

Write Like You Mean It!

2019 GED National Conference



WELCOME!

In this session, we will...



- Discuss challenges that students have in writing
- Review strategies and activities to help students improve their basic writing skills
- Provide process for students to learn how to use evidence in writing
- Share resources

Understanding Skills that Students Have

Low Intermediate Basic Education (4-5.9 GLE)

Students can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation issues.

High Intermediate Basic Education (6-8.9)

Students can write simple narrative descriptions and short essays on familiar topics. Students have consistent use of basic punctuation but makes grammatical errors with complex structures.

Low Adult Secondary Education (9-10.9)

Students can comprehend expository writing and identify spelling, punctuation, and grammatical errors. Students' writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.

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

3

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

- Determine an author's purpose in a text 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 to 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

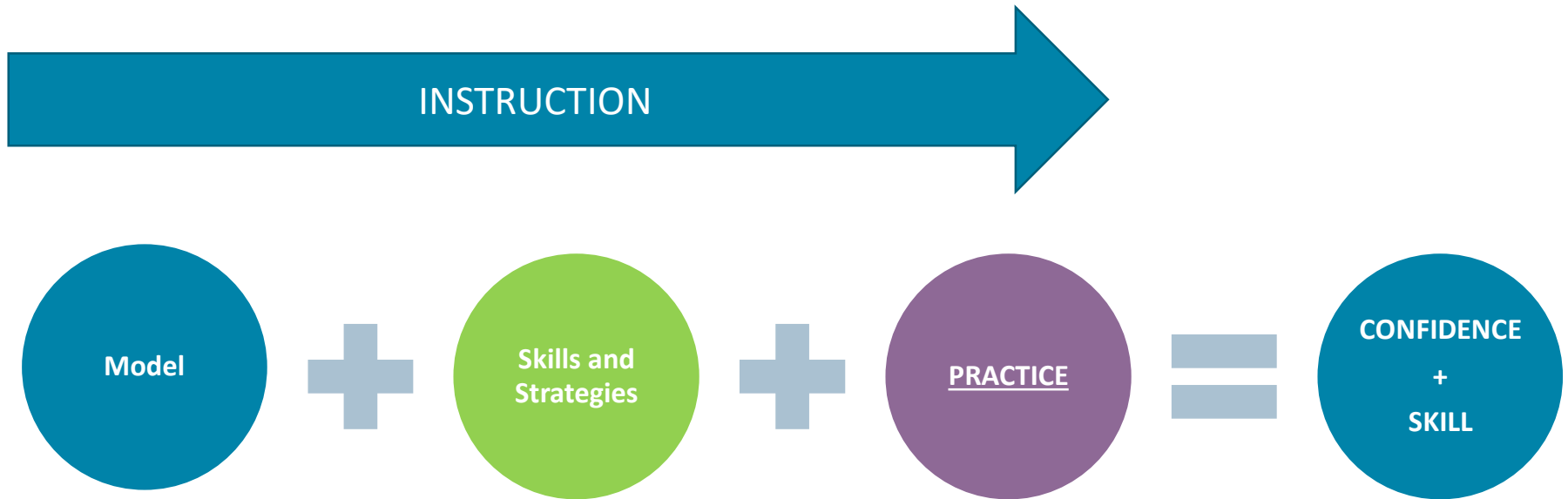
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1) continue to **strengthen** the skills listed in the Below Passing and Pass/High School Equivalency levels and apply them to **complex** texts, such as Chinua Achebe's *Things Fall Apart*, Martin Luther King Jr.'s "Letter from Birmingham Jail," and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

