

Learning through Fiction

2019 GED Annual Conference



WELCOME!

In this session, we will...



- Identify, define, and apply the elements of the short story
- Use strategies to assist students in comprehending and analyzing short stories and other literary genres
- Recognize different literary genres and types of figurative language.

Understanding Skills that Students Have

Low Intermediate Basic Education (4-5.9 GLE)

Students can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning.

High Intermediate Basic Education (6-8.9)

Students can read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such text, but not consistently.

Low Adult Secondary Education (9-10.9)

Students can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials; can identify the main idea in reading selections and use a variety of context issues to determine meaning.

What Skills Do Students Have and What Do They Need?



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

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

Analyzing and Creating Text Features and Technique

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key idea; or how a setting or context shapes structure and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

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

- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose
- Identify specific pieces of evidence an author uses in support of claims or conclusions
- Evaluate the relevance and sufficiency of evidence offered in support of a claim
- Edit to eliminate wordiness or awkward sentence construction

and

2) develop the following additional skills:

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

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

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

Using Evidence to Understand, Analyze, and Create Arguments

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

Applying Knowledge of English Language Conventions and Usage

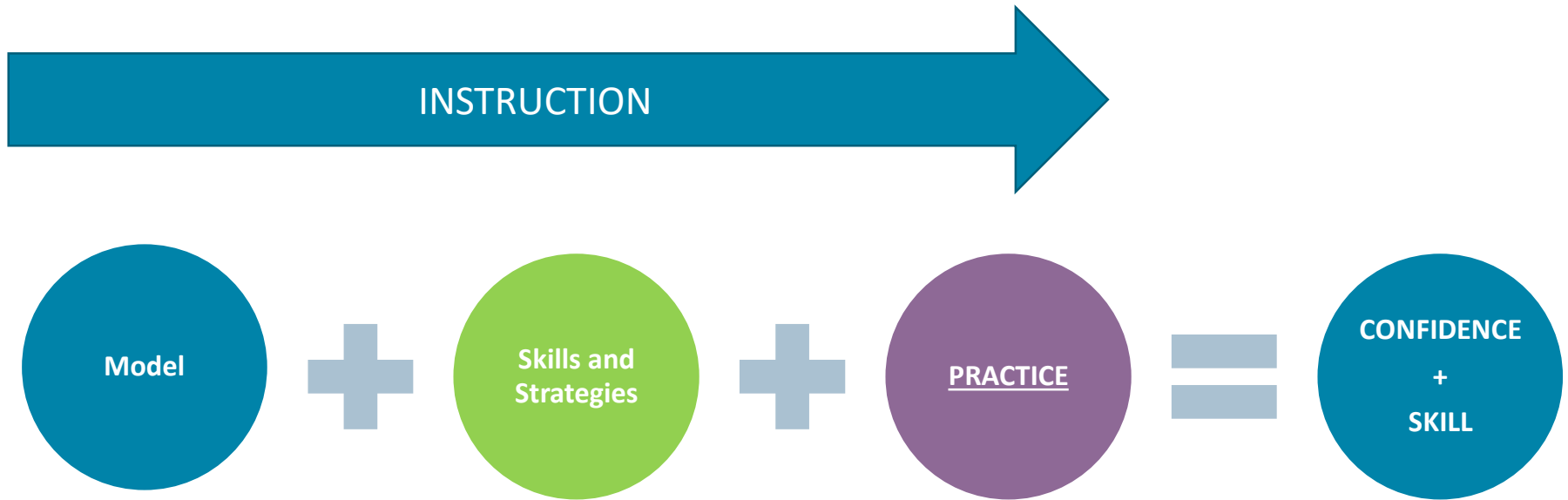
- Edit to correct errors involving frequently confused words at a satisfactory level
- Edit to correct errors in pronoun usage at a satisfactory level
- Edit to eliminate dangling or misplaced modifiers or illogical word order at a satisfactory level
- Edit to correct errors in subject-verb or pronoun-antecedent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

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

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

- Infer relationships between ideas in a text

Building Better Reading Skills



A blue-tinted background image showing students in a classroom. In the upper half, two students are wearing headphones and looking down, possibly at a device. In the lower half, a student is sitting at a desk with papers and a pen.

“

A reader lives a thousand lives before he dies . . . The man who never reads lives only one.

”

— George R.R. Martin



Getting Started

Key Skills and Figurative Language

Graphic Novels
Books
Poetry
Evaluate
Web 2.0
Wikis
Media
Libra
AD
Research
Databases
Websites
Information
Literacy
OPAC
Science-Fiction
Words
Internet

What Do My Students Need to Know?

- Understand unique vocabulary
- Interpret figurative language
- Identify and analyze the theme
- Analyze characters
- Read dialect
- Recognize mood and tone
- Recognize climax and anti-climax
- Recognize an author's style
- Vary reading rate dependent on text
- Understand words – origins, slang, connotations, multiple meanings
- Critically and creatively read text
- Make inferences about characters, events, and settings

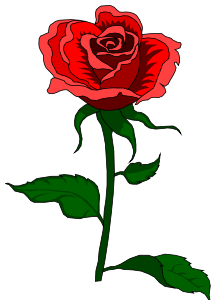
A grayscale background image showing two hands, one from the left and one from the right, cupping a white ball. The hands are positioned as if they are about to throw or have just caught the ball. The text is overlaid on this image.

It's Allegory!
It's Alliteration!
It's Satire!
It Looks Familiar!

