

Text Rendering Experience

Developed in the field by educators.

Purpose

To collaboratively construct meaning, clarify, and expand our thinking about a text or document

Roles

A facilitator to guide the process

A scribe to track the phrases and words that are shared

Introduction

Take a few moments to review the document and mark the sentence, the phrase, and the word(s) that you think are particularly important for our work.

Process

1. First Round

Each person shares a *sentence* from the document that she/he thinks/feels is particularly significant.

2. Second Round

Each person shares a *phrase* that she/he thinks/feels is particularly significant. The scribe records each phrase.

3. Third Round

Each person shares the *word* that she/he thinks/feels is particularly significant. The scribe records each word.

4. Discuss

The group discusses what they heard and what it says about the document.

- What new insights have you gained about the text by looking at it in this way?
- What do you think this text is *essentially* about?

5. Debrief

The group debriefs the text rendering process.

<p>Research</p> <p>www.infoplease.com www.ipl.org – Internet Public Library</p>	<p>Science</p> <p>www.achieve.org/page/733/science-and-the-technical-subjects-lessons http://www.nextgenscience.org/</p>
<p>Social Studies</p> <ol style="list-style-type: none"> 1. www.achievethecore.org/page/737/history-social-studies-lessons 2. www.procon.org 3. www.icivics.org 4. http://changeagent.nelrc.org 5. http://www.havefunwithhistory.com 6. http://www.loc.gov 7. http://www.nelrc.org/cpcc/elcivics.htm 8. http://www.ourdocuments.gov/index.php?flash=true& <p>All Content Areas</p> <p>www.amplifyae.com www.brainpop.com www.gcflearnfree.org www.khanacademy.org www.schooltube.com www.achievethecore.org http://www.discoveryeducation.com/teachers/free-lesson-plans/?campaign=flyout_teachers_lesson http://www.bbc.co.uk/skillswise/0/</p>	<p>Literacy</p> <p>ESL: ABE: - www.starfall.com</p> <p>ESL: http://www.tesol.org/connect/tesol-resource-center ESL: www.eslpoint.com ESL: www.englishforum.com ESL: www.rong-chang.com - audio clips ESL: www.usalearns.org ESL: http://www.campbellsville.edu/tesol-lesson-plans</p> <p>ESL: http://www.getty.edu/education/teachers/classroom_resources/curricula/esl3/</p> <p>ESL: http://humanities.byu.edu/elc/Teacher/TeacherGuideMain.html</p> <p>ESL: http://www.csun.edu/~hcedu013/eslplans.html ESL: http://www.getty.edu/education/teachers/classroom_resources/curricula/esl/esl_lesson_plan_index.html</p> <p>ESL: http://www.elcivics.com/ ESL : http://www.tefl.net/esl-lesson-plans/</p> <p>ESL: http://www.cal.org/caela/tools/instructional/links.html ESL: http://www.grammar-now.com ESL: www.ESLcafe.com ESL: http://www.colloandspark.com/</p> <p>http://abspd.appstate.edu/sites/abspd.appstate.edu/files/Inspire_a_Life_of_Reading.pdf</p> <p>http://www.repeatafterus.com/</p> <p>http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf</p>

<p>Mathematics</p> <ol style="list-style-type: none"> 1. www.achieve.com 2. http://www.nctm.org/resources/default.aspx?id=230 3. www.illustrativemathematics.org 4. www.math.com 5. ESL: ABE: www.jmathpage.com 6. http://nces.ed.gov/nceskids/crea-teagraph/default.aspx 7. http://www.algebrahelp.com/ 8. http://www.aplusmath.com/ 9. http://www.visualfractions.com/ 	<p>Resources and Lesson Plans</p> <ol style="list-style-type: none"> 1. http://www.ala.org/aasl/standards-guidelines/best-websites/2013 2. http://www.ala.org/aasl/standards-guidelines/best-websites/landmark 3. http://www.weareteachers.com/ 4. http://www.nea.org/tools/LessonPlans.html 5. http://www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/ 6. http://www.moneyinstructor.com/buscareer.asp 7. http://www.federalreserveeducation.org/resources/detail.cfm?r_id=9da90c90-1bf7-4491-ae3a-a516706d5ba5 8. http://home.comcast.net/~djrosen/litlist/lessons.html 9. https://www.teachingchannel.org 10. http://literacy.kent.edu/eureka/index2.html
<p>Adult Literacy</p> <ol style="list-style-type: none"> 1. https://www.nala.ie/tutors 2. https://www.nala.ie/tutors/resources 3. http://www.rosamondadultliteracy.org/literacy-resources.php 4. http://www.read-write-now.org/Default.aspx?f=pv&ctr=Default&mid=8&pid=8&page_id=65 5. http://www.litworks.org/teaching_adults.html 6. http://www.thirteen.org/edonline/adulted/lessons.html#close 7. https://adulted-lausd-ca.schoolloop.com/ABE 8. http://www.proliteracyednet.org/articles.asp?mcid=2&cid=23 9. http://www.tv411.org/teacher 10. www.newsela.com 11. http://education.nationalgeographic.com/education/ggs-common-core/?ar_a=1 12. http://digitalgallery.nypl.org/nypldigital/index.cfm - Digital Images 13. http://www.readwritethink.org/ 	<p>Teacher Professional Development</p> <p>http://www.mlots.org http://www.webquest.org/index.php http://www.edutopia.org http://wayback.archive-it.org/3635/20140211214957/http://www.thinkquest.org/pls/html/think.library http://www.chompchomp.com/menu.htm http://olc.spsd.sk.ca/DE/PD/instr/index.html</p>
<p>Health</p> <p>http://www.hsph.harvard.edu/wp-content/uploads/sites/135/2012/09/healthliteracyinadulteducation.pdf</p>	<p>Blogs</p> <p>http://learning.blogs.nytimes.com/?module=BlogMain&action=Click&ion=Header&pgtype=Blogs&version=Blog%20Main&contentCollection=U.S.</p>