- Infer relationships between ideas in a text

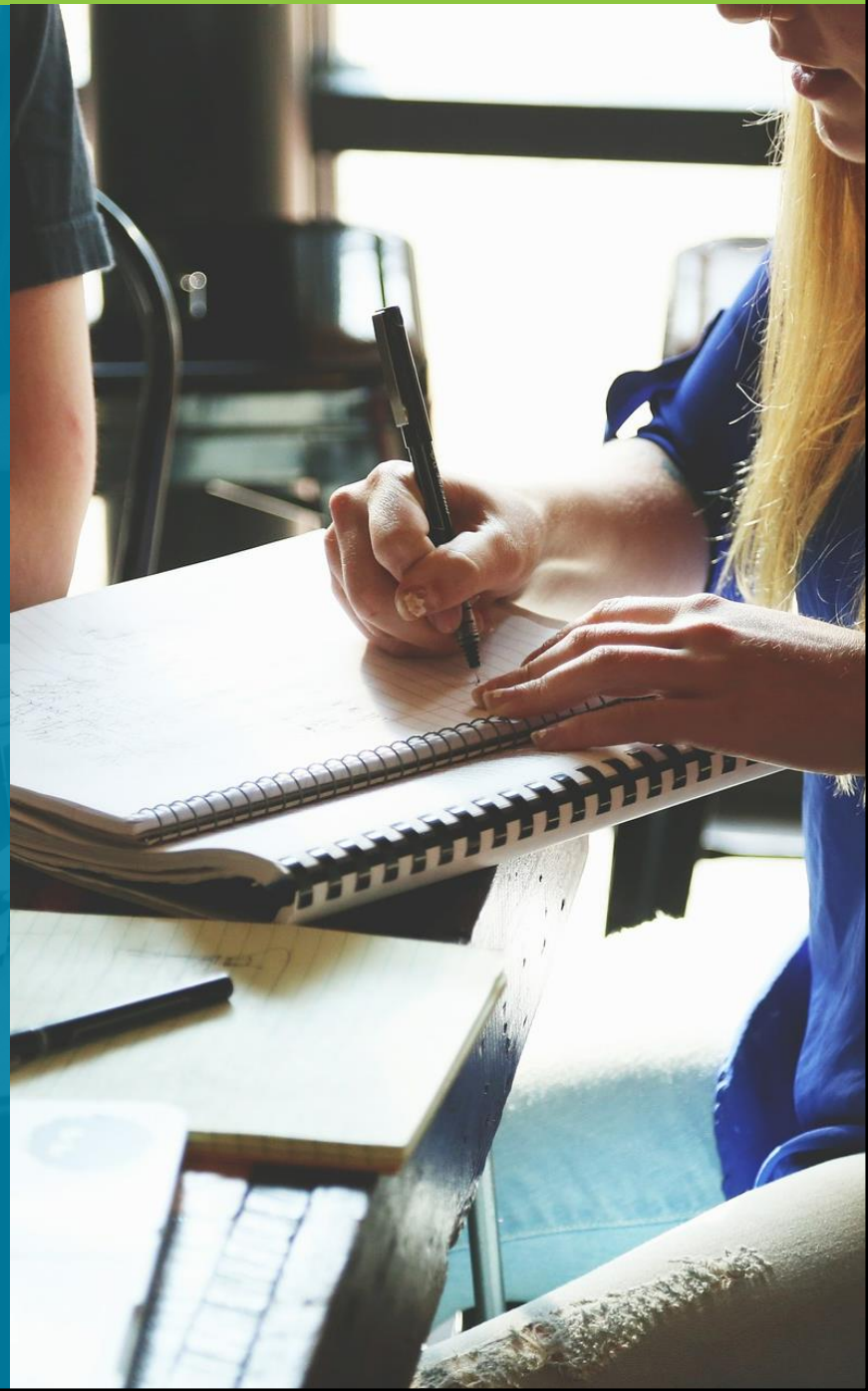


Building Better Writing Skills



Write with Details

Focus on Ideas First!