Move Students from Literal to Figurative Language

Figurative language is nothing more than a way to compare and contrast. When some language can't be taken literally, it forces people to compare what they have with what it might have been.

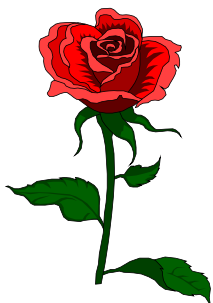
Straight Comparison	Compare A and B
Simile	A is like/as B
Metaphor	A is B
Symbol	A is represented by B
Irony	A is not B



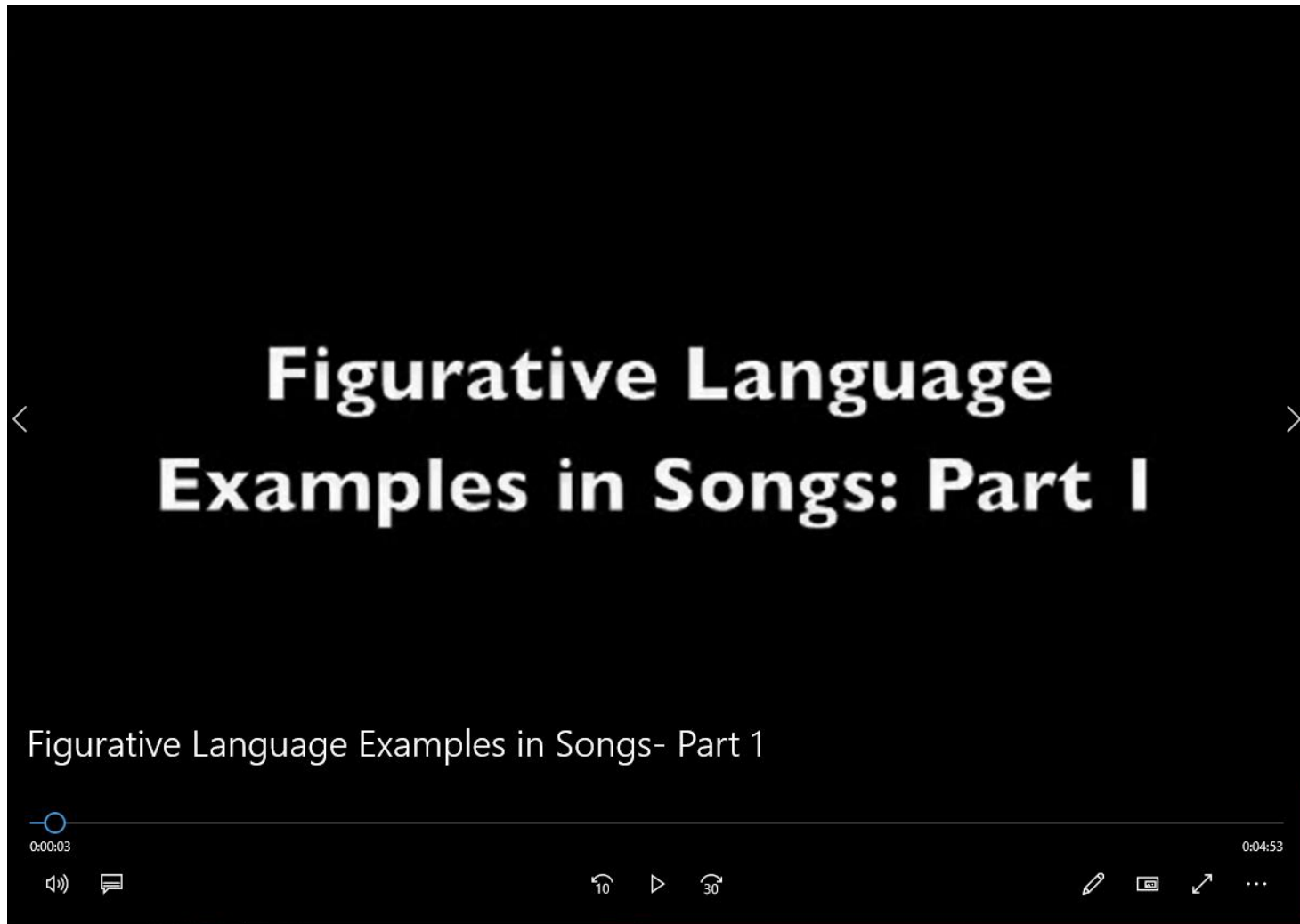
Make Connections!

The Power of Words! (using the music of literature)

- Find the metaphors, similes (any maybe even more)!
- What songs can you think of that use figurative language?
- Do your students like to write poetry or songs? Use them!



Listen and Learn



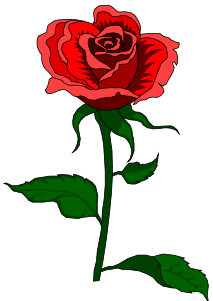
<https://www.youtube.com/watch?v=Z03pREr8epg>

A Fun Activity Before We Leave Figurative Language!

Hyperbole – an exaggeration that helps put a picture into the “reader’s” mind - frequently used in humorous writing.

The town I grew up in was so isolated . . .

