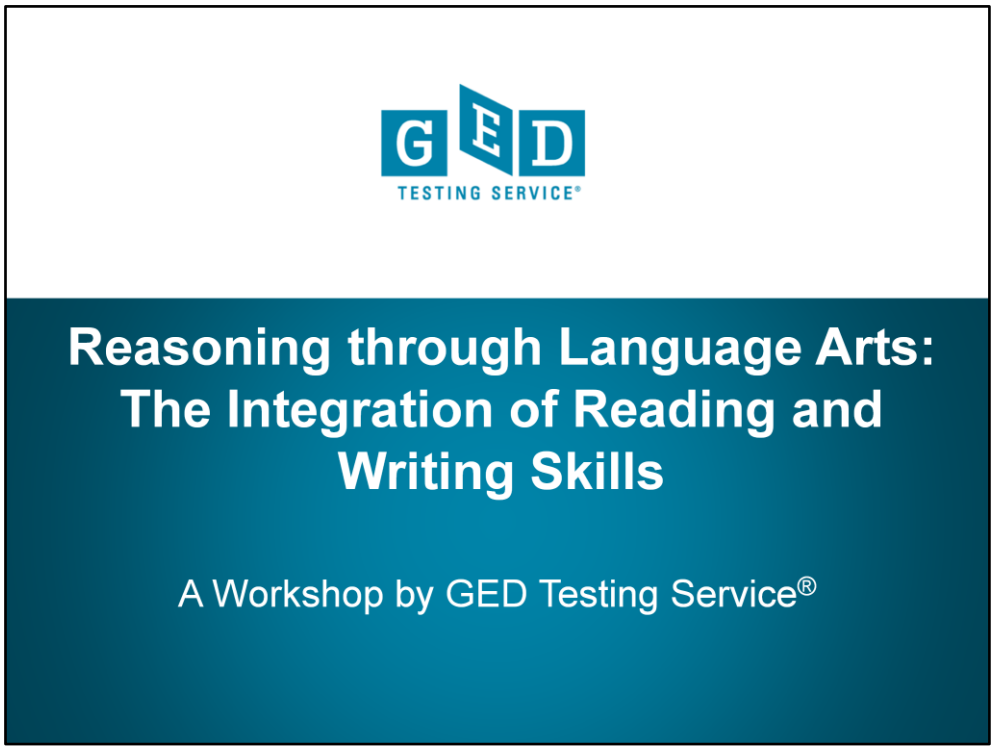

Key Points

Insert your name and date into the PowerPoint.

Note: This session is developed as a half-day session, but can be expanded if all activities are completed or additional practice if provided.

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Key Points

Use this slide to begin the session with an opportunity for the participants to introduce themselves to the rest of the group. You can do this through an ice-breaker activity of your choosing, or you may wish to have individuals introduce themselves and then indicate one thing that they want to learn from the workshop.

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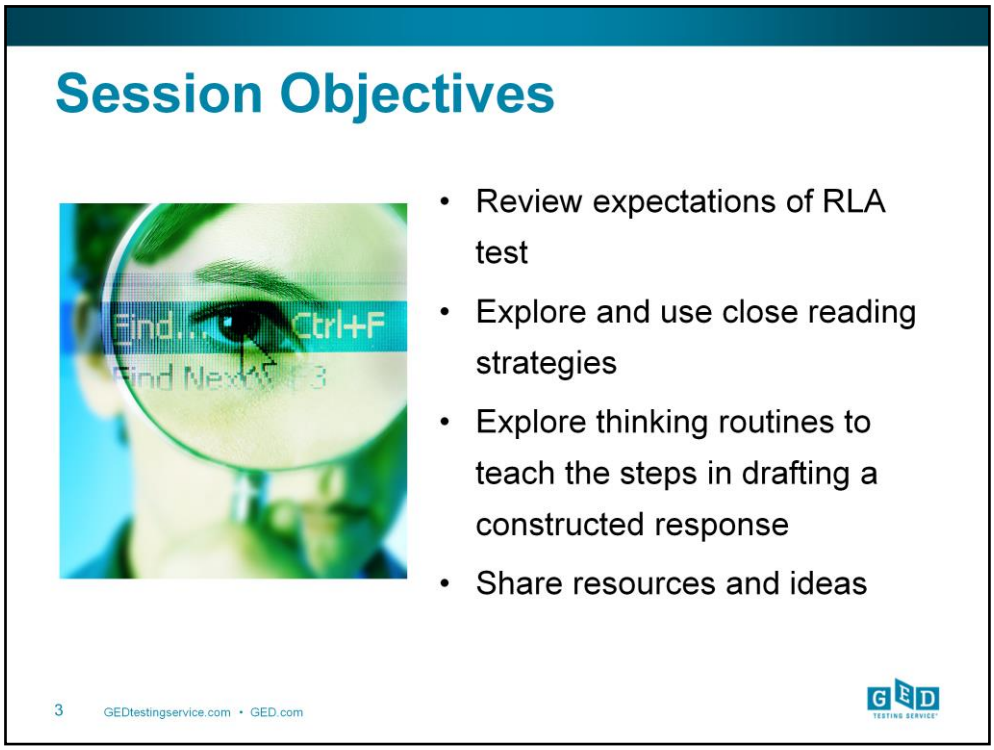