Nature One Liners

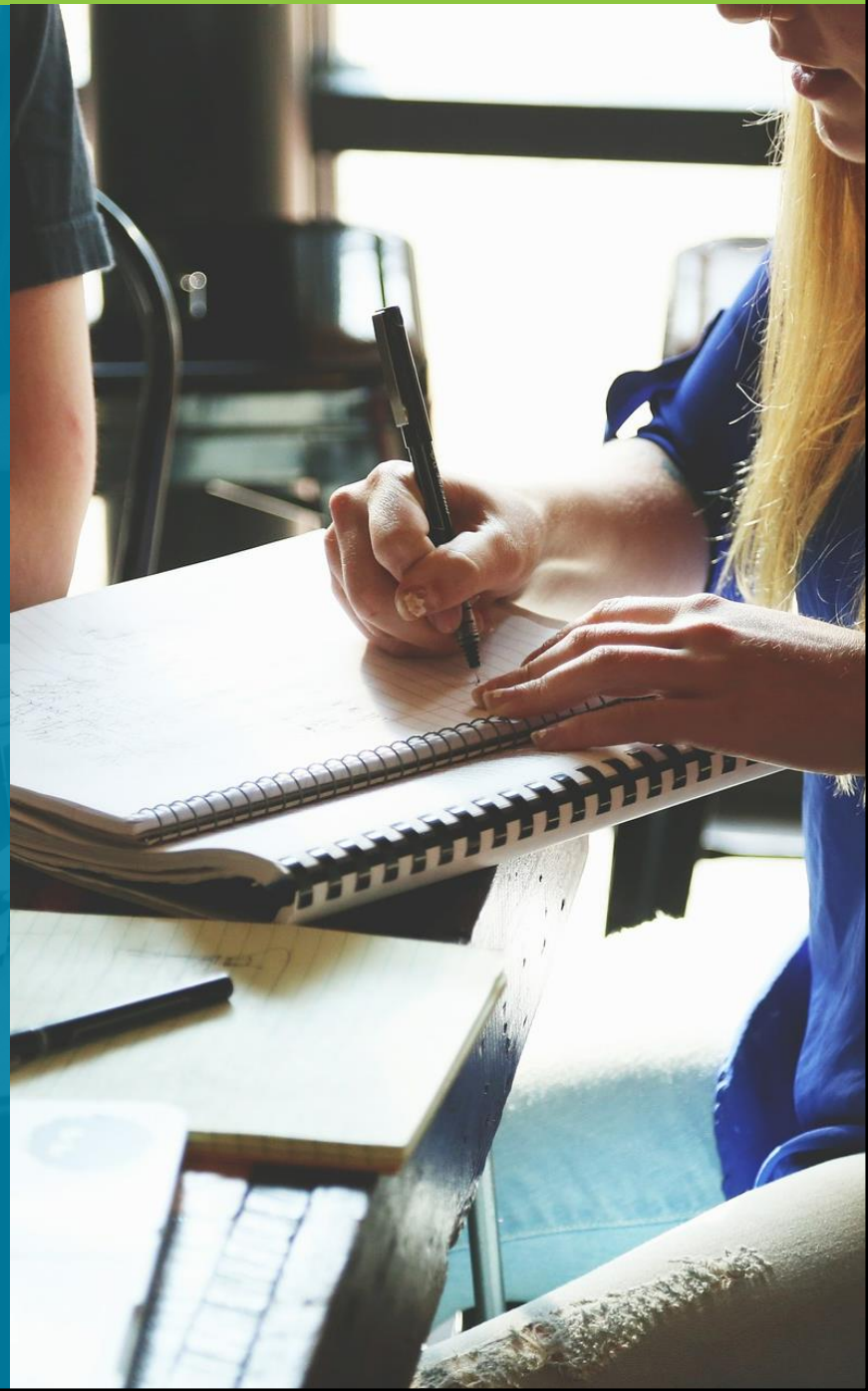
A Sentence Writing Activity

Write a sentence describing one of the following pictures. Make your sentence memorable. Remember, a picture is worth a 1,000 words!



Clarity and Command

Standard English Conventions



Trait 3 – It's Not Just for Extended Response

Trait 3: Clarity and Command of Standard English Conventions

- | | |
|---|---|
| 2 | <ul style="list-style-type: none">• demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills:<ol style="list-style-type: none">1) varied sentence structure within a paragraph or paragraphs2) correct subordination, coordination and parallelism3) avoidance of wordiness and awkward sentence structures4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity5) avoidance of run-on sentences, fused sentences, or sentence fragments• demonstrates competent application of conventions with specific regard to the following skills:<ol style="list-style-type: none">1) frequently confused words and homonyms, including contractions2) subject-verb agreement3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case4) placement of modifiers and correct word order5) capitalization (e.g., proper nouns, titles, and beginnings of sentences)6) use of apostrophes with possessive nouns7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)• may contain some errors in mechanics and conventions, but they do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing. |
|---|---|

We See This All the Time!

- Sentence Structure – Fragments, Run-ons, Comma splices, Dangling modifiers, Parallel structure
- Word Choice
- Mechanics – Capitalization, Punctuation, and Spelling
- Usage – Subject-Verb Agreement, Verb Tense, Pronoun Reference, and Modifiers

Can You Spot the Error?

What's wrong?

Sentence Fragment

**Because of the creaking sound of the
rusty gate.**

**The doctors, who were using peer-
reviewed research articles that contributed
to the body of knowledge in their fields,
which was internal medicine.**

What's wrong?

Run-On Sentence

The results of the study were inconclusive, therefore more research needs to be done on the topic.

What's wrong?

Comma Splice

The flowers are beautiful, they brighten the room!

The coach was mad at his team, he told the players that they had to work harder in practice, he made them watch extra film to prepare for the next game.

What's wrong?

Parallelism

**In the summer we love to swim at Red Lake
and hiking in Falls Park.**

What's wrong?

Wordiness or Awkward Sentences

Some sort of identification that would show how old we were was requested of us by the man that collects tickets from people at the movie theater.

What's wrong?

Modifier Maladies

While driving on Greenwood Avenue yesterday afternoon, a tree began to fall toward the gentleman's car.

After reading the great new book, the movie based on it is sure to be exciting.

What's wrong?

Dear Jane,

I was delighted to read you're letter last week. Its always a pleasure to recieve the latest news and to here that you and your family had a great summer.

We spent last week at the beach and had so much fun on the sand and in the water exploring the coast we weren't prepared for the rains that came at the end of the vacation. The best parts of the trip was the opportunities to sightsee and relax.

My kids are back in school to. I find their are less things to worry about now that the kids are at school all day. There is plenty of fun things to do in the summer, but by August, I've running out of ideas. I've excepted the fact that we'll have to think up brand-new activities next summer; hoping to round up some creative ideas soon.

Thanks again for your letter!

Sincerely,
Karen

Letter from an article in Southern Living Magazine:

<https://www.southernliving.com/culture/find-grammar-mistakes>

That's Better!

Dear Jane,

I was delighted to read your letter last week. It's always a pleasure to receive the latest news and to hear that you and your family had a great summer.

We spent last week at the beach, and we had so much fun on the sand and in the water. We explored the coast, but we weren't prepared for the rains that came at the end of the vacation. The best parts of the trip were the opportunities to sightsee and relax.

My kids are back in school too. I find there are fewer things to worry about now that the kids are at school all day. There are plenty of fun things to do in the summer, but by August, I've run out of ideas. I've accepted the fact that we'll have to think up brand-new activities next summer, though; I'm hoping to round up some creative ideas soon.

Thanks again for your letter!

Sincerely,
Karen

Do you know all of the punctuation marks?

How many are there?

And the answer is...

Mark	Name	Example
.	full stop/period	I like English.
,	comma	I speak English, French, and Thai.
;	semi-colon	I don't often go swimming; I prefer to play tennis.
:	colon	You have two choices: finish the work today or lose the contract.
-	hyphen	This is a rather out-of-date book.
—	dash	In each town—London, Paris and Rome—we stayed in youth hostels.
?	question mark	Where is Shangri-La?
!	exclamation mark	"Help!" she cried. "I'm drowning!"
/	oblique/slash	Please press your browser's Refresh/Reload button.
"	quotation marks	"I love you," she said.
'	apostrophe	This is John's car.
()	round brackets	I went to Bangkok (my favorite city) and stayed there for two weeks.
[]	square brackets	The newspaper reported that the hostages [most of them French] had been released.
...	ellipsis	One happy customer wrote: "This is the best program...that I have ever seen."