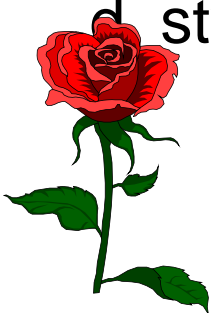
- It makes ghost towns look popular
- The only friend I had was a duck
- We had to drive to the city for gossip
- Our theatre is waiting for Charlie Chaplin movies



Figurative Language – An Important Part of the Literary Genres

Students need to be able to:

- Comprehend what the author means when using different types of figurative language
- Explain or analyze the effect of word choice, sentence structure, rhetorical devices, and style on tone and/or author's purpose
 - a. tone
 - b. language and word choice
 - c. literary and rhetorical devices
 - d. style





Getting Started

Short Stories

Graphic Novels
Books
Poetry
Evaluate
Web 2.0
Wikis
Media
Libra
AD
Research
Databases
Websites
Information
Literacy
OPAC
Science-Fiction
Words
Internet
tion

**What's the
first story
you remember?**



**What is
a short story?**



Definition of a Short Story

- Tells about a single event or experience
- Fictional (not true)
- Generally 500 to 15,000 words in length
- Has a beginning, middle, and end
- Creates an impression on the reader
- Great writers use the elements of the short story with such precision that the reader is caught up in the action of the story. This is a mark of a good story and the goal of an effective story writer.

Advantage of Teaching Short Stories

- Controlled length of short stories
- Concise writing with carefully selected vocabulary
- Use of contemporary or colloquial language
- Insertion of authentic, natural dialogue
- Short stories typically maintain high interest and attention levels



Analyzing a Short Story

Broken Promises

As you read, analyze the following

- setting
- character
- point of view
- plot
- theme

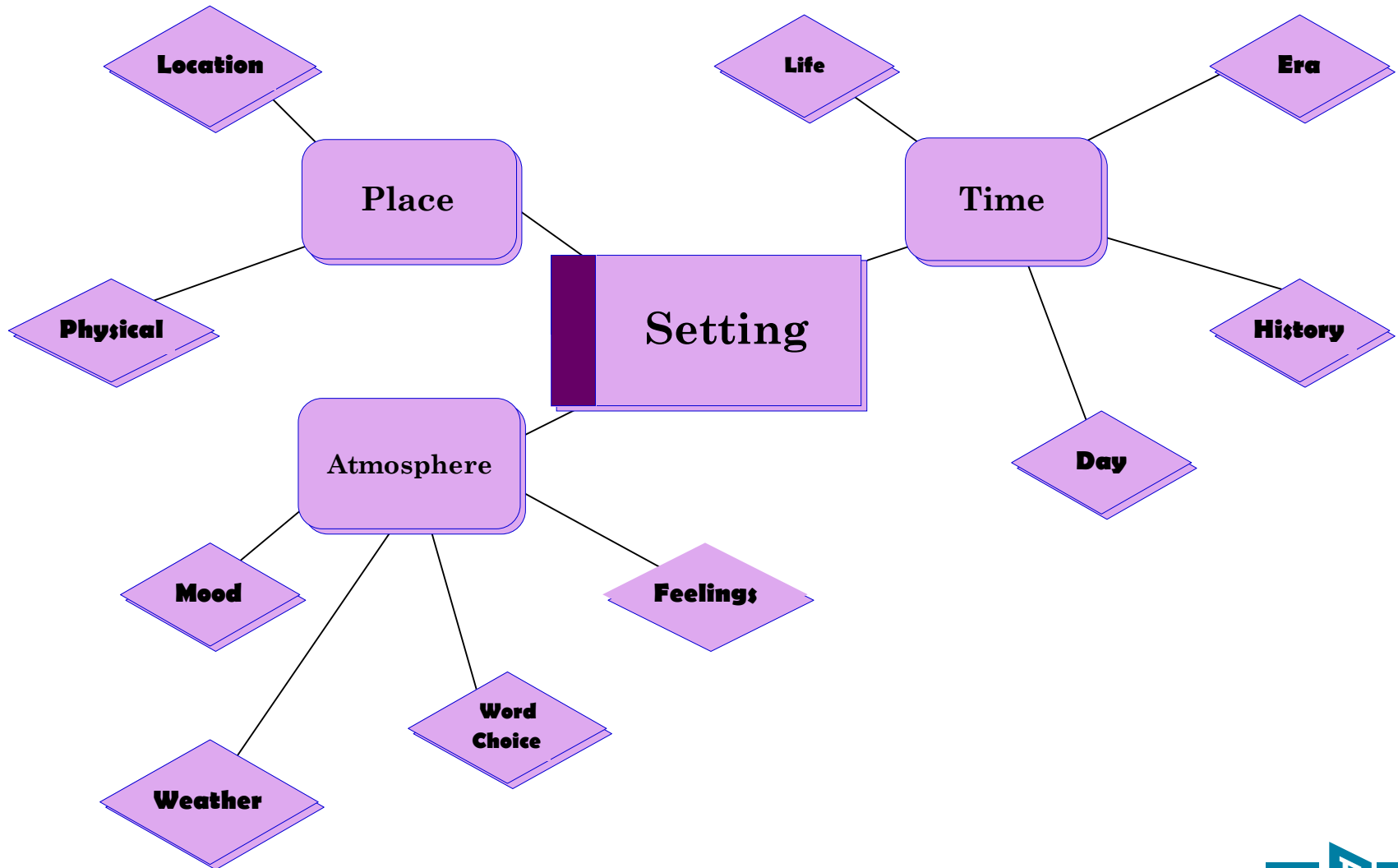
Debrief the Story

The setting is where and when the story takes place and it

- Creates a mood or atmosphere
- Shows a reader a different way of life
- Makes action seem more real
- Is the source of conflict or struggle
- Symbolizes an idea



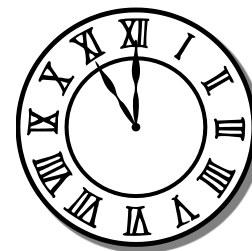
Elements of a Setting



Broken Promises - What's the Setting?

