


**What Students Need to Know:
Transitioning from ABE Writing Skills
to the GED® RLA Extended Response**


Fall 2018




Workshop Objectives




- Overview the performance expectations for CR items and scoring



- Explore the teaching of key aspects of the constructed response



- Present a structured approach to tackling a writing task
- Share resources



Reflection

- Do you consider yourself a writer?
- How comfortable do you feel writing?
- How comfortable do you feel teaching writing? How comfortable do you feel teaching writing at different levels of support?
- What do you know about the GED® Performance Level Descriptors? The Florida Curriculum Frameworks for ABE and GED® Preparation? The College and Career Readiness Standards used for the TABE 11/12?



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Inquiring Minds Want to Know

RLA Extended Response



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Why Constructed Response?

- CR is the best way of directly assessing
 - Writing skills
 - Higher-order thinking skills
- RLA ER – 45 min., ~20% of test (in terms of *raw score* points)
- And, yes, it is a skill used in real-world situations, the workplace, and in postsecondary education.



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The Urban Legends: Instructor Remix

- Using “I” earns an automatic “0”.
- The Automated Scoring Engine (ASE) must not be working properly with all those zeroes
- “Show us some real student responses . . . There aren’t any real student responses available to use in the classroom”
- There isn’t enough time to complete the task
- Skipping the ER is good test strategy

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The Urban Legends: Student Remix

- NO ONE earns any points on the ER
- You can game the system by using key words and phrases
- Forty-five minutes isn't enough time to read, plan, and write
- The instructions don't tell you what you have to do
- There is definitely a "right" answer—they are just not admitting it

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CR Drivers (aka the Three Traits)

CR requires . . .

1. **"Use of Evidence" (Arguments and Use of Evidence)**
2. **"Ways of Expressing Meaning" (Ideas and Organizational Structure)**
3. **"Language Conventions and Usage" (Grammar & Sentence Structure)**

to respond to the prompt . . .

- "In your response, **analyze** both positions presented to determine which one is better supported. Use **relevant and specific evidence** from the article to support your response."

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Why Are Students Struggling?

- Not utilizing an outline or plan from which to write
- Not taking a structured approach to the task
- Not writing enough to be scored (still!)
- Not fully utilizing the available time (45 minutes)

What Earns Points

- Going beyond merely stating which side is better supported
 - A single statement of a stance is considered insufficient
 - Needs to include the “why”
- Doing more than just using quotations
 - Evidence cited must support the overall message and must be analyzed in some way



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Setting the Claim (statement of stance)

This . . .

In the argument for daylight savings time, the pro daylight savings position is better supported because the research is more timely and reliable.

Between the two positions arguing whether or not Daylight Saving Time (DST) is useful in terms of energy consumption and safety, the argument in favor of DST is better supported because it uses more factual evidence.

Instead of . . .

They say daylight savings time is a great thing.

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.



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What Earns Points

- **Analyzing** the issue or the quality of the argument through which both sides are presented
 - Evidence cited must support overall message **and** must be analyzed in some way
- Demonstrating that the test-taker has *engaged with the text* and has *created a text-based 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 anti-daylight 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 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)



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.



Straight talk about...“Earned” Zeroes

Main reasons for “Earned” Zeroes

- Choosing the right evidence, but quoting the material extensively rather than by explaining or paraphrasing
- Not enough of their own writing is available to be assessed
- Too many test-takers are merely summarizing the arguments made by each author rather than creating a claim based on analyzing and evaluating the author’s evidence

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What is meant by original text?

| | |
|---|---|
| 0 | <ul style="list-style-type: none">• demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above• demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above• contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing. OR <ul style="list-style-type: none">• response is insufficient to demonstrate level of mastery over conventions and usage |
|---|---|

Now the safety issue comes up again, in the yearly switch to and from DST. One study shows **pedestrian fatalities from cars increased immediately after clocks were set back in the fall**. Arguments continue with **another study that shows 227 pedestrians were killed in the week following the end of DST compared with 65 pedestrians killed the week before DST ended**. It is also stated that **the adjustment period drivers endure each year is a dangerous time for pedestrians, and DST may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drives and pedestrians time to adjust**. These opponents believe the consideration of cost and confusion are simply not worth all of the trouble. With everything there are pros and cons no matter what, so in the end we can only hope the good outweighs the bad.