Do You Know What This Is?



Where Can You Find This Non-Standard Punctuation Mark Today?

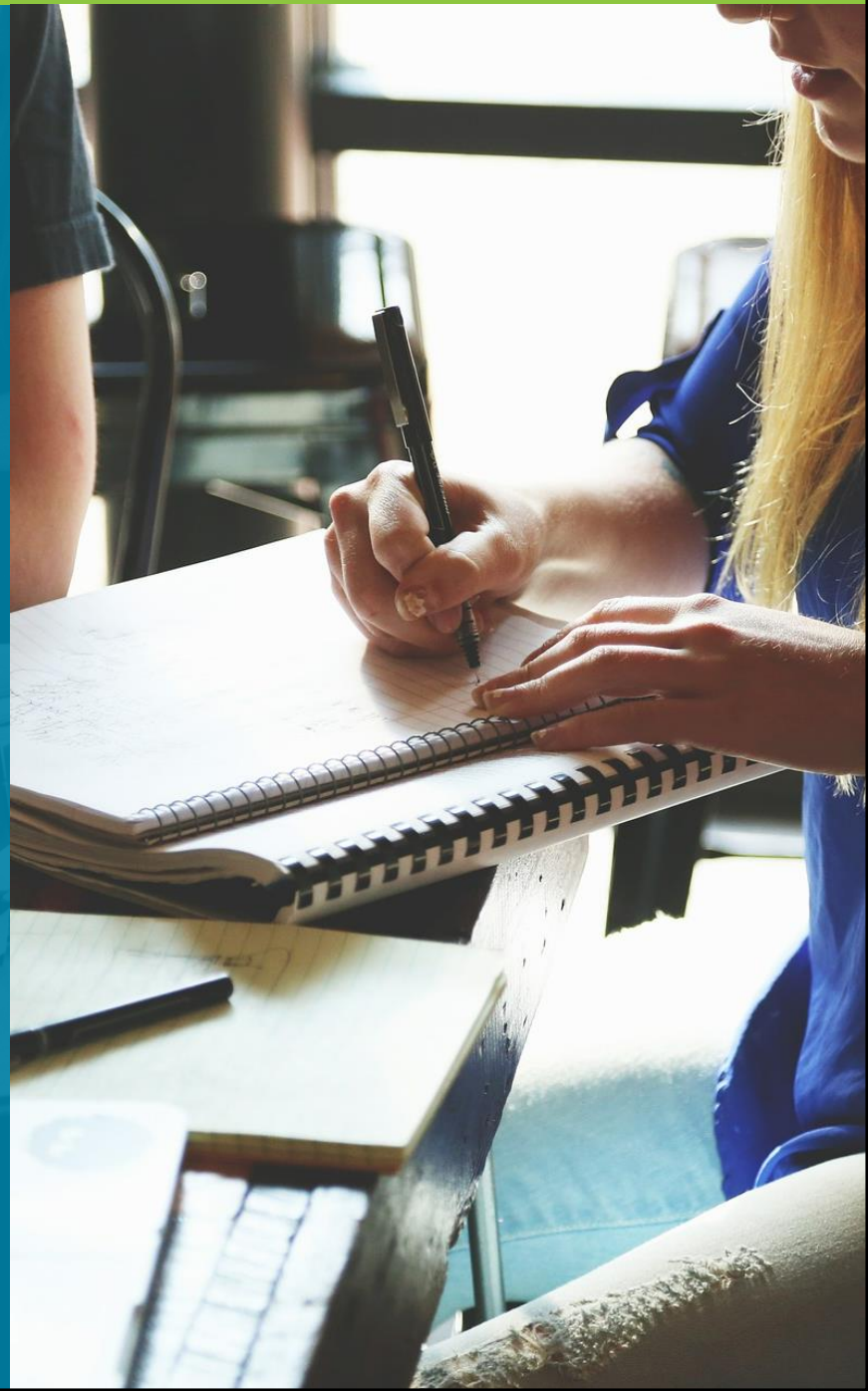


The interrobang is a combination of an exclamation mark and a question mark. Advertising executive, Martin Speckter, introduced it in 1962, pitching it as a ‘typographically eloquent way in which to end a statement that expresses excited disbelief, asks a question in an excited manner, or proposes a rhetorical question’. The interrobang was enthusiastically embraced for a brief period until the late '60s.

Pearson adopted the interrobang to emphasize the company's motto of "Always Learning".

Getting Started with Evidence- Based Writing

Moving students from “I think, I feel, I believe”



Think About It!

If someone asked you why you bought or rented the home in which you live. You might say:

- “It was the perfect location.”
- “It fit my family’s needs.”
- “It had a wonderful kitchen and great room.”
- “It was in the right place at the right price.”

Did You Give Reasons or Evidence?

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.

What made the difference to you?

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.

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.

What is missing?

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

Evidence?

- Publix – finding items, cleanest stores, fastest checkouts
- Wegmans – specialty department service, item availability



“

“The goal of making an argument is to convince an audience of the rightness of the claims being made, using logical reasoning and relevant evidence...”