Beyond the physical location, what do you picture in your mind about the

- Time of day
- Time of year
- Clothes the characters are wearing
- Characters' dialects



Types of Characters

Protagonist – The “good guy,” the hero, the main character



Antagonist – The “bad guy,” the person who stands in the way of the protagonist

Focus on the Characters

- Main Character – the primary and most important characters in the movie; these characters are affected by the story
- Supporting characters – characters that have smaller parts; these characters affect the story

Who is the main character in Broken Promises? Is there more than one?

Who are the supporting characters?

Broken Promises

As the director of a television special to be based on the story “Broken Promises”, it is your job to cast each of the characters.

Working with your directorial staff, identify each of the major and minor characters in the story.

Discuss what traits you want each to have when “putting” the character on film.

Finally, decide who would be the best actor/actress to play each part. Be ready to share your casting choices with the group.



Point of View (POV)

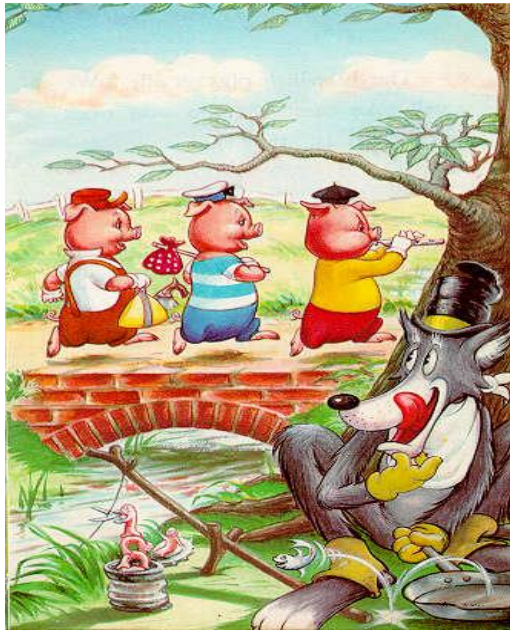
From what perspective is the story told?

- First person – POV of the main character, uses “I”
- Second person – POV of the reader, uses “you”
- Third person – POV of an outside observer, uses “he” & “she”



"I'm not spying, I'm taking the long view."

Differing Points of View!



“That rotten wolf tried to eat us!!!!”



“I was framed! I just wanted to borrow a cup of sugar!”

Plot

- The plot of the story is what happens in the story and how it happens
- Almost every plot is based on a conflict

Person vs. Person

Person vs. Nature



Person vs. Self

Person vs. Fate

Person vs. Society

The Plot Curve

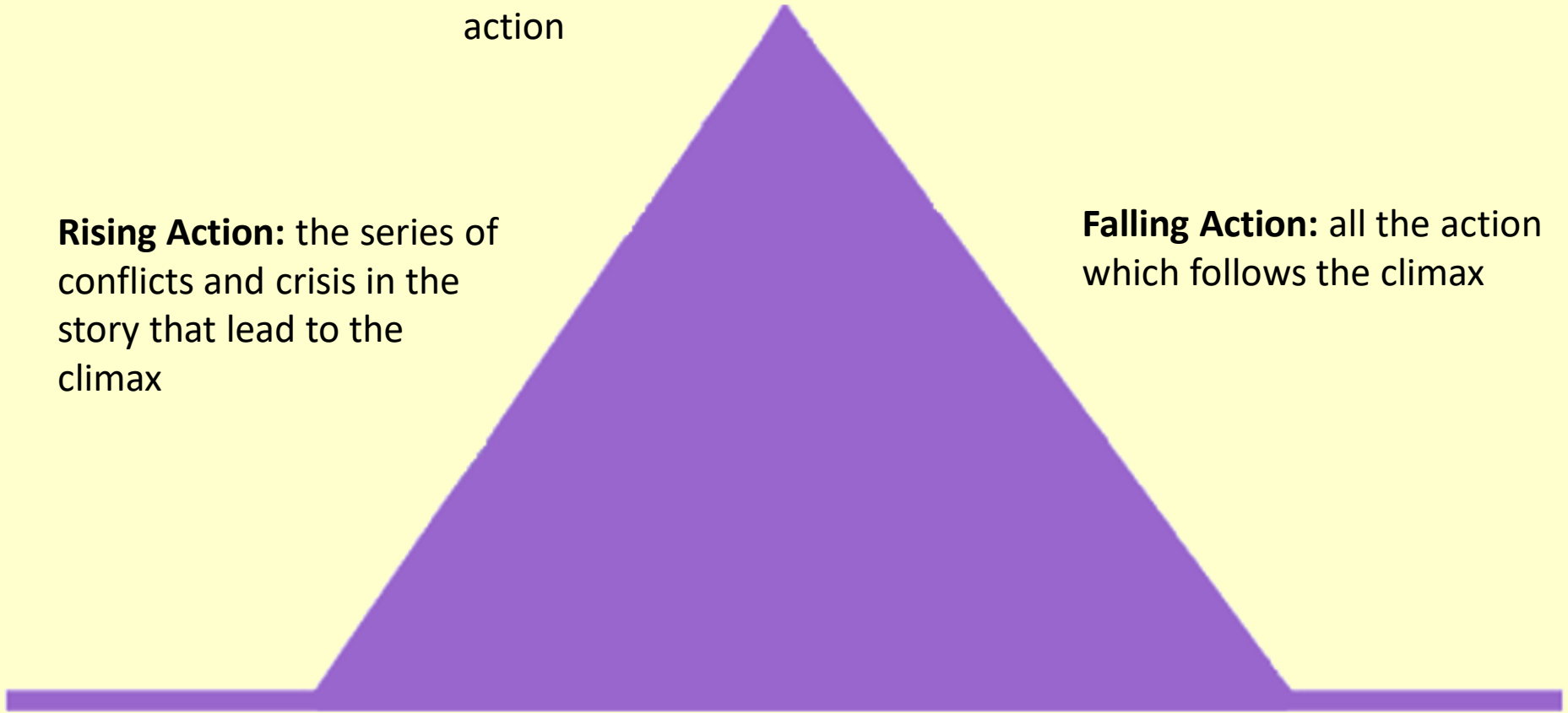
Climax: the turning point, the most intense moment—either mentally or in action