TEST ASSESSING SECONDARY COMPLETION™

Items that Present the Greatest Achievement Gap Between Passing and Non-Passing TASC Test Examinees

Data from the 2014 administration of the Test Assessing Secondary Completion™ was analyzed to identify skills in each content area that were most consistently demonstrated by examinees that passed the TASC test, compared to students that did not pass the TASC test. The analysis was conducted as follows:

First, the p-value* for each item was estimated for examinees who passed the TASC test and for examinees that did not pass the TASC test. Items were identified in each content area with the largest difference in p-value between passing and non-passing examinees. Next, McGraw-Hill Education CTB Content experts selected a minimum of 3 standards per objective with the greatest difference in p-value between passing and non-passing examinees (and where the difference was at least .25). The skills identified in each subject area and objective, identified below, were selected as most representative of skills with the greatest achievement gap between passing and non-passing examinees.

* Percent of students responding correctly to an item

Mathematics Algebra

Indicator Code	Skill/Description
A-SSE.1.a	Interpret parts of an expression, such as terms, factors, and coefficients.
A-REI.3	Solve equations and inequalities in one variable. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A-CED.3	Create equations that describe numbers or relationship. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

Reading
Reading Informational Text, Craft and Structure

Indicator Code	Skill/Description
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Informational Text, Integration of Knowledge and Ideas

Indicator Code	Skill/Description
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural).

Reading Informational Text, Key Ideas and Details

Indicator Code	Skill/Description
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Reading Informational Text, Vocabulary Acquisition and Use

Indicator Code	Skill/Description
RI-LA.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard).
RI-LA.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
RI-LA.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Reading Literature, Craft and Structure

Indicator Code	Skill/Description
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Literature, Integration of Knowledge and Ideas

Indicator Code	Skill/Description
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's <i>Musee des Beaux Arts</i> and Breughel's <i>Landscape with the Fall of Icarus</i>).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> , and <i>Lincoln's Second Inaugural</i>).

Reading Literature, Key Ideas and Details

Indicator Code	Skill/Description
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Literature, Vocabulary Acquisition and Use

Indicator Code	Skill/Description
RL-LA.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RL-LA.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RL-LA.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Science

Earth and Space Sciences

Indicator Code	Skill/Description
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Life Sciences

Indicator Code	Skill/Description
HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Physical Sciences

Indicator Code	Skill/Description
HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information.
HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Social Studies
Civics and Government

Indicator Code	Skill/Description
HS-CG05.2.a	Explain the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
HS-CG03.1.c	Explain how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials.
HS-CG02.11.b.2.	Constitutional government, including rule of law, representative institutions, separated and shared powers, checks and balances, individual rights, separation of church and state, federalism, civilian control of the military.

Economics

Indicator Code	Skill/Description
HS-EC02.S.6.a	International trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices.
HS-EC03.M.4.a	An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This well-established relationship between price and quantity demanded, known as the law of demand, exists as long as other factors influencing demand do not change.
HS-EC05.U.1.b	Unemployment can be caused by people changing jobs, by seasonal fluctuations in demand, by changes in the skills needed by employers, or by cyclical fluctuations in the level of national spending.