”

Source: National Governor's Association Center for Best Practices and the Council of Chief State School Officers. College & Career Ready Standards for Reading, Writing and Communication

What-Why-How

What
What is the claim?

Why
Why is that claim made?

How
How do they know?

This is the claim.	These are the reasons for the claim.	This is the evidence that backs up that claim.

Steve Peha, Teaching That Makes Sense - <https://www.ttms.org/>

Make Your Argument with Evidence!

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

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

Where do you go next?

- 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

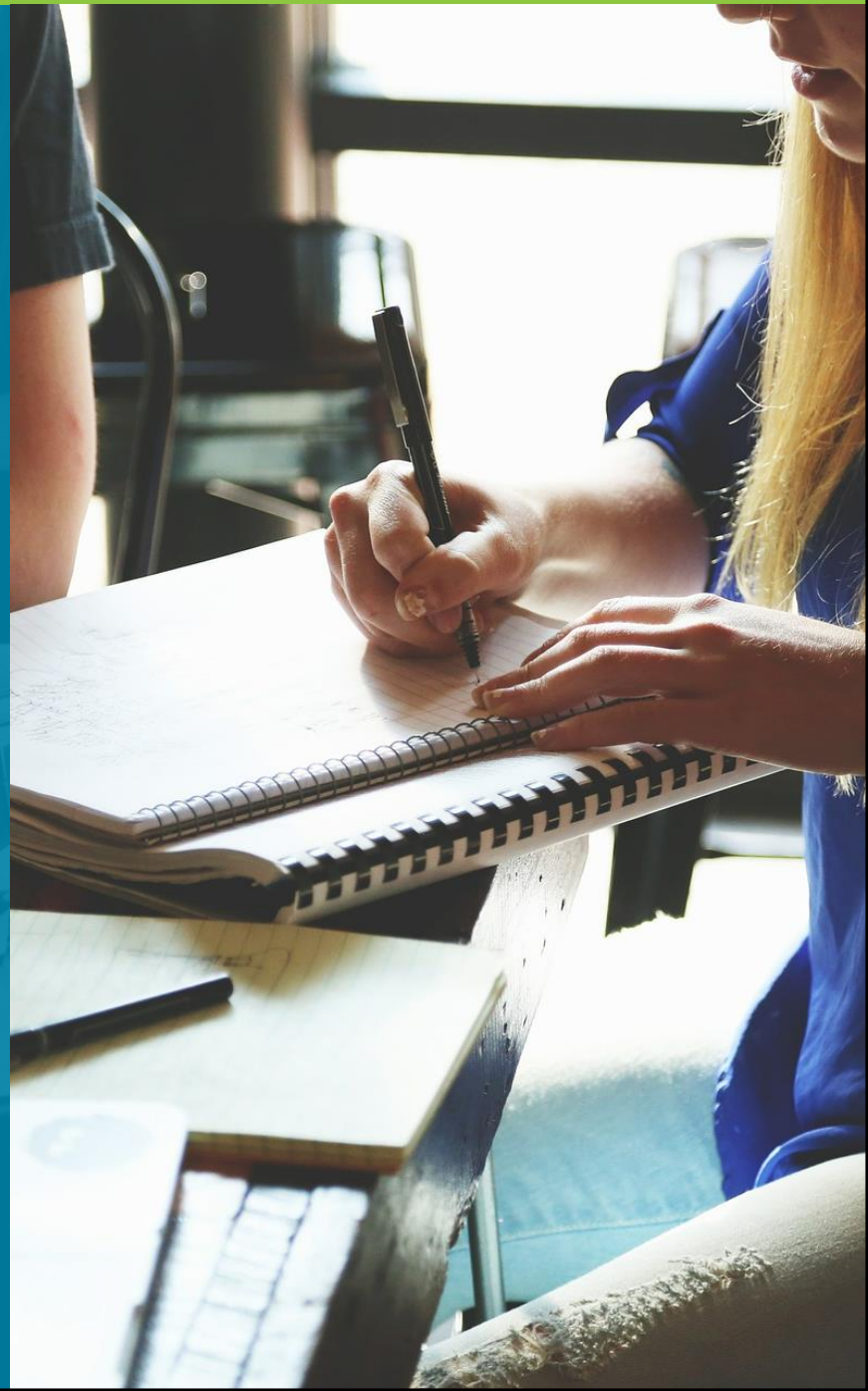


But will I ever use this in real life?



Transition to More Real-Life Writing Situations

Use What-Why-How to prepare for job applications, cover letters, and interview responses



Is this what we want from our students?

Attached, please find me resume, as I would LOVE to be a lifestyle/wall street intern as both topics fascinate me and I have great experience in both. The only caveat IS I have to do this during non-working hours...Fear not, as I am willing to work well into the night to get clips and additional experience in writing.

Please let me know if you have any questions.

To Whom it May Concern,

My name is J. Harden and I am an interested applicant in the position currently available. My skills consist of being great at multi-tasking, great with computers, patient, bilingualism (fluent Spanish), reliable and having very flexible hours. I am 24 years old which is why I think this position is a great fit for me. I have attached my resume in the hopes of being considered for it. I am available weekdays, weekends, and at any time nights.