Rising Action: the series of conflicts and crisis in the story that lead to the climax

Falling Action: all the action which follows the climax

Exposition: the start of the story, the situation before the action starts

Resolution: the conclusion, the tying together all threads of the story



Style

- How does the author use words and phrases?
- How does the author describe events, objects, and ideas?
- What is the author's tone – sarcastic, angry, affectionate, approving, disapproving?
- What is the mood or emotion of the story - happy, sad, depressing, tragic?
- Is the writing original, informal, formal, journalistic, or archaic?

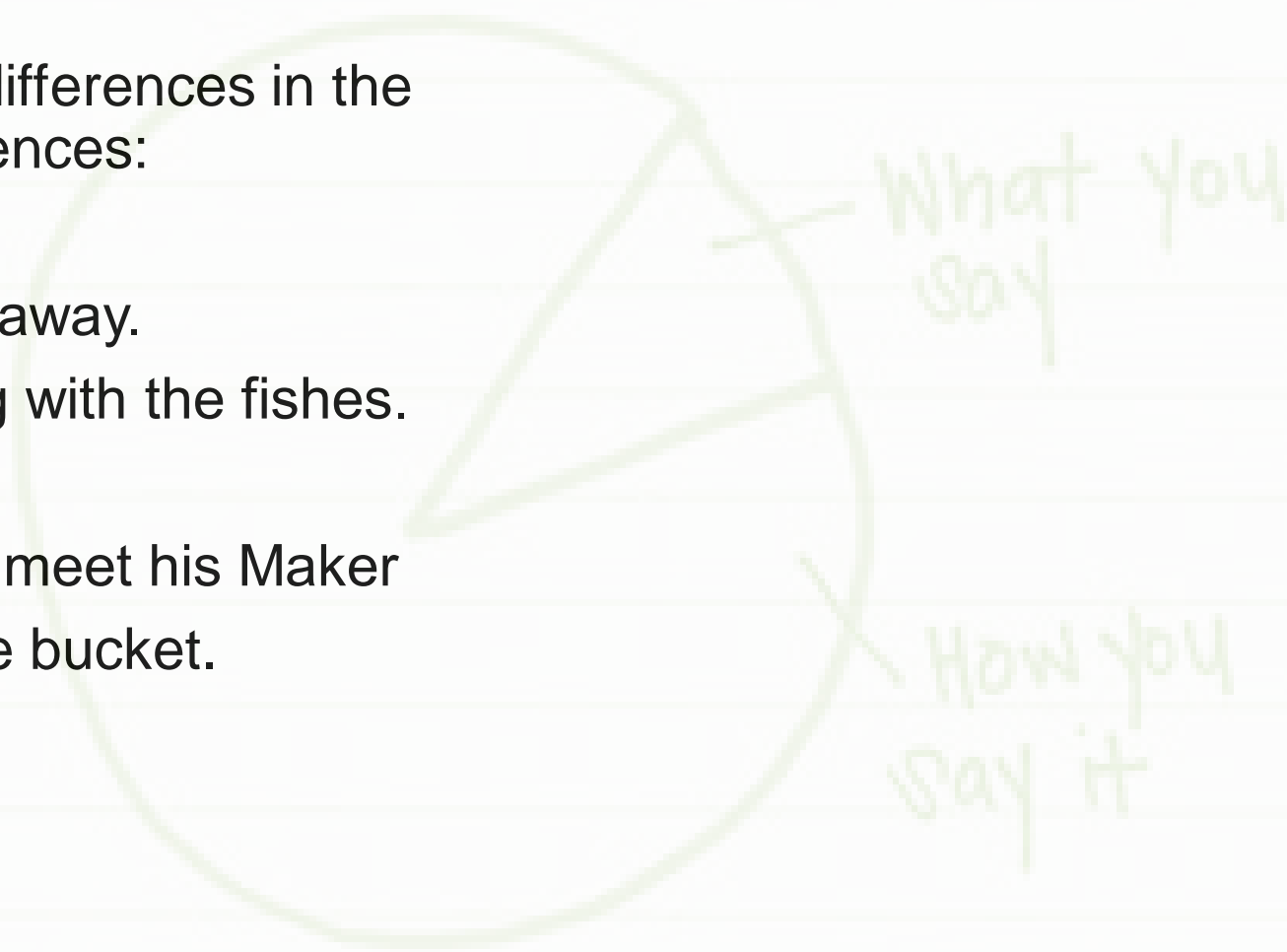
WRITING
IS THE
PAINTING
OF THE
VOICE!

VOLTAIRE

Does Style Matter?

