Adult Learner Program • 89-11 Merrick Blvd., Jamaica, NY 11432
E-mail: alpref@queenslibrary.org • Web: www.queenslibrary.org/tasc-transition

Module 4: Workshop 10
Lesson Plan

Overall Learning Goals	**Lesson Topic**
Strategies for Developing Common Core Skills in Content Areas (Reading/Writing & Social Studies): to train administrators and adult educators *to develop test readiness strategies* to further cement Common Core skills in content areas to better prepare their ESOL, ABE, and pre- HSE student constituency for the TASC exam.	What are the Common Core instructional shifts in Reading/Writing & Social Studies? How do we see the instructional shifts reflected in sample assessment questions?
Curriculum Developer Irvin Weathersby **Workshop Trainer**	**Date** **Location**

Intended Audience

- **Instructors** (content was designed as a workshop for Instructors).
- Note: Sample student material (i.e., TASC exam questions) is included for Instructors to analyze during the workshop. Instructors may use sample student materials in their classes as practice preparation for the TASC exam.

Standards Alignment

The Six Common Core Instructional Shifts in ELA/Literacy:

- Shift 1: Balancing Informational & Literary Texts (PreK-5).
- Shift 2: Knowledge in the Disciplines (6-12).
- Shift 3: Staircase of Complexity.
- Shift 4: Text-based Answers.
- Shift 5: Writing from Sources.
- Shift 6: Academic Vocabulary.

CCSS Standards for English/Language Arts -- Anchor Standards for College & Career Readiness (for Reading K-12):

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12):

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

- RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH 6-8.3 Identify key steps in a text's description of a process related to history/social studies
- RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Goals and Objectives (SWABT)

- Participants will learn the specific shifts in the TASC exam in relation to Common Core Standards.
- Participants will practice regularly with complex texts and their academic language.
- Participants will read, write, and speak grounded in evidence from texts, both literary and informational.
- Participants will build knowledge through content-rich nonfiction. Participants will understand the concepts of prior knowledge, reading comprehension, and reading engagement in order to engage critically with content assessed on the TASC exam.
- Participants will understand the concepts of prior knowledge, reading comprehension, and reading engagement in order to engage critically with content assessed on the TASC exam.

Warm-Up/Review

The facilitator will:

- Display image of a static traffic light when red on projector.
- Ask participants to interpret the image.
- Display image of a flashing traffic light: https://www.youtube.com/watch?v=6pA1GjVoGDY.
- Ask participants to interpret the image.
- Record responses on whiteboard.
- Discuss and restate the most recurring responses.
- Say the following to clarify:
  - "Traffic lights represent the changes in the exam to align to the instructional shifts that the CCSS Standards emphasize. The first image signifies a complete stop until the light turns green. The second image signifies a complete stop that operates as a stop sign. When you approach the second flashing light, you have to apply what you know about red lights and navigate the intersection based on the movement of the other cars. The static traffic light is the old test. The flashing light is the TASC. The shifts represent less about what you know versus how you can both read and apply what you know."
- CCSS are focused on evidence-based learning and not rote memorization or static knowledge. Reiterate or show a slide of the 6 shifts (see standards alignment above).
- The outcomes expected are reflected in the active verbs that begin each standard: cite, integrate, evaluate, identify, determine, analyze, assess. These words demonstrate reading engagement and will be explored through the exploration of prior knowledge and the reading comprehension of primary source images and sample test items from the old assessment and the TASC.

References (APA Style)

- Key Shifts in English Language Arts. (n.d.). Retrieved June 24, 2015, from http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/
- Smith, W. (2008, May 29). What is Reading Comprehension? Retrieved June 24, 2015, from http://www.k12reader.com/what-is-reading-comprehension/
- Prior Knowledge. (n.d.). Retrieved June 24, 2015, from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1pk.htm
- Teaching Reading Comprehension. (n.d.). Retrieved June 24, 2015, from http://www.readingresource.net/teachingreadingcomprehension.html
- GED Practice Test. (2002). Retrieved June 24, 2015, from http://highered.mheducation.com/sites/0809222299/student_view0/ged_practice_test.html
- Public Reactions: The March on the Pentagon. (n.d.). Retrieved June 24, 2015, from http://docsteach.org/documents/192603/print
- WWII: Europe: France; "Into the Jaws of Death - U.S. Troops wading through water and Nazi gunfire" (n.d.). Retrieved June 24, 2015, from http://docsteach.org/documents/195515/print

- Overseer Artayou Carrier whipped me. (n.d.). Retrieved June 24, 2015, from http://docsteach.org/documents/533232/print

Technology and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each student with access to Internet.
- Latest version of Adobe Flash installed on laptops.

