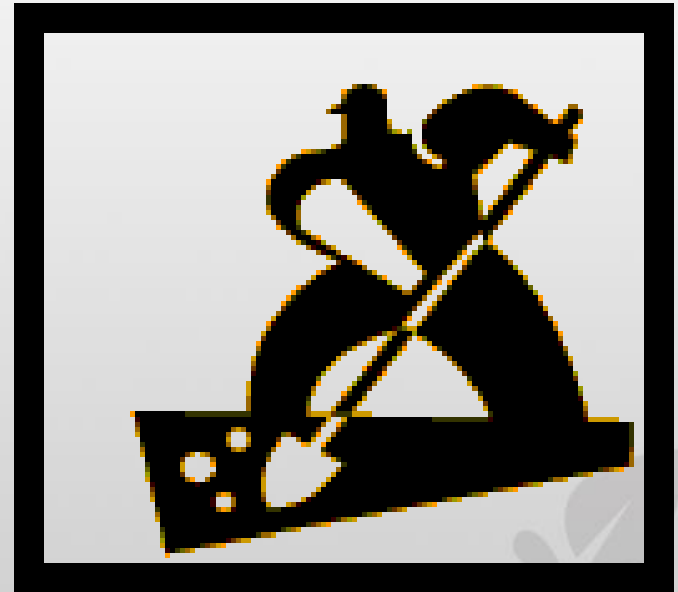
Geography	
G.a	Development of classical civilizations
G.b	Relationships between the environment and societal development G.b.1 Nationhood and statehood G.b.2 Sustainability G.b.3 Technology G.b.4 Natural resources G.b.5 Human changes to the environment
G.c	Borders between peoples and nations G.c.1 Concepts of region and place G.c.2 Natural and cultural diversity G.c.3 Geographic tools and skills
G.d	Human migration G.d.1 Immigration, emigration and diaspora G.d.2 Culture, cultural diffusion and assimilation G.d.3 Population trends and issues G.d.4 Rural and urban settlement

R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim.

- explained how a particular piece of evidence is relevant to a point an author is making.
- explained how a particular piece or pieces of evidence are sufficient to justify an author's singular point or overall message.
- distinguished between irrelevant and relevant evidence.
- distinguished between an idea that has sufficient evidence to support it and one that does not.
- distinguished between explanation and evidence.
- distinguished between reasoning and evidence.
- made judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.

*“**Evidence** isn't the same as **proof**. Where as evidence allows for professional judgment, proof is absolute and incontestable.”*

(Denis Hayes, Learning and Teaching in Primary Schools, 2009)



Read the source text and identify different types of evidence that support the author's claim.

Type of Evidence	Definition	Samples Supporting an Author's Claim
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 can 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.	

Analyzing Evidence



Evaluating Evidence

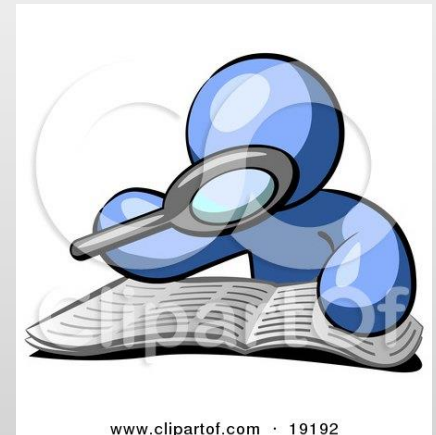
***In order to analyze evidence,
examine the claim and the
evidence that supports it . . .***

- 1) Identify the claim or point author is trying to make**
- 2) Identify the evidence or facts given to support the claim**
- 3) Demonstrate how the evidence is related to the claim**



To evaluate the relevance and sufficiency of a claim, be sure . . .

- 1) There is enough evidence to provide sufficient facts to back the claim**
- 2) The evidence is related to and provides support for the claim**
- 3) The evidence provided is typical or representative of the object of the study or experiment**



K5 Learning - Student Player - Mozilla Firefox

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Reading Comprehension - Fact and Opinion - Level 2 - Volume 1

fact:
something that
can be proven to
be true

opinion:
a personal feeling
or belief about
something

?