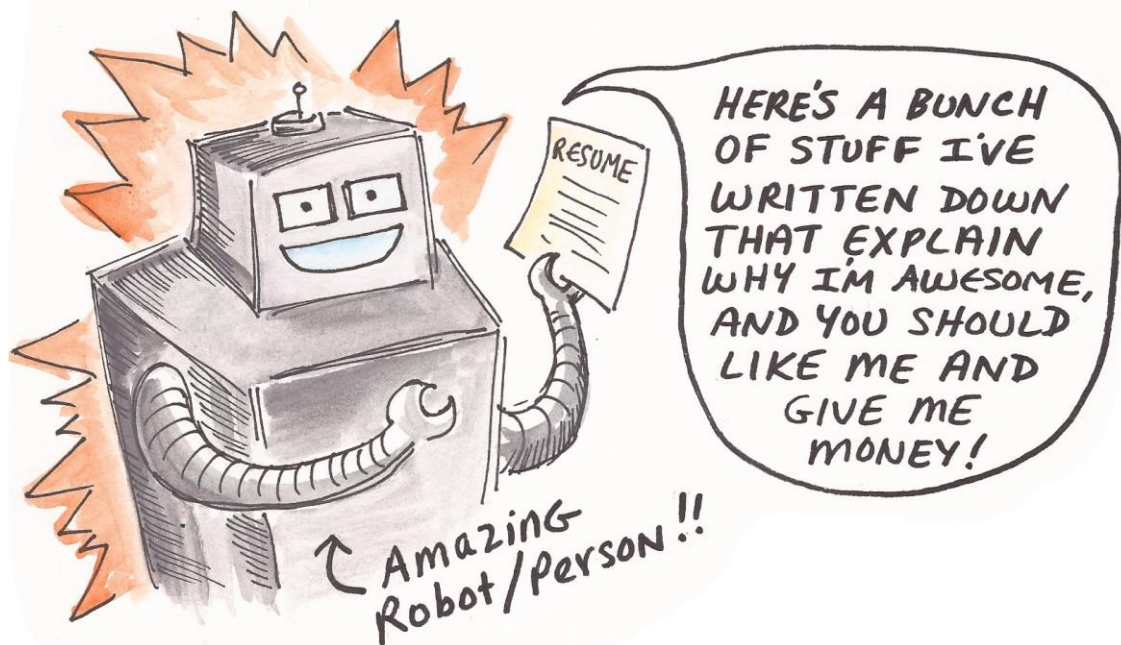
Thank you in advance for your time reading this email – should you choose to move forward , please do not hesitate to contact me vial e-mail.

Attentively,

JJ

Make it Personal

APPLYING FOR JOBS



Have students

- Create a What-Why-How chart that addresses why they would be the “right” candidate for a job
- Have students identify 3-4 reasons
- Have students provide evidence to support their reasons
- Create a cover letter based on chart

Where do you begin?