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Simple Techniques to Improve Scores

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

- Use a plan (a “go-to” routine that is effective)
- Read and respond to the prompt
- Determine which position is better supported and why
- Write a complete response (300-500 words), not just a short paragraph
- Provide commentary on the evidence cited (explain the “why”)
- Develop two or three ideas fully, rather than mention a lot of things without detail
- Leave five minutes at the end for proofreading

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Coming Your Way for 2019 from GEDTS

Extended Response Changes

- Improvements to the E. R. item to enhance student experience (enlarging the ER response box)
- Tabs, where instructions are shown, scrolling, etc.
- Beginning January 1, 2019 (for both GED® Ready and the Operational GED® Test)
- Online Teacher Scoring Tool

Score Report Enhancements

- More personalized
- Simplified terminology with more positive language used
- Clarifying the “What my score means” tab
- Easier to find and use with different devices

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January 2019 release in English and Spanish

QAReview - Candidate Name

Question 6 of 15

Flag for Review

page 1 | page 2

Cut Copy Paste Undo Redo

Instructions

Read

- On the **page 2** tab above, you will **read two texts** presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

Plan

- Analyze the two texts to **determine** which writer presents the **stronger case**.
- Develop your own argument** in which **you explain** how one position is better supported than the other.
- Include relevant and specific **evidence** from both **sources** to support your argument.

Write

- Type your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember to allow a few minutes to **review and edit** your response.

You have up to **45 minutes** for reading, planning, writing, and editing your response.

End Test

Previous Navigator Next

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ER Scoring Tool Update

English

ER Resource Guide for Adult Educators
ER Resource Guide for Adult Educators - Transition and Revenue
Scoring Tool for the GED Ready® practice test
GED Ready® Practice Test ER Short Answer Prompts and Source Texts

- Easier to find on redesigned website
 - https://ged.com/educators_admins/teaching/classroom_materials/er_scoring_tools/
- New electronic scoring tool
 - Easy to use
 - Designed to provide feedback
 - See here:
https://app.ged.com/preLogin2?_ga=2.76776854.28631075.1542229619-2.115633413.28631075.1542229619-259979334.1527715103#/essayScoring

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“

...in reality, **good argument** begins with looking at the data that are likely to become the evidence in an argument and that gives rise to a thesis statement or major claim.

”

— G. Hillocks (2010)
Teaching Argument for Critical Thinking and Writing: An Introduction

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The Standards

| Writing (WR) | | | |
|--|---|--|--|
| Anchor Standards and Benchmark Skills | | | |
| CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | |
| NRS LEVEL 1 | NRS LEVEL 2 | NRS LEVEL 3 | NRS LEVEL 4 |
| GE: 0.0-1.9 | GE: 2.0-3.9 | GE: 4.0-5.9 | GE: 6.0-8.9 |
| | <p>1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>c) Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>d) Provide a concluding statement or section.</p> | <p>1.3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b) Provide logically ordered reasons that are supported by facts and details.</p> <p>c) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d) Provide a concluding statement or section related to the opinion presented.</p> | <p>1.4. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p> |

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Moving from Level to Level


| Beginning Literacy Levels | Low Intermediate ABE Levels | High Intermediate ABE Levels |
|--|--|---|
| <p>Talk about a topic</p> <p>Have students state their opinions</p> <p>Have students provide reasons for their opinions</p> <p>Discuss their reasons</p> <p>Have students help you draft a response</p> <p>Write a response on the board based on the discussion</p> | <p>(Shorter passages – one position)</p> <p>Have students read source text</p> <p>Have students identify evidence from the text</p> <p>Have students determine the author’s stance on the topic</p> <p>Have students provide reasons that are based on facts from the text</p> <p>Discuss evidence</p> <p>Independently, have students write a paragraph</p> | <p>(Lengthier passages – two positions)</p> <p>Have students read source text(s)</p> <p>Provide students with a writing prompt</p> <p>Have students analyze the evidence</p> <p>Discuss validity of the evidence</p> <p>Have students identify evidence supporting claim</p> <p>Independently, have students write a multi-paragraph response</p> |