STOP

Start [Taskbar icons] K5 Learning - Mozilla Fire... K5 Learning - Student... 3:27 PM

5/2018

MyGED® : Study Guide

4 Fact versus opinion

You'll be asked to determine when an author is using factual statements or inferences, as opposed to opinions.

For example, an author might begin with the opinion that the 1960s were one of the most difficult and divided times in American history. They may go on to cite evidence or facts that describe the Vietnam War, civil rights protests, and the Cuban Missile Crisis.

Example Questions

Fact versus opinion

In January 1991, President George H. W. Bush made a speech about Iraq's invasion of Kuwait.

Question:

Which statement from President Bush's speech is an opinion?

- A "The United Nations, with the full support of the United States, has already tried to peacefully pressure Iraq out of Kuwait"
- B "And our own economy is suffering . . . the effects of higher oil prices stemming from Saddam's aggression. . . ."
- C ". . . [E]conomic sanctions are taking a toll, but they are still not forcing Saddam out of Kuwait. . . ."
- D "We have seen too often in this century how quickly any threat to one becomes a threat to all."



Opinions, while sometimes based on facts, are someone's view on a subject and not facts themselves. They are a statement of belief, attitude or feeling.



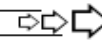
Tests of Adult Basic Education

LEVEL D

TABE 11 & 12 READING PRACTICE ITEMS

3. How does the movie scene described in paragraph 1 connect to the information in paragraphs 6 and 7?
- A. The paragraphs demonstrate that the Hollywood movie scenes are accurate.
 - B. The Hollywood movie scenes foreshadow the actions discussed in the paragraphs.
 - C. The Hollywood movie scenes show what the paragraphs suggest will happen in quicksand.
 - D. The paragraphs describe what to do differently from the actions in the Hollywood movie scenes.
4. Which sentence from the passage best expresses the author's attitude toward the threat of quicksand?
- A. "It is true that you will begin to sink if you step into quicksand."
 - B. "The depth of quicksand ranges from a few inches to four feet."
 - C. "If you wander into an area of quicksand, do not ask another person to pull you out."
 - D. "An experience with quicksand usually is more messy and embarrassing than it is dangerous."

Think Clearly to Learn More



I can classify facts and opinions.

CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)

*Put statements of facts in column 1 and statements of opinion in column 2.
If a text does not include opinions then the opinion column is blank.*

These are facts I found in the text.	These are opinions I found in the text.

This is what bias means:

This is an example of bias in this reading:

Polk Bros. Foundation Center for Urban Education teacher.depaul.edu © 2014



- Conclusions reached based on premises
- Premises can be facts or opinions
- Must be **well**-reasoned judgments
- Should not be based on emotional responses



Example Questions

Making inferences

A recent magazine article examined government in the United States during the first decades after independence from Britain.

Question:

Which quotation from the article allows a reader to infer that the power of the U.S. government is limited?

- A "A fear of tyranny led to the creation of a national government under the Articles of Confederation, which lasted less than a decade."
- B "As a result, the founders drafted the U.S. Constitution, which addressed weaknesses of the Articles of Confederation."
- C "The U.S. Constitution, ratified over two hundred years ago, greatly changed the relationship between the national and state governments."
- D "The U.S. Constitution included safeguards to protect individual rights against abuse by the government."

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .



Sample Extended Response Passages and Prompts for Classroom Practice - RLA

Help your students get ready for the extended responses on the Through Language Arts test by practicing with these sample passages and prompts in the classroom.

Fully answering an ER prompt often requires 4 to 7 paragraphs each – that can quickly add up to 300 to 500 words of writing! A significantly shorter prompt could put your students in danger of scoring low on their writing skills.