Presentation Needs & Handouts

- Poster Paper.
- Markers.
- Handouts.

Each item listed below will be available in PDF format.

- Definition of Prior Knowledge.
- Definition of Reading Comprehension.
- Definition of Reading Engagement.
- Part 1 Documents Slavery WW2 Vietnam.
- Part 2 Documents - GED Practice Test.
- Part 3 Documents - Social Studies Practice Items.
- Part 4 Documents - Social Studies Practice Items 2.
- TASC Test Practice Items Social Studies.

Lesson Plan Activities

Part 1: CCSS Instructional Shifts

Lesson Content

The focus of this workshop is to assess the CCSS instructional shifts. In particular, participants will explore and analyze the dimensions of prior knowledge, reading comprehension, and reading engagement in sample TASC exam questions.

Lesson Materials

- Question 16.
- Question 20.
- Question 23.
- Question 1.
- Question 2.
- Question 15.

Teacher Focus

- Where and how are we seeing evidence of the CCSS instructional shifts?
- How are prior knowledge and reading comprehension significant in the new assessment?
- How are making inferences, drawing conclusions, making connections, problem-solving, comparing and contrasting, and organizing significant on the TASC exam?

Student Focus

How would you compare the level of difficulty in the old questions versus the new?

Opening/Background

The participants will examine 3 old test items and 3 TASC items. They will critically engage each item in groups in order to identify the reading engagement demands of each.

Lesson Activities

- Activity 1: Display 3 questions and answer choices from the old exam on the projector (see attachment Lesson Part 2).
  - Have participants list the prior knowledge required to answer each.
  - Scaffold responses, which can include:
    - Question 16: jury system, social status, mock juries.
    - Question 20: amendments, criminal prosecution, trial process.
    - Question 23: pie chart, timeline, arithmetic.
  - Responses will be written in groups on poster paper and discussed.
- Activity 2: Have participant list the main ideas they must comprehend from reading the questions.
  - Scaffold responses, which can include:
    - Question 16: the influence of jurors, the role of social status.
    - Question 20: the role of the 6th Amendment, meaning of compulsory, ascertained, accusation, confronted,

counsel.
    - Question 23: the correlation between war length and deaths.
- Activity 3: Display 3 additional questions from the new exam will be displayed.
- Have participants list what prior knowledge, reading comprehension, and reading engagement are required to answer the questions.
    - Scaffold responses, which can include:
        - Question 1: Prior Knowledge-history and function of world organizations, geography.
          Reading Comprehension-how to read a chart, meaning of promote, expansion, coordinate, monetary.
          Reading Engagement-problem-solve, identify cause and effect, make connections.
        - Question 2: Prior Knowledge-purpose of titles, structure of titles.
          Reading Comprehension-meaning of combat, poverty, cooperate.
          Reading Engagement-identifying main idea, summarizing, make connections.
        - Question 15: Prior Knowledge-democratic processes, different types of election, purpose of elections.
          Reading Comprehension-meaning of slate, petition, recall, initiative.
          Reading Engagement-make connections, compare and contrast, organize.
    - Responses will be written in groups on poster paper and discussed.
    - Clarify the reading engagement required to answer each of the new questions as follows:
        - problem-solve, summarize, make connections, infer, define words in context, compare and contrast, determine main idea, identify cause and effect.

Wrap Up/Assessment

- Facilitators (workshop participants) will compose a "3-2-1 response" that list 3 things you found out:
    - 2 interesting things you observed, and
    - 1 question you still have.
- The facilitator will ask each learner to share either the 3 things they learned:
    - the 2 interesting things, or
    - the 1 question they may have.
- The learner will be assessed based on his/her the responses. The questions will be answered collectively as a class. Responses will be assessed based on level of detail and sufficiency of support.