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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 real-life articles
- Work with increasingly complex source texts and writing samples

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I Do

We Do

You Do It Together

You Do It Alone

“ Good writing is clear thinking made visible. ”

— Bill Wheeler

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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.

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.

What made the difference to you?

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Publix and Wegmans Named America’s Favorite Grocery Stores

Publix Super Markets and Wegmans tied for first place, with each scoring 77% on Market Force Information’s most recent Customer Loyalty Index. Trader Joe’s Market was a close second with a score of 76% and H-E-B was third with a score of 69%.

Publix has ranked second for the past four years. This is the second consecutive year Wegmans has earned top honors. Both companies have repeatedly been named to Fortune’s 100 Best Companies to Work For.

A group of 12,774 consumers was surveyed and rated their favorite grocery chains on attributes including value for money, cashier courtesy, fast checkouts, availability of items, ease of finding items, specialty department service and store cleanliness. Participants were asked to rate their satisfaction with their most grocery shopping experience and their likelihood to recommend it to others. The results were then averaged to rank each brand on a Composite Loyalty Index Score. Publix outshone the competition in ease of finding items, having the cleanest stores and fastest checkouts. Wegmans was tops in its specialty department service and second in item availability. Trader Joe’s was number one in cashier courtesy, followed closely by Publix and Wegmans. ALDI won the top spot for value, followed by WinCo Foods and Costco; Wegmans was 14th on that attribute and Publix wasn’t ranked.

Forbes.com January 18, 2018
Marcia Layton Turner, Contributor




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What is missing?

Publix and Wegmans are the best grocery stores in the U.S.

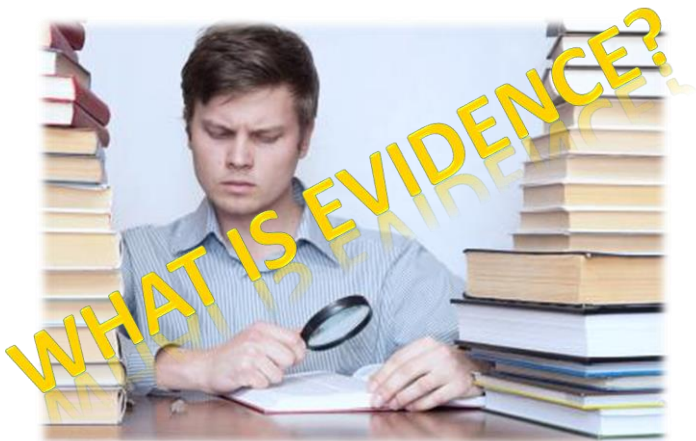
Where’s the evidence?

locate items, have clean stores, checkout fast, include specialty department services