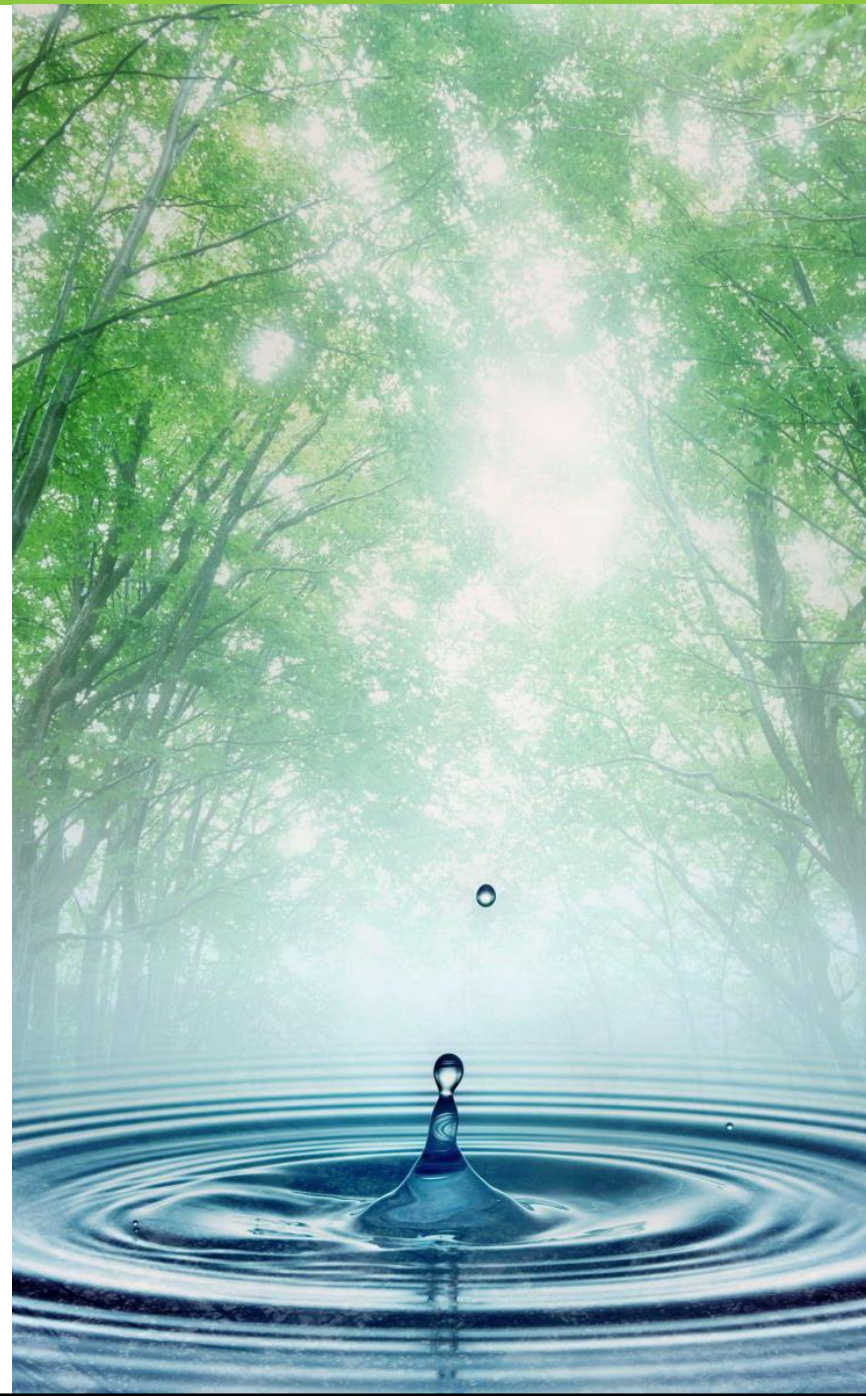
Consider the differences in the following sentences:

- He's passed away.
- He's sleeping with the fishes.
- He died.
- He's gone to meet his Maker
- He kicked the bucket.



Theme

- What does the title tell you?
- Are there repeating patterns and symbols?
- What allusions are made throughout the story?
- What meaning may the details provide?
- What is the story's message or main point?



