Module 4: Workshop 10

What are the Common Core instructional shifts in Reading/Writing & Social Studies?

How do we see the instructional shifts reflected in sample assessment questions?
Instructional Objectives / Goals

- 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.

Goals

- 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

1. Display image of a static traffic light when red on projector.
2. Ask participants to interpret the image.
3. Display image of a flashing traffic light Link
4. Ask participants to interpret the image.
5. Record responses on whiteboard.
6. Discuss and restate the most recurring responses.
7. Say the following to clarify:
   - “Traffic lights represent the shifts in the exam. 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 shift represents 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. 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.
Lesson Topic 1

Lesson Content Focus

• The focus of the lesson is to teach the relationship between prior knowledge, reading comprehension, and reading engagement.

 Teacher Focus

• How can exploring the relationships between prior knowledge, reading comprehension, and reading engagement aid instruction?
Activity 1

1. Display following images without titles or captions (see attachments): “Scars of Slavery,” “The March on to the Pentagon,” “Into the Jaws of Death”
2. Have participants list everything they know about each image.
3. Scaffold responses which can include:
4. “Scars of Slavery”: Civil War, slavery, African, torture, Frederick Douglass, Abraham Lincoln, etc.
5. “The March on the Pentagon”: Vietnam War, President Kennedy, President Johnson, draft, Washington D.C, etc.
7. Display the term Prior knowledge and explain that the activity that they have just completed revealed their prior knowledge.
8. Display images with titles and captions
9. Have participants list things that they have learned after reading. This list can include ideas that they know but have forgotten.
10. Scaffold responses which can include some of the same terms listed before.
11. Display the term Reading comprehension and explain that the activity that they have just completed reflects what they have comprehended from reading.
12. Have participants list everything they can do to learn more about the events and ideas expressed in the images.
13. Scaffold responses which can include:
14. “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.
15. “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.
16. “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
17. Display the term Reading Engagement and explain that the activity that they have just completed provides examples of activities that reflect reading engagement.
Questions to Answer

For instructors: How can exploring the relationships between prior knowledge, reading comprehension, and reading engagement aid instruction? For students: 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? Participants are expected to learn strategies towards teaching and/or preparing for the TASC exam.
Wrap Up

The facilitator will
1. Display image of a static traffic light when red on projector.
2. Ask participants to interpret the image.
3. Display image of a flashing traffic light (Link)
4. Ask participants to interpret the image.
5. Record responses on whiteboard.
6. Discuss and restate the most recurring responses.
7. Say the following to clarify:

“Traffic lights represent the shifts in the exam. 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 shift represents less about what you know versus how you can both read and apply what you know.”
Lesson Topic 2

Lesson Content Focus

The focus of the lesson is to assess the differences in prior knowledge, reading comprehension, and reading engagement on the old assessment and the TASC exam.
Activity 2

12. Display 3 questions and answer choices from the old exam on the projector; (see attachment Activity 2)
13. Have participant list the prior knowledge required to answer each.
14. Scaffold response 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.
15. Have participant list the main ideas they must comprehend from reading the questions.
16. 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
17. Display 3 additional questions from the new exam will be displayed
18. Have participants list what prior knowledge, reading comprehension, and reading engagement are required to answer the questions.
19. 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.
20. 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
Questions to Answer

For instructors: 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? For students: How would you compare the level of difficulty in the old questions versus the new?
Wrap Up

The learner will compose a “3-2-1 response” that list 3 things you found out, 2 interesting things, 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.
Lesson Topic 3

Lesson Content Focus

The focus of the lesson is to analyze and compare old test items to content-similar TASC items.
Activity 3

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. 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? 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
Questions to Answer

What specific shifts can you identify in the comparison of the old exam questions and the new?
Wrap Up

The learner will compose the most meaningful things they’ve learned in one minute and then share their responses. Each response should be at least 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.
Lesson Topic 4

Lesson Content Focus

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.
Activity 4

• 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.

• 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.
Questions to Answer

(For teachers) How can students generate challenging questions and answers from reading content-rich non-fiction texts? (For students) How can you prepare for the TASC exam by composing challenging questions based on primary source documents?
Assessment/ Wrap Up

The learners will compare and critique each other’s generated questions orally. The learners 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

• How would you describe the shifts in the assessments? How are prior knowledge, reading comprehension, and reading engagement significant on the TASC? What instructional/learning challenges arise from the TASC? Responses will be assessed based on level of detail and sufficiency of support.
Project Homework

Review 5 sample questions from the new exam and indicate the prior knowledge, reading comprehension, and the reading engagement required for completion.
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