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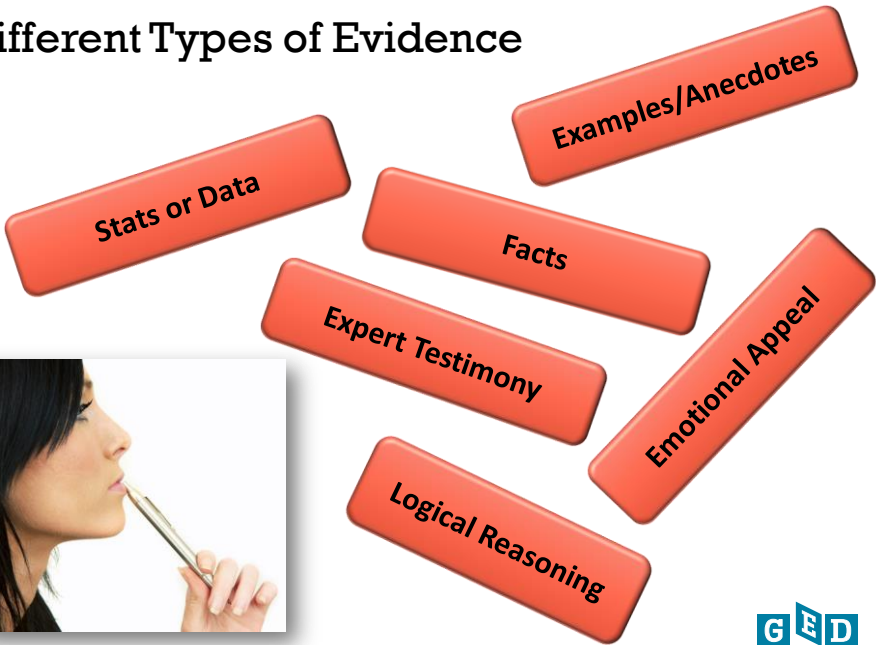
But First . . .



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Different Types of Evidence



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What-Why-How

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. |
|--------------------|--------------------------------------|---|
| | | |
| | | |
| | | |



What-Why-How

| WHAT This is the claim | WHY These are the reasons | HOW This is your evidence or example |
|---|------------------------------|---|
| Even though they tied with Wegman's, Publix is the best grocery store in America. | Locate items | |
| | Fast checkouts | |
| | Clean stores | |
| | | |
| | | |

| WHAT This is the claim | WHY These are the reasons | HOW This is your evidence or example |
|---|------------------------------|---|
| Even though they tied with Publix, Wegman's is the best grocery store in America. | Specialty departments | |
| | Item availability | |
| | | |
| | | |
| | | |



Could you develop an evidence-based argument?

| Could you develop an evidence-based argument? | |
|---|--|
| Claim | |
| Evidence | |
| Reasoning | |
| Conclusion | |

What do you know?

How do you know that?

Claim + Evidence + Reasoning = Explanation

Why does your evidence support your claim?



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Keep the Structure Simple



- The introduction states the main idea or position. It begins with a topic sentence/thesis statement. The beginning restates the question and sets the stage to answer the prompt.



- Answer the question first.
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example ...
- Include background information as required through the prompt.



- Write a closing that summarizes the position taken or restates the thesis statement in a different way.



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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!