Passage #2 – Game-Based Learning

Extended Response Stimulus Materials:

Source Material #1
Game-based Learning Is Merely a Fad
Solomon Robles, Ed.D., Professor of Education at Winborne College
Workplace Training Journal

Electronic learning, or “eLearning,” was sold to many CEOs as the wave of the corporate future. There’s no need to hire human beings to train staff, managers were told. All the information you require can be accessed online — at a reduced cost for the company, and more flexible scheduling for employees. It sounded too good to be true — and it was. As one writer noted, “most eLearning is nothing more than online lectures or course notes.” To teach skills beyond basic facts, the person-to-person method is still more effective than any form of electronic learning.

And yet, along comes the next eLearning fad: “gamification,” which means using video games to teach. Video-game-based learning is already widely used in schools, and has spread to corporations as a tool for training workers and motivating customers. This approach is even used in the military. But does it work?

Most research on game-based learning has looked at schools. Results have been inconsistent but not especially encouraging. One 2013 study found that “students who completed the gamified experience got better scores in practical assignments and in overall score, but ... performed poorly on written assignments and participated less during class activities.” This makes sense: If you’re playing video games, you are not developing the so-called “soft skills” — also known as “people skills” — that are necessary for success in any job. In a traditional classroom, on the other hand, students can ask questions and engage with the teacher and with other learners.

In the workplace, game-based learning is yet another wedge driven between younger employees, who might applaud gamification, and older workers, who may now feel obsolete. What’s more, the prestigious magazine *The Economist* points out that “many of the aspects of gamification that do work are merely old ideas in trendy new clothes.” For example, the points and other rewards that are selling features of video games are just online versions of sales contests or “employee of the month” perks. Like other trends, game-based learning is likely to fade away as the next new teaching fad appears on the horizon.

Source Material #2
Game-based Learning: An Effective Training Strategy
Janette Morgan, Ph.D., Professor of Business, Saratoga State University
Innovative Trends in the Workplace

Already a multi-billion-dollar business, game-based learning in the corporate world continues to grow at a steady pace, and is here to stay. Executives are smart — they

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are not going to waste resources on training methods that don’t work. Let’s look at some of the advantages of “gamifying” workplace training.

First, many people are “gamers” in their non-work lives, so playing video games is something they are already comfortable with and enjoy. This makes game-based learning in the workplace more attractive and motivating than traditional instruction. And according to the Entertainment Software Association, despite the image of video-game players as teenaged boys, “the average gamer is now 37 years old.” Further challenging the stereotype, nearly half of gamers are girls or women. Even 29 percent of those over age 50 are getting into the video-game habit. Teenagers and young men, in fact, make up only 15 percent of the over 190 million video-game users in the United States.

Evidence supporting the effectiveness of game-based learning is starting to emerge. Researchers point out that video games have “compelling storylines, attainable challenges, rewards, recognition and control,” all of which stimulate learners. A 2012 report on game-based learning notes that “there is research evidence demonstrating positive impact on higher order skills such as decision making and problem solving.” The report adds that using video games can also reduce training time, an advantage for employees.

In training in a classroom, game-based learning is infinitely helpful. If students miss something or need more practice, they can always start over. The feedback provided by the game to gauge their progress. This accomplishment and creates a supportive learning environment, which is important in an education strategy.

Extended Response Prompt:

The prompt is presented in the two journal articles. Develop an argument in which you explain how one position is better than the other. Incorporate relevant and specific evidence from both sources to support your argument.

The prompt is presented in the two journal articles. Develop an argument in which you explain how one position is better than the other. Incorporate relevant and specific evidence from both sources to support your argument.

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Both Sides Now

When reading argumentative non-fiction text, materials often present one side or viewpoint on a particular issue. Sometimes, the text may provide evidence to support both sides. Then, it is up to the reader to determine which is best supported. Analyzing and evaluating the evidence for both sides is one way to identify a claim and the reasons for making a specific decision/claim.