Key Points

Review the objectives of the session. Emphasize the importance of exploring strategies and using those strategies during activities included in the session. Explain that during the session, participants will have an opportunity to review a number of resources that they can use in the classroom.

At this point, you may want to briefly walk participants through the contents of their materials. Explain that they should feel free to write on the activities in the book, since they have clean copies in the resource section of the workbook that they can copy and use in the classroom.

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Key Points

This section will provide a very brief overview of the RLA test and PLDs and HIIs. If participants are new to the field, additional time may be needed in this area.

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Reasoning through Language Arts

Overview

- Integration of reading and writing
- 75% nonfiction; 25% fiction
- Passage length: 400-900 words
- Three-trait rubric
- 150 minute test (includes 45 minutes for CR and 10 minute break)

Item Types

- Extended response (~20%)
- Technology-enhanced items
  - Multiple choice
  - Drag-drop
  - Drop-down
  - Fill-in-the-blank

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Key Points

Review the information on the slide. For veteran instructors, this will be a quick review. New instructors may need explanation of some of the items. Note that the extended response is worth approximately 20% of the raw score points on the RLA test. For new instructors, you may wish to provide them with additional information on topics included on the slide. For example: the 45 minutes provided for the constructed response on the test can not be used for any of the other questions. Participants also may need to know more about the item types and the test construction.

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RLA Practices

- "Closely" read text that is
  - more complex
  - greater in length
- Determine what is explicitly stated
- Draw specific comparisons between two texts
- Distinguish between valid arguments and faulty reasoning
- Distinguish between supported and unsupported claims
- Make logical inferences based on evidence
- Draw relevant and sufficient evidence from the text(s)

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Key Points

Review the information on the slide. For veteran instructors, this will be a quick review. New instructors may need explanation of some of the items, such as test questions are text-dependent and require an analysis and evaluation of what is being ready, rather than simply "finding the answer" in the text.

Discuss how these practices are integrated into different question types.

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Key Points

We always seem to have too much content to teach and too little time. Plus, we are often faced with multi-level and multi-area classrooms. So, how do we use the PLDS?