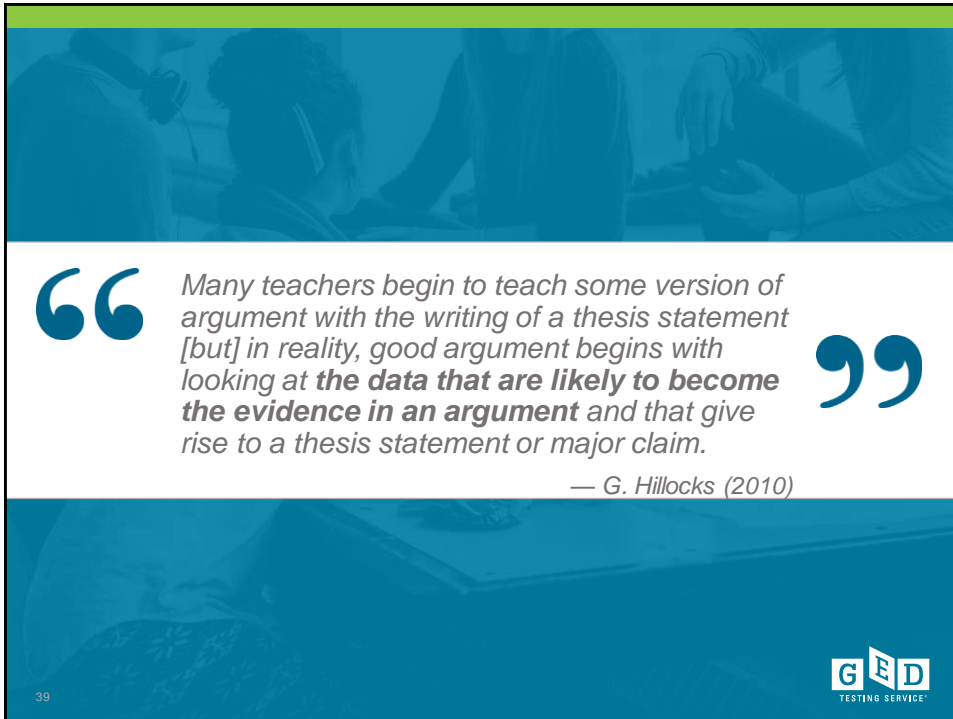


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All Roads Lead to the GED® Constructed Response

The Next Steps . . .





“ Many teachers begin to teach some version of argument with the writing of a thesis statement [but] in reality, good argument begins with looking at **the data that are likely to become the evidence in an argument** and that give rise to a thesis statement or major claim. ”

— G. Hillocks (2010)

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Read and Analyze the Prompt

- Question: *What does the prompt ask us to do?*
- As a class, let's read the prompt
- As we read, we identify the verbs in the prompt and what the verbs ask us to do.

The goal is for students to be able to unpack the prompt prior to reading the source texts.

Interact with Text – Analyze

| | |
|------------------------------|--|
| Purpose/Context | What is the text about? What type of text is it? What overall purpose does the text serve? |
| Author | Who is the author of the text? What qualifies him/her to write on this subject? |
| Audience | Where does the text appear? What does the author expect the reader to do or think based on the argument/information presented? |
| Proof/Evidence | What type of evidence is provided? Is more than one type of evidence provided? Is evidence provided for both sides of an argument? |
| Organization/Structure/Style | What is the organization of the text? What is the tone? What type of sentence structure/complexity, figurative language, rhetorical questions are used? |

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It's Your Turn! Interact with Text – Identify the Evidence

Taxation and Revenue Stimulus Material

Taxation and Revenue Stimulus Passage #1

Press Release from the Office of U.S. Representative Melody Wally, United States House of Representatives, Washington, DC

Representative Wally Announces Economic Boost for 12th District

July 17, 2013

Washington, DC – Representative Wally today announced that the expansion of Highway 17 from a two-lane highway to a four-lane thoroughfare will be paid for with federal money as a result of the new federal highway bill.

"This bill funds the expansion of 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 money. That means none of our federal dollars will go for a road that Lanesville will have our town. I also find this unacceptable.

business manufacturers all remain.

If loss businesses because it is no guarantee that with are built at the money reduce traffic and more.

is it down. Representative it obviously she did not reject.

better supported than at your argument.

you agree. This task is 4 – 7 paragraphs of

Taxation and Revenue Stimulus Passage #2

Oak Falls Gazette

Letter to the Editor

I am a small-business owner living in Representative Wally'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 money. That means none of our federal dollars will go for a road that Lanesville will have our town. I also find this unacceptable.

Underline the evidence that supports the benefits of the highway and transit bill.

Circle the evidence supporting that the highway and transit bill will be detrimental.

Workbook pp. 6-7

Analyze and Evaluate the Evidence

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

- Now, I will . . .
- List the evidence that supports
 - List the evidence that opposes
 - Evaluate the evidence
 - Select the position that is better supported

Workbook pp. 6-7



Analyze and Evaluate the Evidence

| Both Sides Now | | |
|---|--|---|
| Evidence that Supports | | Evidence that Opposes |
| Will ease traffic congestion | Which position regarding the building of a new road is better supported? | Will bypass town and harm it |
| Will create jobs | | Road paid for with federal funds |
| Improving highway means jobs for construction workers | | Few residents will use road |
| Will bring more long-distance travelers to area | | Will lose money because of bypass |
| 30% increase in traffic that won't impact city roads | | Construction jobs are only temporary |
| Will attract national motel and restaurant chains | | Minimum wage jobs will remain |
| Will eliminate truck traffic through city by as much as 75% | | Highway will bypass four cities in one district, so fewer travelers will stop in the cities |
| Will reduce road maintenance costs | | 2001 study shows bypasses have negative impact on local businesses |
| Representative held town meetings | | Representative did not listen to local concerns in her town meetings |

- Now, I will . . .
- List the evidence that supports
 - List the evidence that opposes
 - Evaluate the evidence
 - Select the position that is better supported

Workbook p. 14



Which side? – Evaluate the Evidence (make a judgement and explain why)

Decision (Claim)

Reasons (Analysis/Evaluation)

In deciding which side was better supported, I asked myself...

- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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What reasons led to your decision?

Decision (Claim)

When comparing the two positions, Representative Walls has the better supported position.

Reasons (Analysis/Evaluation)

The press release provides a stronger argument because it provides more factual and valid evidence instead of opinions.

In deciding which side was better supported, I asked myself...

- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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Or I could take the other side . . .

Decision (Claim)

When looking at both arguments, the writer of the letter to the editor has the better supported argument.

Reasons (Analysis/Evaluation)

The letter to the editor provides a stronger argument because the writer is a resident and more credible and uses more factual evidence.

In deciding which side was better supported, I asked myself...

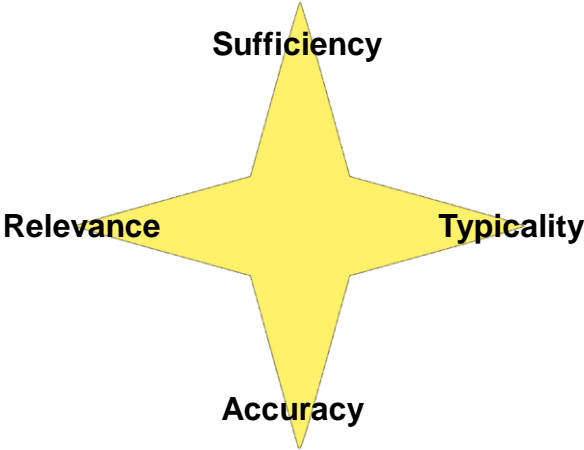
- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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Evaluate the Evidence

STAR



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Writing and Evidence are Everywhere!

Time Out for the TABE





ipdae
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TABE Reading: Evidence is Everywhere!

Level M

5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).Level D

Level D

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.1 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.


Level A

9-10.RI.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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ipdae
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TABE Language – Evidence is Everywhere!

Level D


7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Level A

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.


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TABE Level D

Question 5



00:00:00



Read the passage. Then answer the questions that follow.

Footwear

1. _____

2. The origin of high-heeled footwear may surprise you. High-heeled shoes were first worn centuries ago by Persian men on horseback. Persian hunting and warfare greatly relied on horsemanship, and footwear with a heel made these activities easier.

3. When a Persian diplomat brought the style to Europe in the seventeenth century, male aristocrats became enamored with the shoes and began wearing them as status symbols.

4. History shows that the modern view of high-heeled shoes is false. The style was first worn by men. It was not until many years later that women would adopt the shoe style for a very particular reason. _____

The conclusion the writer developed is not an effective end to the information presented in the passage. Which two sentences would be best to add to the concluding paragraph?

☐ A Today, high-heeled shoes are very fashionable and come in many different styles.

☐ B Today, high-heeled shoes remain an important piece of traditional Persian dress.

☐ C By the 18th century, the men in many cultures stopped wearing high-heeled shoes completely.

☐ D Once women began wearing high-heeled shoes more frequently, they decreased in popularity among men.

☐ E Surprisingly, some hunters still wear high-heeled shoes today for the same purpose that Persian men once did.

☐ F Some eighteenth century women began wearing high-heeled shoes to make their outfits seem more masculine.

Review/End Test


Pause

Flag

Options

Back

Next



TABE Level A

6. READ THE PASSAGE. THEN ANSWER THE QUESTION THAT FOLLOWS.

The market for cars that run on a combination of electricity and gas, called "hybrids," and cars that run only on electricity, called "plug-ins," has become crowded and confusing in the past few years. Several well established hybrid car models have been available for over ten years, and new hybrid versions of popular gas-only cars are in development. Since 2010, no fewer than six new models of plug-in cars have been introduced. What is the best choice for an environmentally conscious consumer?

