




Writing for the GED/TASC

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3-2-1

3 - Please list three things about yourself

2 - Please list two things you know about reading- writing connections

1 - What is one question you are asking about this session topic?



Outcomes

- Build Understanding about Analytical Reading
- Build Understanding about Expository Writing
- Build Professional Learning Community through Engaging in Structured Conversations
- Build Capability to Coach Students in Reading and Writing for GED/TASC



Agenda

- Welcome and Introductions
- Outcomes
- Agenda
- Understanding the Task
- Reading Analytically
- Writing Expositorily
- Editing
- Closure



Understanding the Task

GED

Writing rubric is 0-6 points on the RLA exam; someone can pass RLA without getting any points in writing. Total exam time is 3 hours, 15 minutes. For written portion, given two persuasive texts, student explains which text provides the better argument.

*Both
require analytical
reading and
expository writing,
as well as some
skills in grammar,
mechanics, usage,
etc.*

TASC

Writing is a 5th test for TASC with its own score; students must earn a passing score on this test. Writing rubric is 0-4 points.

55 minutes with questions related to the following: grammar, mechanics, word usage, organizing ideas, connecting ideas
50 minutes for one essay from a passage or a pair of passages that either

1. Argues for one side of a debate and against the other, or
2. Explains something from the passage(s).



Part One: Reading Analytically

The first part of the writing prompt is a reading task.



Engaging in Practice

<https://www.f1s.org/florenceadulted>

Quiz link:

<https://forms.gle/NHsEH8RqyAzDvWC37>



Part Two: Writing Expositorily

- GED® Essential Question:
 - Which writer makes the better argument... and why?
- TASC Essential Questions:
 - 1) Given information on the topic, what might you argue... and why?
 - 2) How might you explain a best-case scenario, adding to the information given?



Staying Organized

The simplest form of organization for GED follows:

Paragraph 1- Introduce using this template

(Author 1) and (Author 2) both write about (topic) for (audience), wanting their readers to (be/believe/do something).

Both writers make some good points, giving the reader a lot to consider.

Paragraph 2

Write what you have analyzed about writer 1's essay.

Paragraph 3

Write what you have analyzed about writer 2's essay.

Paragraph 4 - Conclude

(Writer 1/2) makes the better argument because...

Reason 1

Reason 2

Reason 3



Part Three: Editing

Some Suggestions...

- Read your writing, making sure to mouth the words as you read them. By doing this, you may catch awkward phrasing, words you might be missing, or organizational problems.
- If grammar, mechanics and punctuation are a problem, shorten your sentences, making your points simply and directly.
- Stick to the basics: capital letters at the start of sentences, periods at the end, indent or add a space for new paragraphs.
- Correctly quote and paraphrase original texts.



MIP

What do you consider your most important point from this session thus far?



Revisiting Our Questions



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