Both Sides Now		
Evidence that Supports		Evidence that Opposes
	<p>Question or statement</p> <p>Which position is better supported?</p>	
Decision (Claim)		
Reasons (Analysis/Evaluation)		



Argumentative Writing Organizers: Pros and Cons

Question or Statement	
Pros <i>(Evidence that Supports)</i>	Cons <i>(Evidence that Opposes)</i>

Decision for a claim:

Defend your decision:



Expand Learning with Clear Thinking



Improve an Argument

CCSS.8-12.L.1-2—analyze the strength of an argument.

What's the issue? _____

What's the writer's claim? _____

What evidence did the writer include to support that position?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Which evidence makes the strongest support?

How could the writer have made the writing more effective?



Improve an Argument: What – Why – How


What do you think?

Why do you think it?

How do you know?

This is your opinion	This is your reason	This your evidence or examples

Adapted from Peha, Steve. Teaching That Makes Sense. <http://tms.org/>

Expand Learning with Clear Thinking 

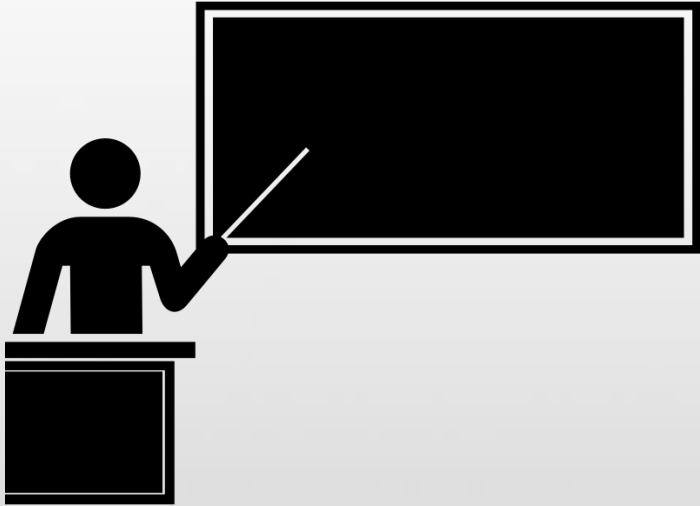
Think Clearly: Analyze Support a Position
CCSSR8—analyze arguments; CCSSR11. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Issue: _____

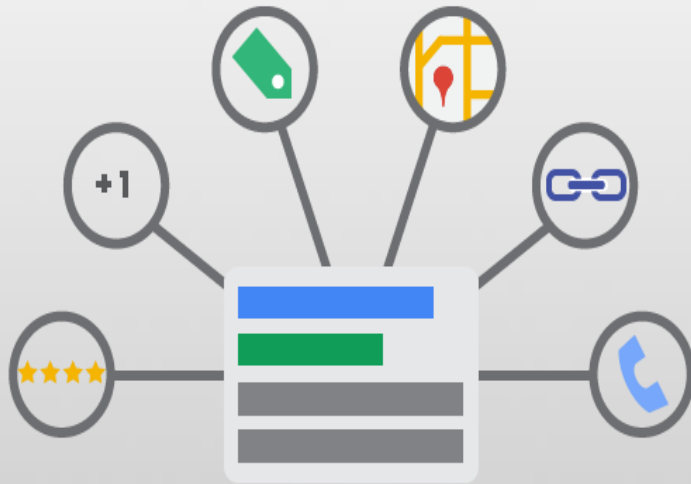
One Position	Another Position
<p>Supporting Reasons and Facts:</p>	<p>Supporting Reasons and Facts:</p>

Which position is stronger? Explain your decision.

Nonfiction Analyzers Polk Bros. Foundation Center for Urban Education teacher.depaul.edu ©2015



- Use informational or non-fiction text
- Select texts that contain a viewpoint the author wants the reader to accept
- Use plenty of samples to show students what is expected



- Throughout the lesson, check for progress
- Utilize additional resources at different skill levels
- Bring the lesson back to the real world





Please complete this quick survey.

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