Plug in vehicles, which run solely on electricity stored in batteries, are newer to the market and, therefore, less familiar to consumers. These cars are not measured by miles per gallon, since they don't burn gallons of gas (and therefore create no greenhouse gas emissions). The defining statistic for most plug-ins is the range, or the number of miles that can be driven on a full charge. Most plug-ins that are widely available can travel between forty and ninety miles on a charge. In cities of the United States, typical car owners travel less than thirty miles a day—well within the single-charge range of plug-in vehicles. The overall cost of running a plugin car depends on the cost of electricity, which varies from region to region. Environmentally conscious consumers might also consider whether the electricity that comes to their homes is generated by burning coal or comes from hydroelectric plants.


Since many consumers are concerned about reliability and the long-term performance of new technologies, the ten-year record of success for hybrid cars is important. With the newer plug-in technology, there remains a greater possibility of unforeseen maintenance costs. Additionally, many consumers may prefer the flexibility of hybrids in terms of their unlimited range on gasoline power.

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TABE Level A

The writer needs to add a concluding paragraph. Which three sentences combine to create an effective paragraph? Select the sentences.

A. Gas-powered cars are still more popular than hybrids and plug-ins because they have more powerful engines.

B. Buyers who typically drive less than forty miles a day and have low electricity costs should consider a plug-in vehicle.

C. People prefer hybrids because they look better and have been available longer.

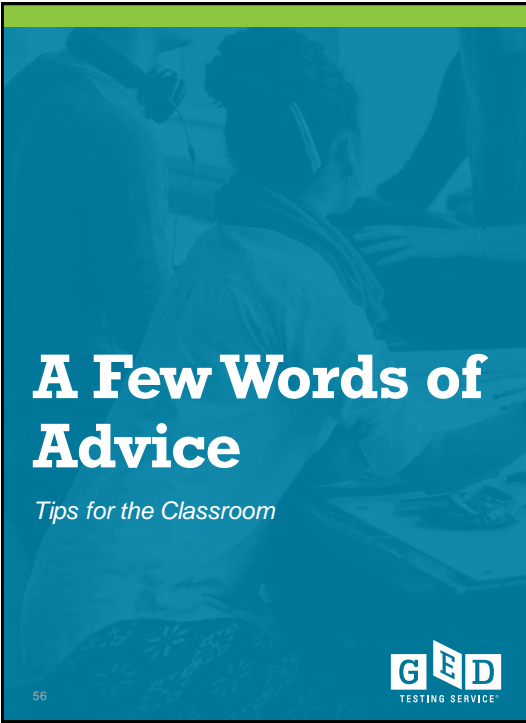
D. On the other hand, people who are most concerned about reliability and range should probably purchase a hybrid.

E. Since environmental and financial responsibility are the two main concerns of car buyers, electric-only cars are the better choice.

F. In conclusion, there are two basic considerations to make before deciding on either of these new automobile technologies.


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A Few Words of Advice

Tips for the Classroom





VICE

TIPS

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HELP

SUPP

GUID

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Help Students Respond More Effectively

- Review sample responses in RLA Resource Guides
- Closely examine the annotations
- Help students understand the prompt
- Use the rubrics and/or scoring tools to evaluate student work
- Use a variety of materials
- Incorporate reading and writing into every classroom, every day



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Resources

What Drives Argumentative Writing?




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Take a Look!



INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

PORTAL LOGIN

RESOURCES

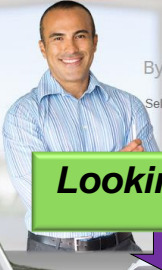
E-TRAININGS

EVENT CALENDAR

FAQ

ABOUT


CONTACT




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Select an area below to view available resources.


Looking for more resources?