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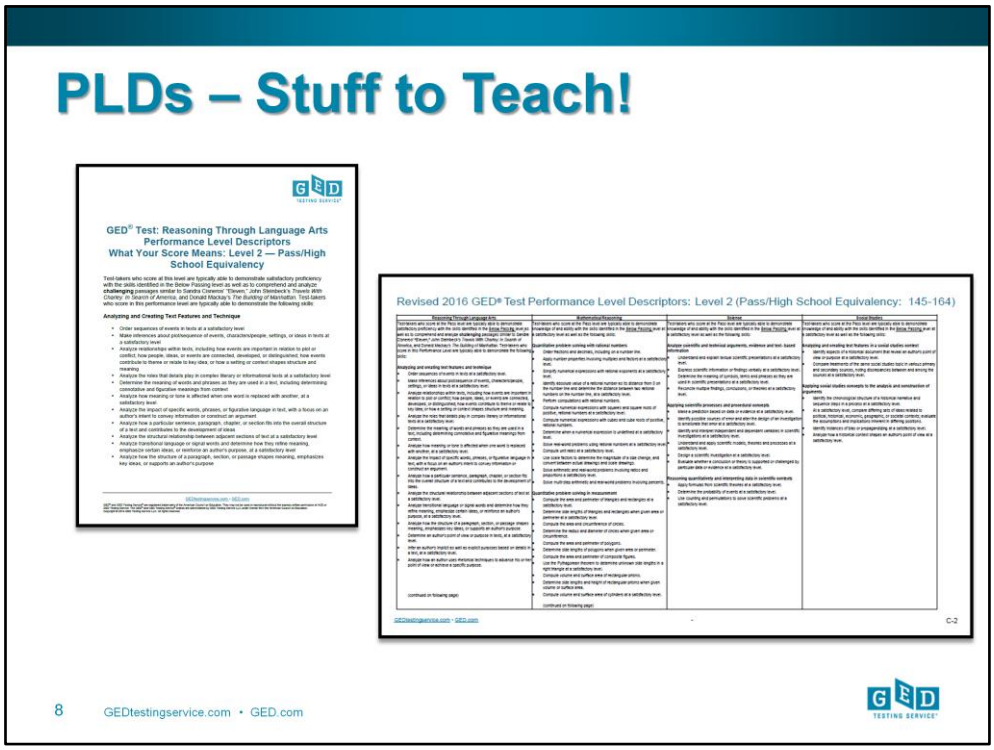

Key Points

What do you need to teach in your GED® Preparation program? Well, it's really not a secret. Performance Level Descriptors, better known as PLDs tell us what we should be teaching. Let's look a little closer at PLDs.

GED ® Performance Level Descriptors (Chart including all content areas) is located at: https://ged.com/wp-content/uploads/Performance_Level_Descriptors_Chart.pdf

Individual content area GED ® PLDs are located at: https://ged.com/wp-content/uploads/Performance_Level_Descriptors_official_test_all_subjects.pdf

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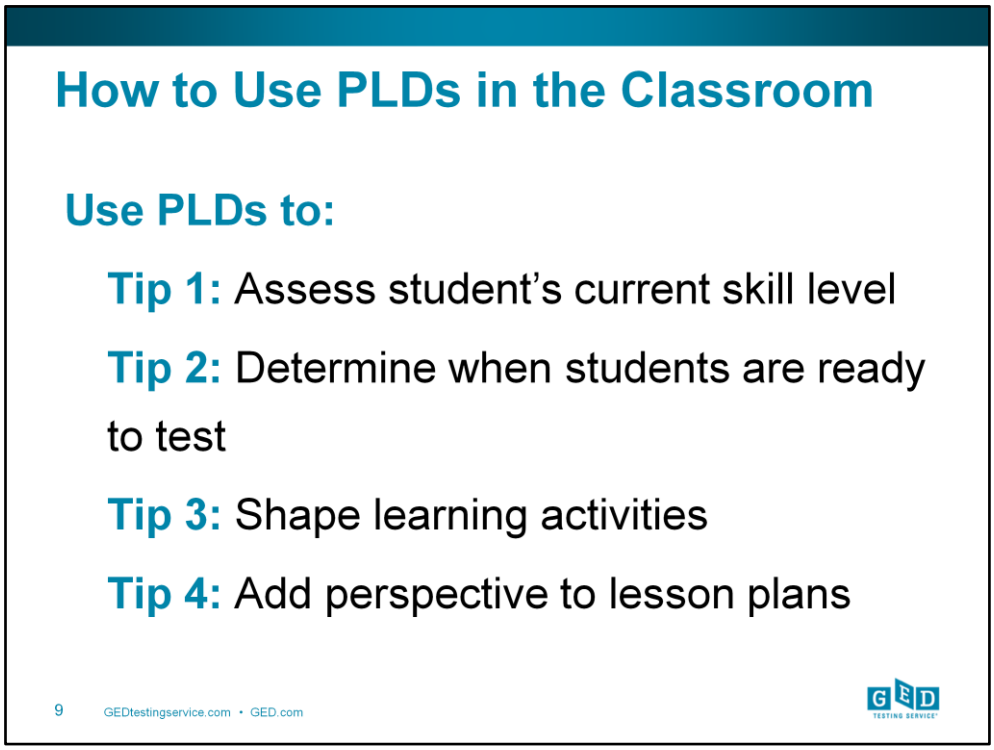

Key Points

There are many different ways that we can use PLDs to assist us in developing an effective curriculum. Here are four tips to get started.