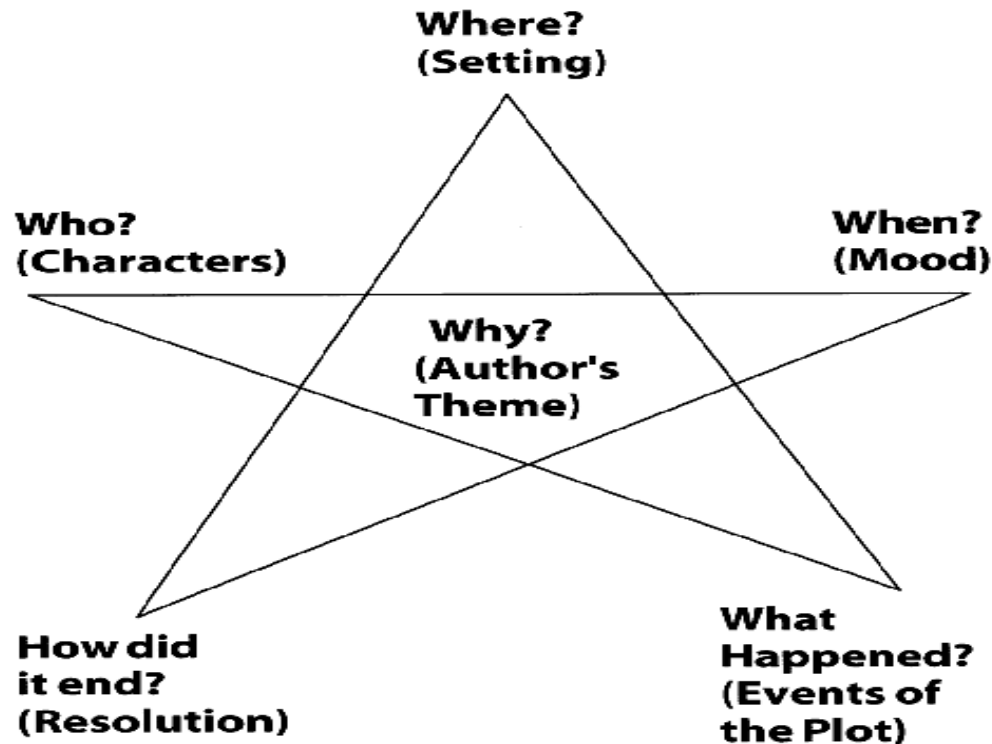
Theme



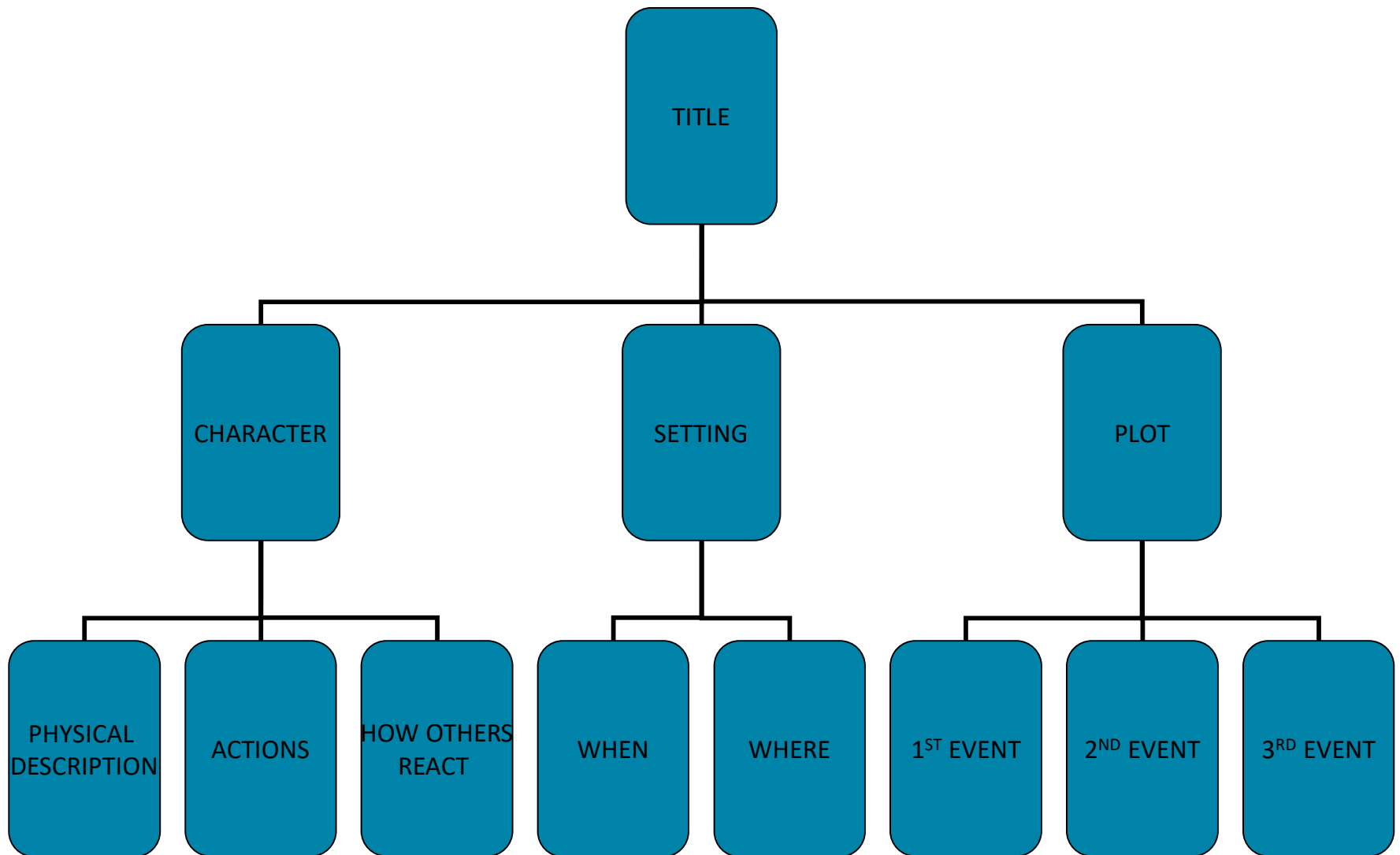
A theme can be stated (told outright) or implied (revealed gradually).