ABE
Adult Basic
Education



GED® & AHS
GED® Preparation
& Adult High School




ESOL
English for Speakers
of Other Languages



FICAPS
FL Integrated Career &
Academic Preparation System

floridaipdae.org

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IIPDAE GED® Prep Lesson Plans

Analyzing Your Own Writing

http://www.floridaipdae.org/dfiles/resources/lessons/GED/RLA_Lesson_Plans/RLA_Analyzing_Your_Own_Writing.pdf

Creating a Constructed Response


http://www.floridaipdae.org/dfiles/resources/lessons/GED2014/RLA_CreatingaConstructedResponse.pdf

Knowing What to Expect on the GED RLA Test Extended Response

http://www.floridaipdae.org/dfiles/resources/lessons/GED/RLA_Lesson_Plans/RLA_Knowing_What_Expected_on_the_GED_RLA_Extended_Response.pdf

Looking for Evidence

http://www.floridaipdae.org/dfiles/resources/lessons/GED/RLA_Lesson_Plans/RLA_Looking_for_Evidence.pdf



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IPDAE ABE Lesson Plans

Finding Evidence that Supports an Opinion
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Language_Lesson_Plans/Finding_Evidence_That_Supports_an_Opinion.pdf

Writing with a Purpose
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Writing_Lesson_Plans/Writing_Writing_with_a_Purpose.pdf

Using Evidence to Support Point of View or Opinions
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Writing_Lesson_Plans/Writing_Using_Evidence_to_Support_Point_of_View_or_Opinions.pdf

Finding the Central Idea and Supporting Details
http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Reading_Finding_the_Central_Idea_and_Supporting_Details.pdf



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IPDAE Resources

Videos




- Extended Response
- What's My Claim?
- Who? Did What? When? Where?


Workshops

Using HIIIs to Improve Student Performance
Correctional Institute Building Capacity for Florida GED Programs through Language Arts
Getting to the Core ELA Shifts and Standards




Webinars

E-Trainings
CCRS ELA, Modules 1, 2, and 3
GED Module 3 – Preparation Language Arts





IPDAE Resources



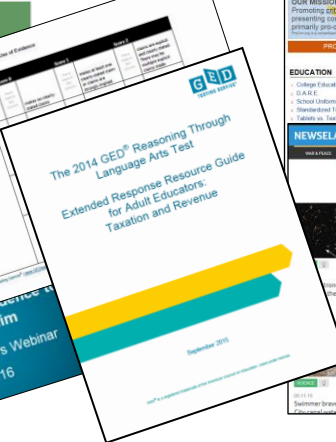
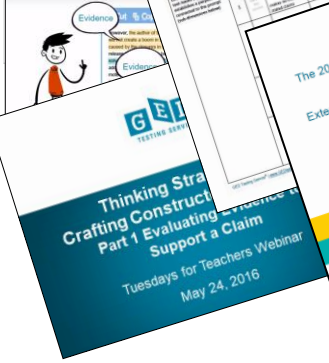
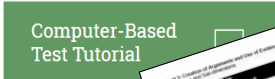
Khan Academy Math Practice Sets Aligned to TABE® 11/12 (CrowdED Learning)


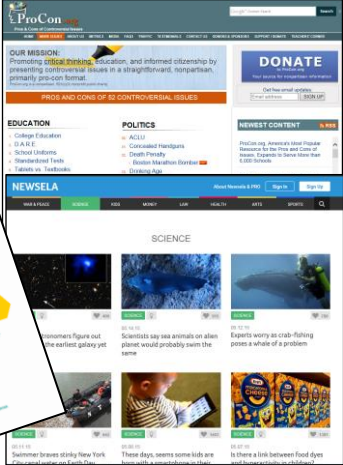
- Correlates Khan Academy activity sets (over 2,000) to TABE® 11/12 test blueprints
- Will be incorporated into *SkillBlox* learning plan generation tool
- Will help instructors develop personalized learning plans

<https://www.crowdedlearning.org/learn/projects>

Access GED.com and Online Materials

https://ged.com/educators_admins/program/





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