Tip 1: Use PLDs to assess a student's current skill level

Identify where to focus in order to develop the skills students need to move to the next performance level

Tip 2: Use PLDs to determine when students are ready to test

Determine if a student should take GED Ready® or the GED® test

Use with the Enhanced Score Report's personalized study plan to create a plan for developing student skills

Tip 3: Use PLDs to shape learning activities

Set learning objectives in your classroom based on the PLDs

Determine if you need to adjust how you're approaching the content

Work one-on-one with students to help develop needed skills

Tip 4: Use PLDs to add perspective to lesson plans

Determine how prepared your students are and create lesson plans accordingly

Identify the gaps in your students' skills and develop focused lesson plans to address those gaps

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High Impact Indicators

- Important skills that are widely applicable
- May currently receive light coverage during GED® test preparation
- Lend themselves to straightforward instruction

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Key Points

But there's more to assisting us in our instructional practices. Have you heard about High Impact Indicators? What are High Impact Indicators and how were they determined? The GEDTS® extensively analyzed test-taker performance on the operational GED® test. They examined differences in performance between those who scored between 140-149 and those who scored 150-159 in each content area.

Those results were then examined based on the following factors:

- Were the skills widely applicable?
- How much coverage do the skills typically receive during GED® test preparation?
- Could these skills be taught in a straightforward manner in instructional programs?

These are definitely important skills to that should be taught in our classroom.

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High Impact Indicator for RLA

Indicator	What to look for in student work. The student can:
R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational text.	• explain how a particular piece of evidence is relevant to a point an author is making. • explain how a particular piece or pieces of evidence are sufficient to justify an author's singular point or overall message. • distinguish between irrelevant and relevant evidence. • distinguish between an idea that has sufficient evidence to support it and one that does not. • distinguish between explanation and evidence. • distinguish between reasoning and evidence. • make judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.

Key Points

Before we look at strategies, let's first look at one example of a High Impact Indicator. We know that in RLA, students need to write an extended response. However, there are other types of questions where students need to identify an argument and the evidence provided. Determining a premise or assumption that is supported by evidence is an integral part of close reading. To assist us in assessing this indicator, students should be able to:

- explain how a particular piece of evidence is relevant to a point an author is making.
- explain how a particular piece or pieces of evidence are sufficient to justify an author's singular point or overall message.
- distinguish between irrelevant and relevant evidence.
- distinguish between an idea that has sufficient evidence to support it and one that does not.
- distinguish between explanation and evidence.
- distinguish between reasoning and evidence.
- make judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.

