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2023 GED CONFERENCE

Reasoning Through Language Arts Essential Skills and Strategies

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Your Presenters

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for GED Testing Service®**



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Today's Focus

- RLA Targets and Indicators
- What Is Close Reading?
- Why Do We Need Close Reading?
- How Do We Read Closely?
- Interactive Close Reading Exercise
- Q&A

Targets and Indicators

From the GED® Assessment Guide for Educators

Reading Assessment Targets		
Common Core Connection: R.2		Range of Depth of Knowledge (DOK) Levels ⁹
Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.		
R.2.1 Comprehend explicit details and main ideas in text.		1-2
R.2.2 Summarize details and ideas in text.		2
R.2.3 Make sentence level inferences about details that support main ideas.		2-3
R.2.4 Infer implied main ideas in paragraphs or whole texts.		2-3
R.2.5 Determine which detail(s) support(s) a main idea.		1-3
R.2.6 Identify a theme, or identify which element(s) in a text support a theme.		1-3
R.2.7 Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.		2-3
R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.		2-3
Common Core Connection: R.2		

Target

Indicator

What Is "Close Reading"?



Definition

- Paying close attention to the details in a text in order to make accurate and evidence-based interpretations of the text or based on the text.

In order to interpret a text or draw conclusions/synthesize information from it, one must first have read that text CLOSELY.

What Is "Close Reading"?



A Layered Process

- Starts with basic comprehension of the text (at a surface level)
- Then noticing significant language features and author's choices (context, syntax, word choice, etc.)
- Then analyzing these details in order to understand what is being conveyed (explicitly stated and implied) and why
- Finally, drawing conclusions about and making generalizations from synthesizing the information in the text

“Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.”

– Nancy Boyles, *Educational Leadership*

Why Do We Need Close Reading?

- Data review findings
 - We review data on all RLA field-test items and consistently see cases where a high % of students choose an option that is clearly incorrect based on concept X in the passage. Why are these students answering incorrectly? Not reading the passage closely enough.
- Reading skills as a doorway to other skills
 - The other GED[®] tests (social studies, science, and math) also involve text; students who read that text closely will perform better.
- Real-world connections
 - Reading occurs in all disciplines and in many parts of everyday life.

How Do We Read Closely?

Close Reading Strategies

Close Readers	Not-So-Close Readers
Reread	Read the text once
Focus on the text	Let their thinking wander; focus on personal opinion
Ask questions	Take the text at face value
Pay attention to language	Ignore syntax clues
Pay attention to context	Ignore context
Uncover deeper meaning	Understand only at surface level
Are patient	Rush

Core strategy: Mark up the text to facilitate these close reading approaches.

Interactive Close Reading Exercise

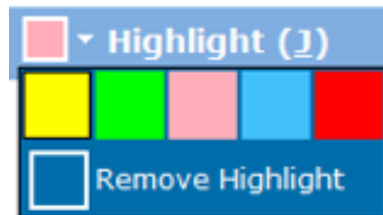


Close Reading Markup Strategy

- Mark up key details and ideas in the text
 - **Make close reading something you can see.**

Use this strategy to:

- Practice close reading before the test
- Facilitate close reading during the test
 - Using the highlighter tool available on the GED Test[®]



Highlighter tool tutorial: <https://ged.com/practice-test/en/computer-demonstrator/> [See section 5]

What to Mark Up?

Literary Texts	Informative Texts
Key ideas <ul style="list-style-type: none"> Conflicts; character traits 	Key ideas <ul style="list-style-type: none"> Main ideas; claims; central argument
Details that shape theme	Support for claims and arguments <ul style="list-style-type: none"> Evidence; reasoning
Stand out phrases; vivid language; emotionally impactful language	Stand out phrases; vivid language; emotionally impactful language
Implied ideas; possible inferences	Implied ideas; possible inferences
Big ideas that speak beyond this text --> Possible generalizations or conclusions	Big ideas that speak beyond this text --> Possible generalizations or conclusions
Character or narrator perspective	Statements of purpose or point of view

(Five highlighter colors are available in GED test forms.)

Activity

Mark up two sample texts together

We'll switch to a view of GED[®] passages and items.

Activity Debrief

- How to use this kind of marking up when practicing for the GED Test[®]?
 - What will most help students learn to pay attention to details and key ideas in the text?
- How to do the markups quickly and most efficiently when taking the GED Test[®] (a timed environment)?
 - What kinds of markups are most helpful in answering the items?

Questions?

Session Survey

Your feedback is important.
Please scan the QR code
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Thank you!

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