1. Start with a question
2. Take a position
3. State reasons
4. Provide evidence

What-Why-How

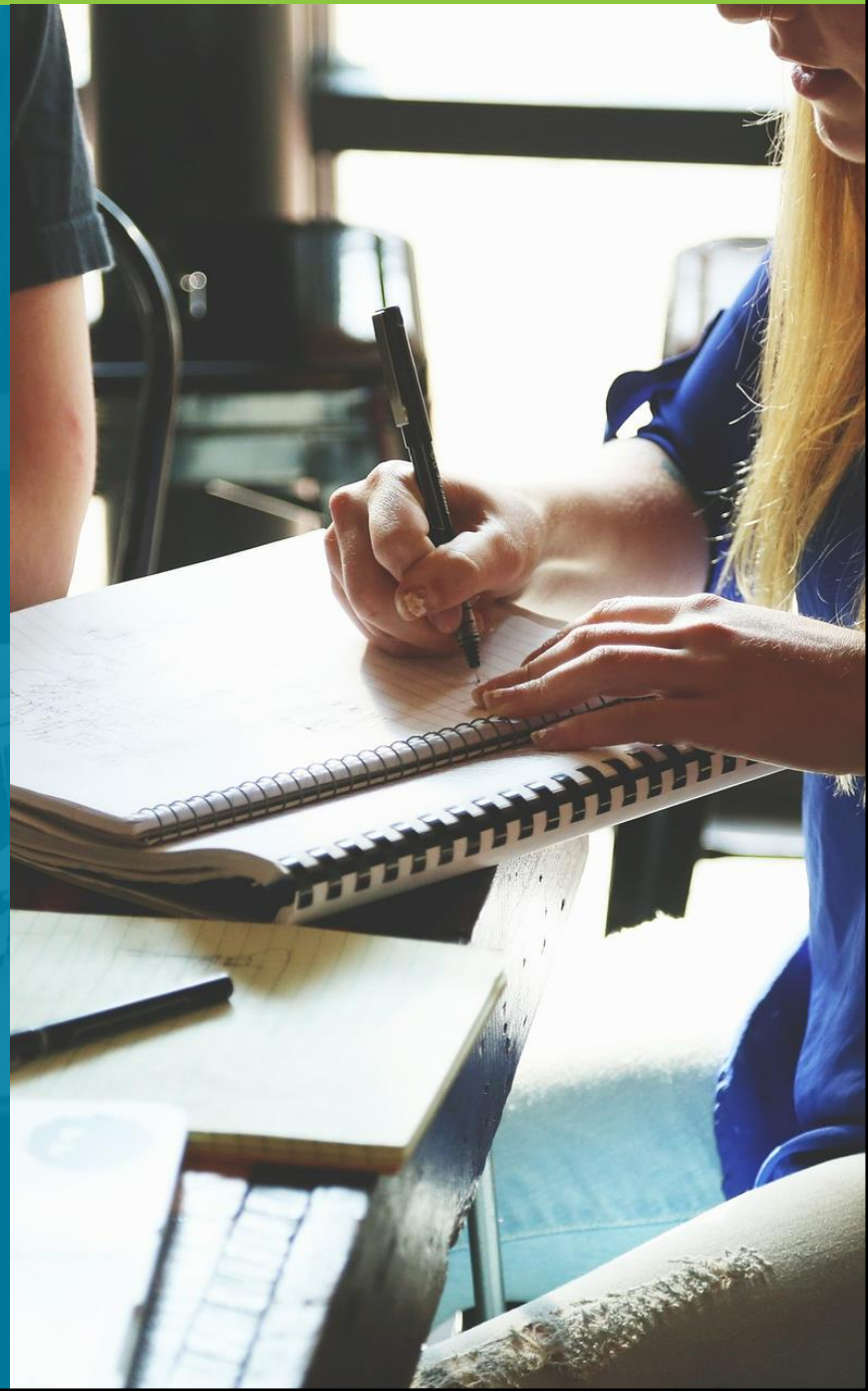
Questions and Statements

1. Do cell phones control our relationships?
2. Is technology changing the way humans think?
3. Texting and cell phones have caused young people to be less able to concentrate and focus (or you can do the reverse—have caused them to be able to handle multi-tasking more effectively and efficiently).
4. Should textbooks be replaced by I-Pads and online resources.
5. Should the minimum wage be raised or lowered?



The Next Move

Writing About What You've Read



Money

What's in your wallet? Uh, I mean, what apps are on your smartphone?

By USA Today, adapted by Newsela staff – 3/21/2019

Most people think to grab their keys, smartphone and wallet when they leave the house. Would it be such a disaster if they left that last one behind? In the not-too-distant future, it may not be. Physical wallets may be on the decline.

Think of why people carry an overstuffed billfold in the first place. They have pictures in it, credit and ATM cards, cash, a driver's license or other ID, lists and notes, etc. Increasingly, though, most of these are being kept in digital format on a smartphone instead.

At the airport, you can hand over your iPhone or Android handset instead of a paper ticket to the TSA agent. Your digital boarding pass gets inspected and scanned. You can scan your phone entering ballparks, movie theaters and concert halls, too. Most states will accept an electronic copy of your automobile's insurance ID card during a traffic stop.

<https://newsela.com/read/ditching-the-wallet/id/50162/>

Read and Write

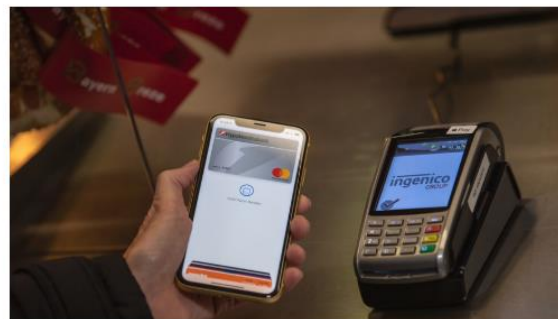
- Assign the appropriate levels of the article to students (based on their ability)
- Have students read article and find the claim
- Identify evidence to support the claim
- Write a brief response indicating how the evidence supported the claim
- Share with class

Money

What's in your wallet? Uh, I mean, what apps are on your smartphone?

By USA Today, adapted by Newsela staff
03/21/2019

Text Level 9
Word Count 1001



Jennifer Bailey, vice president of internet software and services at Apple, presents the Apple Pay contactless payment service. Apple has launched it in Germany. Photo by Lino Mingelero/dpa (Photo by Lino Mingelero/picture alliance via Getty Images)

Most people think to grab their keys, smartphone and wallet when they leave the house. Would it be such a disaster if they left that last one behind?

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Think of why people carry an overstuffed billfold in the first place. They have pictures in it, credit and ATM cards, cash, a driver's license or other ID, lists and notes, etc. Increasingly, though, most of these are being kept in digital format on a smartphone instead.

At the airport, you can hand over your iPhone or Android handset instead of a paper ticket to the TSA agent. Your digital boarding pass gets inspected and scanned.

You can scan your phone entering ballparks, movie theaters and concert halls, too.

Most states will accept an electronic copy of your automobile's insurance ID card during a traffic stop.