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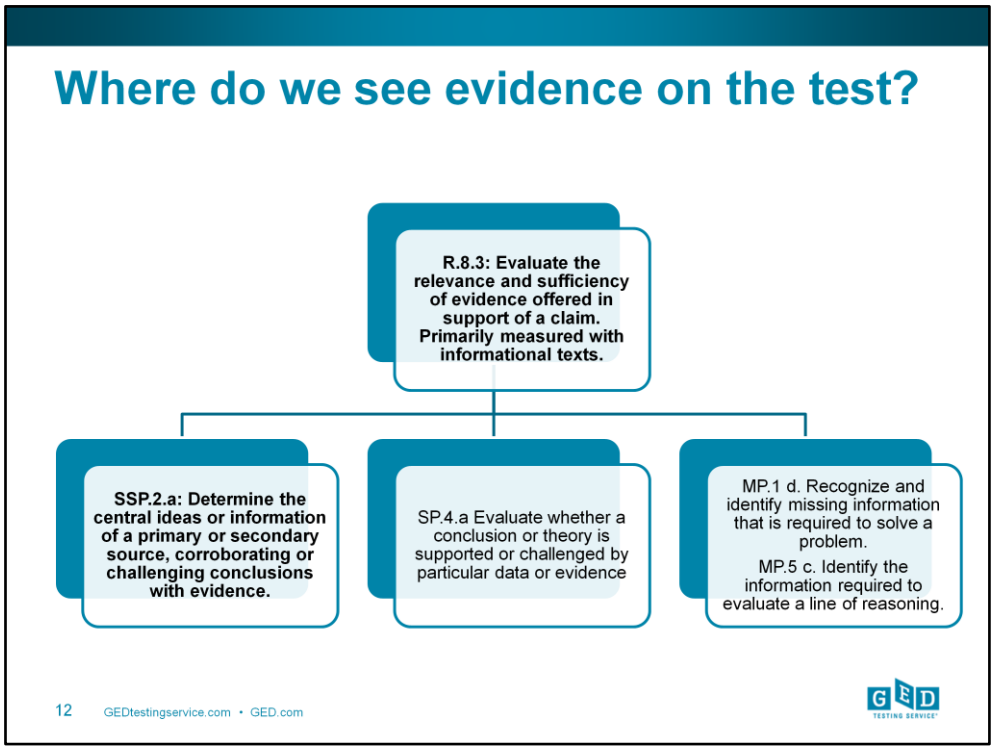

Key Points

Where do we see evidence on the GED® test? Of course, we know that students need to find evidence and connect the evidence to the claim on the extended response~~s~~ and short answers. However, students also need to have skills in identifying evidence and connecting it to a claim, or word problem question, or in technology-enhanced items.

It is important to remember that the GED® test is integrated across the content areas. There is a relationship that occurs between many of the different indicators from one area to another. That is why as we look at different strategies, we should always be thinking about their usability across different content areas.

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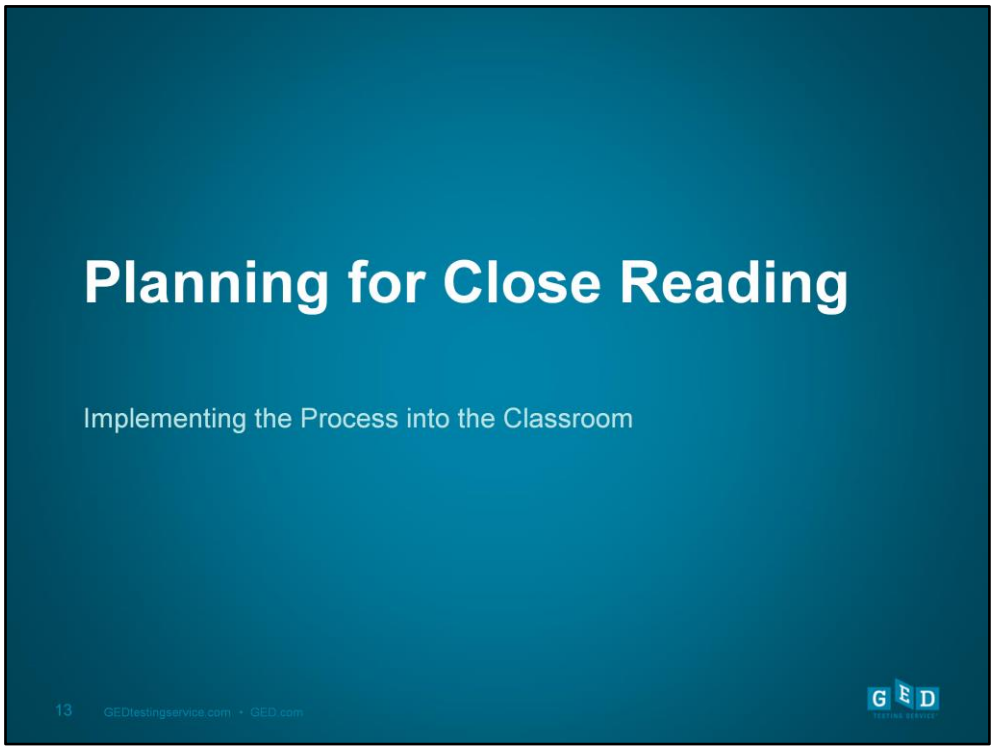

Key Points

One area that crosses all content areas is the skill of close reading.