Reflection Questions:

- *How do these instructional strategies reflect the CCSS instructional shifts?*
- *How often do participants in your classes engage in these learning experiences?*
- *What kinds of modifications might you need to make to your instruction to engage participants in these shifts more regularly?*

Part 2: Relationship Between Prior Knowledge, Reading Comprehension, and Reading Engagement

Lesson Content

The focus of the lesson is to teach the relationship between prior knowledge, reading comprehension, and reading engagement. How can exploring the relationships between prior knowledge, reading comprehension, and reading engagement aid instruction?

Lesson Materials

- **"**Scars of Slavery."
- "The March on the Pentagon."
- "Into the Jaws of Death."
- Definition of Prior Knowledge.
- Definition of Reading Comprehension.
- Definition of Reading Engagement.

Teacher Focus

- Through a series of images, the participants will gain an understanding of prior knowledge, reading comprehension, and reading engagement.
    - The images will first be shown without words or captions in order to teach prior knowledge in context.
    - The images will then be shown with words and captions in order to teach reading comprehension and reading engagement in context.

- Revisit CCSS shifts, specifically which aspects are being focused on in this activity.
  - Have participants conclude the activity by brainstorming a list in groups of the kinds of learning, thinking, and reading comprehension strategies involved in meeting the challenges of these three powerful instructional approaches (prior knowledge, etc.)

Student Focus

- Facilitators may use the materials and Lesson Activity in Part 2 and accompanying Wrap Up/Assessment with participants in their own classrooms.
- For participants, conclude the activity by asking them to reflect on their strategies to build comprehension.
  - Questions for participants: How can focusing on what you already know, what you learn from reading, and how you use this information lead to a deeper understanding of a concept?

Lesson Activities

- Activity 1: Display following images without titles or captions (see attachments): "Scars of Slavery," "The March on to the Pentagon," "Into the Jaws of Death"
  - Have participants list everything they know about each image.
  - Scaffold responses which can include:
    - "Scars of Slavery": Civil War, slavery, African, torture, Frederick Douglass, Abraham Lincoln, etc.
    - "The March on the Pentagon": Vietnam War, President Kennedy, President Johnson, draft, Washington D.C, etc.
    - "Into the Jaws of Death": Hitler, Normandy, D-Day, World War II.
- Activity 2: Display the term *Prior knowledge* and explain that the activity that they have just completed revealed their prior knowledge.
  - Display images with titles and captions.
  - Have participants list things that they have learned after reading. This list can include ideas that they know but have forgotten.
  - Scaffold responses which can include some of the same terms listed before.
- Activity 3: Display the term *Reading comprehension* and explain that the activity that they have just completed reflects what they have comprehended from reading.
  - Have participants list everything they can do to learn more about the events and ideas expressed in the images.
  - Scaffold responses which can include:
    - "Scars of Slavery": research number of enslaved during Civil War, examine the structure of Emancipation Proclamation, identify Union and Confederate states, chart agricultural goods produced during slavery, compose a response describing the effects of the Civil War, etc.
    - "The March on the Pentagon": examine testimonies of reasons for protest, chart the number of war protests in the 60s, listen/view Martin Luther King Jr.'s "Why I Protest the Vietnam War," etc.
    - "Into the Jaws of Death": outline the major battles of World War II, research reasons for alliance of Allied and Axis Powers, chart number of soldiers killed per country, calculate the economic costs of war.
- Activity 4: Display the term *Reading Engagement* and explain that the activity that they have just completed provides examples of activities that reflect reading engagement.

Wrap Up/Assessment

- The participant will compose a "So What Journal" that asks the learner to identify the main idea of the lesson and explain why it's important.
- The journal can be a 1-2 pages and should provide ample evidence of understanding.
- The journals will be collected and assessed based on the level of detail and sufficiency of supporting statements.

Part 3: Compare and Analyze Old GED Test Items to Content-Similar TASC Items

Lesson Content

The focus of the lesson is to compare and analyze old GED test items to content-similar TASC items.

Lesson Materials

- Question 8.
- Question 9.
- Question 20.
- Question 4.
- Question 5.
- Question 3.