Catching On At Colleges

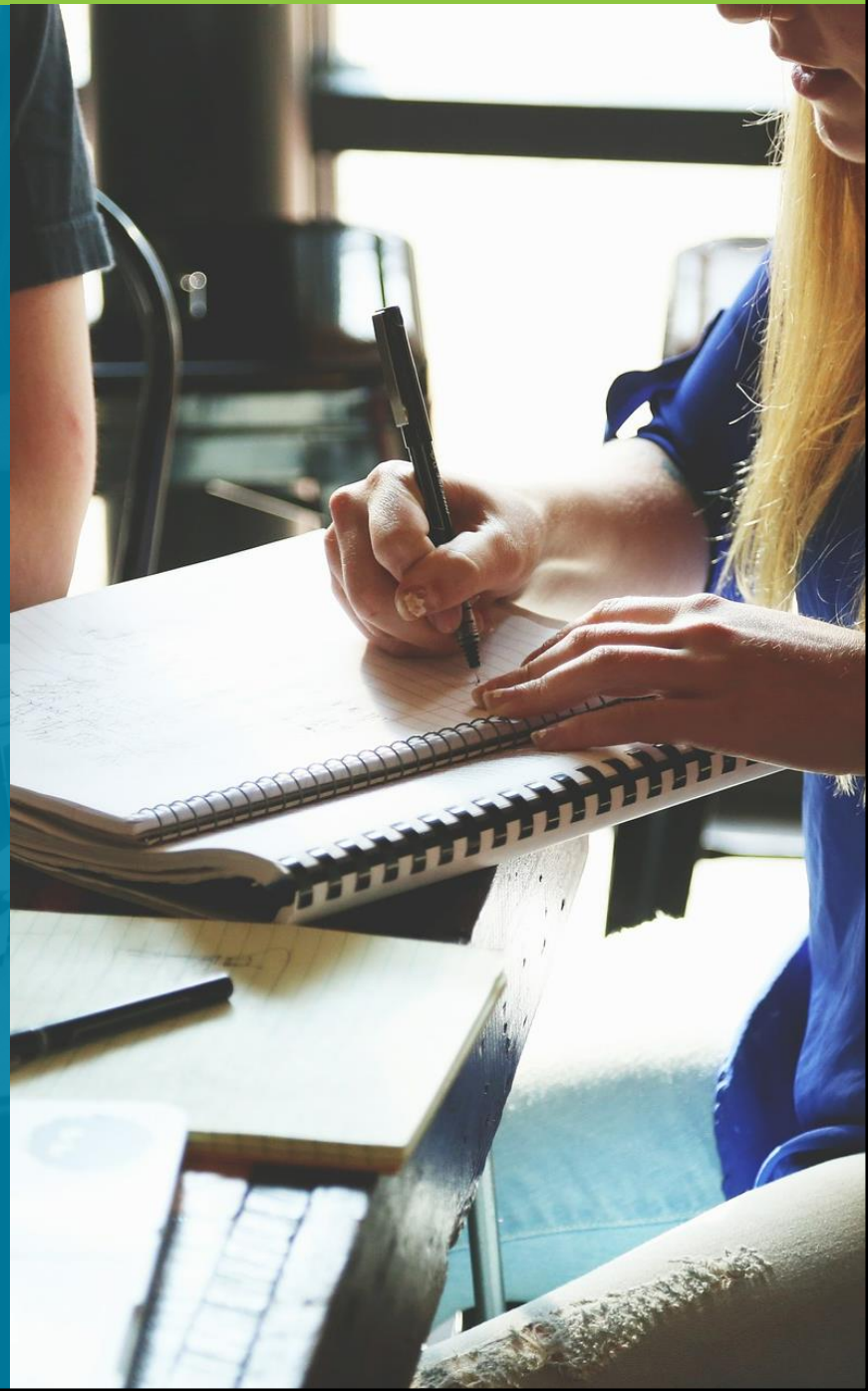
Students at Duke, University of Alabama, University of Oklahoma, Temple, Johns Hopkins and Santa Clara can or will soon be able to use the Wallet app inside iPhones as contactless




From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	<ul style="list-style-type: none"> • Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation 	<ul style="list-style-type: none"> • Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	<ul style="list-style-type: none"> • Produce fewer ideas • Fail to organize their thoughts 	<ul style="list-style-type: none"> • Develop multiple ideas • Organize their ideas
Draft/write	<ul style="list-style-type: none"> • Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization 	<ul style="list-style-type: none"> • Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	<ul style="list-style-type: none"> • Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction 	<ul style="list-style-type: none"> • Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

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


Professional Development Training
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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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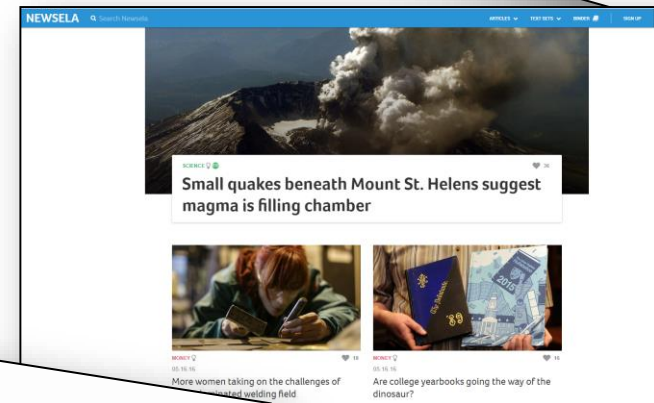
Extended Response Videos

- Eight-episode series
- Deeper dive into skills and expectations



Need Resources for Source Texts?

- Sample Extended Response Passages and Prompts for Classroom Practice – RLA https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf
- Newsela <https://newsela.com/>
- Pro/Con <http://www.procon.org/>



Questions

Thank you!

communications@GED.com