Geography

Indicator Code	Skill/Description
HS-GE04.3.f	Describe the causes and geographic impact of change in urban areas.
HS-GE05.3.b	Describe the relationship between exploration, colonization, and settlement of different regions of the world and natural resources.
HS-GE02.2.c	Analyze how physical and cultural aspects of places regions can influence events.

U.S. History

Indicator Code	Skill/Description
HS-US07.4.c.1	Analyze the expansion of due process rights in such cases as <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i> and evaluate criticism of the extension of these rights for the accused.
HS-US07.3.b.3	Evaluate the legislation and programs enacted during Johnson's presidency.
HS-US03.2.b.1	Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers.

World History

Indicator Code	Skill/Description
HS-WH09.2.e.3	Assess the social and cultural implications of recent medical successes such as development of antibiotics and vaccines and the conquest of smallpox.
HS-WH08.4.b.3	Analyze how and why the Nazi regime perpetrated a war against the Jews and describe the devastation suffered by Jews and other groups in the Nazi Holocaust.
HS-WH01.1.a.2	Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.

Writing Editing and Revising

Indicator Code	Skill/Description
WR.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LA.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Please refer to the Resources page on TASCTest.com for a complete list of TASC Test Indicator Codes.



CTB

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Functions

Indicator Code	Skill/Description
F-LE.5	Interpret expressions for functions in terms of the situation they model. Interpret the parameters in a linear or exponential function in terms of a context.
F-IF.4	Interpret functions that arise in applications in terms of the context. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

Geometry

Indicator Code	Skill/Description
G-MG.2	Apply geometric concepts in modeling situations. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
G-SRT.5	Prove theorems involving similarity. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
G-SRT.8	Define trigonometric ratios and solve problems involving right triangles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Number and Quantity

Indicator Code	Skill/Description
N-Q.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Statistics and Probability

Indicator Code	Skill/Description
S-IC.4	Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
S-CP.3	Understand independence and conditional probability and use them to interpret data. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

CollectEdNY

Scavenger Hunt

You will need type the following website into your web browser www.collectedny.org

Please take time to familiarize yourself with the top of the page and answer the following questions.

What are three things you can do when visiting this site ?

What are the three tabs listed in the white bar?

How are resources collected for this site?

How is the information for the articles organized?

What tab allows you to submit resources for review?

What information is located to the right of each page?

CollectEdNY

Scavenger Hunt

Pre HSE/ABE

Locate the Math Mistakes article

Read the summary and review about Mathmistakes.org

Select the website, and click on the following links About, Common Core Standards and look at some of the samples provide for grades 1-8

- 1) What is the goal of the Math Mistakes site ?
 - 2) How could this be applied to teaching mathematics to Pre HSE /ABE students ?
 - 3) Would you recommend this site to other teachers?
-

CollectEdNY

Scavenger Hunt

Math

Locate the article on Math Talks

Read and review the summary.

Go to the website and click the "Teachers " and read the page, Then select the tabs NT 1-4 N5-8 ,PT 1-4 and read through some of the examples given

- 1) What is the purpose of the Mathtalks.net website?
 - 2) How is this site a useful resource?
 - 3) Would you use this site with your students? If so, how?
-

CollectEdNY

Scavenger Hunt

College and Career readiness

Locate the article on Career Zone

Read and review the summary.

Click the link for the website . Please spend some time reviewing the website. Then select the "Assess Yourself" tab and follow the instructions.

1) What information can www.careerzone.com offer ?

2) How is this site a useful resource?

3) Would you use this site with your students? If so, how?

CollectEdNY

Scavenger Hunt

Science

Locate the article on ProCon.org

Read and review the summary.

Select the website. Please spend some time reviewing the website. tab and follow the instructions.

1) What is the goal of the Phet Interactive Simulations site.?

2) Could you apply any the simulation as part of your class?

3) Would you use this in your class or recommend the site?

CollectEdNY

Scavenger Hunt

ESOL

Locate the article on CELL-ED article

Read and review the summary.

Watch the video on CELL-ED and select the link for the website

Please review the site read the Homepage , The Go Mobile page , The Forgotten Billion Page and About US page

1) How does Cell-ED work ?

2) What Courses are offered through www.celled.org

3) Is this a site you would recommend to your students ? Explain why are why not.

CollectEdNY

Scavenger Hunt

Reading/Writing

Locate the article on ProCon.org

Read and review the summary.

Select the website. Please spend some time reviewing the website. Select and read two of the articles

- 1) What is the purpose of the procon.org site?
 - 2) How is this site a useful resource?
 - 3) Would you use this site with your students? If so, how?
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