Teacher Focus

- What specific shifts can you identify in the comparison of the old exam questions and the new?
- How are the new TASC exam questions aligned to the CCSS standards and how do they reflect the CCSS instructional shifts?
- To prepare your participants, what are two modifications you can make to your own instruction that will give students more opportunities to engage in these kinds of learning approaches to build their understanding more deeply?

Student Focus

- Facilitators may use the materials and Lesson Activity in Part 3 and accompanying Wrap Up/Assessment with participants in their own classrooms.
- For participants, conclude by asking them what strengths they feel they bring to their preparation for the exam, based on these sample questions and activities we just did? Which aspects of their own skills do they feel they need to improve, in order to be better prepared for the changes in the exam?

Opening/Background

- In groups, the participants will examine three pairs of old and new test items.
- They will answer guiding questions to determine the difference, level of difficulty, and reading engagement required to answer each.
- They will write their responses on poster paper and report their findings.

Lesson Activities

- Activity 1: Three pairs of old and new questions will be juxtaposed and participants will be asked to compare the prior knowledge and reading engagement required to answer each (Old Questions 8, 9, 20; New Questions 4, 5, 3).
    - Responses will be written in groups on poster paper and discussed using the following guiding questions:
        - What are the similarities in content knowledge?
        - What differences are evident in reading engagement?
- Activity 2: How are the new questions more challenging?
    - Scaffold responses which can include:
        - Content Knowledge: amendments, wars, political cartoons.
        - Reading Engagement: identifying main idea, making connections, summarizing.
        - More challenging: multiple answer choices are appropriate in different contexts, reading comprehension alone is not enough to answer, focused on actions as it relates to causes and effects, requires higher order thinking, image dominant

Wrap Up/Assessment

- The participant will compose the most meaningful things they've learned in one minute and then share their responses. Each response should be about a page.
- Responses will be assessed based on the level of detail and sufficiency of supporting statements.
- The facilitator will probe further support for responses lacking evidence.

Part 3: Analyze a Sample TASC Writing Prompt (Primary Source)

Lesson Content

The focus of the lesson is to engage a sample writing prompt from the TASC in order to read a primary source document and compose challenging questions.

Lesson Materials

- Question 14.
- James Meredith letter.

Teacher Focus

- Think about your curriculum. Identify at least one area in which you could involve your participants in deep analysis of their reading of content-rich non-fiction texts.
- Consider the ways you might engage them in creating their own challenging questions and answers, based on samples from the TASC exam, as a strategy to better understand and prepare for it.

Student Focus

- Facilitators may use the materials and Lesson Activity in Part 3 and accompanying Wrap Up/Assessment with participants in their own classrooms.

- For participants, have participants switch their essay prompts with a partner, write an essay response, and evaluate their responses.
- Conclude by asking them to reflect on how challenging the experience was, how well they matched their answered their partners' prompt, and how useful the exercise of composing their own challenging questions based on primary source documents was toward their own learning.

Opening/Background

- The class will examine a sample essay prompt from the TASC exam and brainstorm possible answers.
- The participants individually will read a primary source document and compose challenging questions that could be asked based on the document.
- The students will share and critique each other's responses.

Lesson Activities

- Activity 1: Display an example of an essay prompt from the TASC (question 14).
  - As a class, brainstorm a list of responses that can be further developed into an essay and write responses on board.
  - Scaffold responses which can include:
    - Question 14: Pollution, food supply, transmission of disease, housing demand, traffic, etc.
- Activity 2: Distribute content-rich non-fiction Social Studies text (James Meredith letter) and compose 3 challenging questions that could be asked as part of the new assessment.
  - One question must be an essay prompt.

Wrap Up/Assessment

- The participants will compare and critique each other's generated questions orally.
- The participants will be assessed based on the complexity of their questions.
- Those lacking depth will be probed further.

Overall Wrap Up

Note: this part will be done in a discussion format and lead by the facilitator. Responses will be assessed based on level of detail and sufficiency of support.

- How would you describe the shifts in the CCSS standards?
- How are prior knowledge, reading comprehension, and reading engagement significant on the TASC?
- What instructional/learning challenges arise from implementing these shifts in your own classroom?

Project/Homework

Review five sample questions from the new exam and indicate the prior knowledge, reading comprehension, and the reading engagement required for completion.