Putting It All Together – Story Star

Story Star



Putting It All Together – Story Maps



Common Themes in Stories

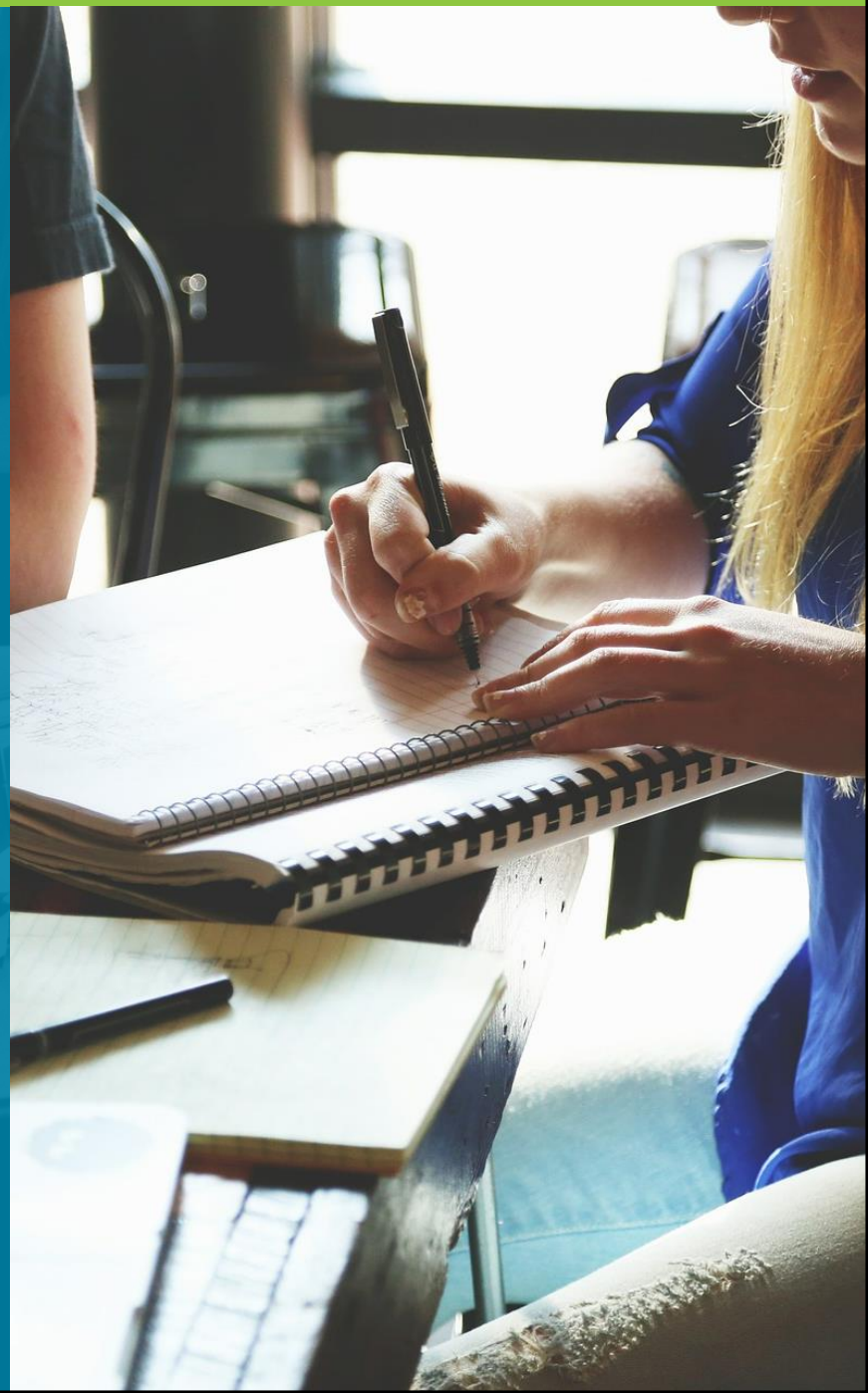



What's the Theme?

Broken Promises



Resources





English - US **Educators & Admins**

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GED Program Overview

Teaching the GED® Test

Free Classroom Materials

Teaching Resources

Skills Needed to Pass

Professional Development

Prep Products


Promote Your Program


State Policies


Test Administration

GED Manager

Top Resources


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[View Resource](#)

 Resources to Guide Your Instruction
[View Resource](#)

 Free Classroom Materials
[View Resource](#)


Announcements

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Teaching Resources


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



Educator Handbook

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


[Download](#)



Skills Students Need to Pass

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

[Learn more](#)




High Impact Indicators

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

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

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

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RLA Study Guide

1/18/2019

MyGED® : Study Guide



GED Study Guide LANGUAGE ARTS

What you need to know about the GED® Language Arts Test

- 1** You should be familiar with reading and writing concepts, along with grammar.
However, the language arts test is not a memorization test! You don't need to memorize giant vocabulary words or diagram sentences.
- 2** You'll need to read and understand test passages (literary and informational excerpts), demonstrate that you can write clearly, and draw conclusions (which is using your critical thinking skills in reading and writing).
The test also covers grammar. This study guide and the example questions in it will help you get an idea of what's going to be on the test.
- 3** You don't need to know everything in this guide!
If you want to see how close you are to passing, the GED Ready® official practice test is a great way to help you determine if you're ready.

Test Overview



Topics

Reading for Meaning
Identifying and Creating Arguments
Grammar and Language



Time (to take the test)

150 minutes
10 minute break between parts 2 and 3
45 minutes for the written essay

Need Resources for Short Stories?

- Classic Short Stories - <https://www.classicshorts.com/abc/n-s.html>
- Free Short Stories - <http://www.free-short-stories.org.uk/>
- Story Bytes (an old site, but filled with short stories) - <https://www.storybytes.com/view-best/index.html>



This website is dedicated to the short story and to those interested in reading this delightful art form.

Questions

Thank you!

communications@GED.com