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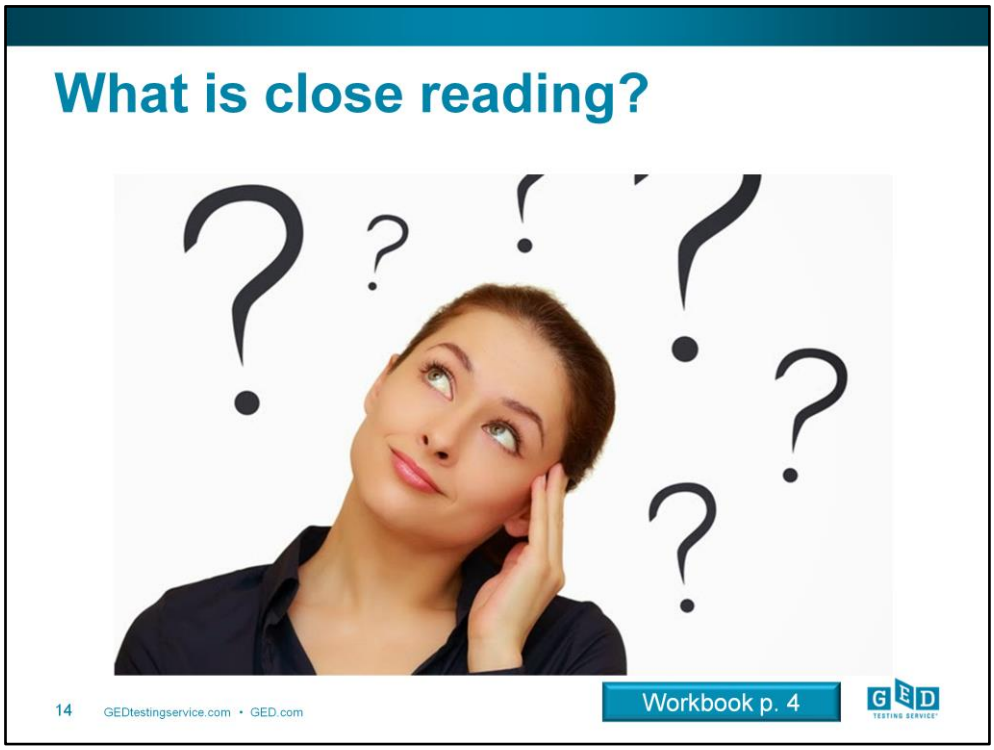

Key Points

What is close reading? Have participants brainstorm ideas and share with the group. You may wish to chart their ideas.

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Key Points

If students are to become more effective and efficient readers, then they must develop close reading skills. But what exactly is close reading? Dr. Douglas Fisher from San Diego State University is regarded as an expert of reading and particularly on the importance of learning how to use the strategy of close reading. He states that close reading is a "careful and purposeful rereading of a text," rather than just a cursory examination of the text.

Dr. Fisher is viewed as one of the experts in the field of close reading.

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Why Close Reading?

- Helps students understand **WHY WE READ**
- Promotes **CRITICAL THINKING** and **UNDERSTANDING**
- Is one of the main analytical tools used in **HIGHER EDUCATION** and the **WORKPLACE**
- Is a **SURVIVAL SKILL** in our media saturated world

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Key Points

Let's face it, close reading isn't often a skill that comes naturally. When our students get a new reading assignment, their first instinct is often to race to the finish line rather than engage deeply with a text. Getting students to slow down, engage with the text in different ways, and reflect as they read are challenges for every teacher, and are the goals of close reading. Keep in mind that close reading may be the most important skill that you teach your adult education students. Here's why.

Close reading:

- Helps students understand WHY WE READ
- Promotes CRITICAL THINKING, PROBLEM SOLVING, conversation, and understanding
- Is one of the main analytical tools used in HIGHER EDUCATION and the WORKPLACE
- Is a SURVIVAL SKILL in our media saturated world

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What Do Close Readers Do Differently?

Close Readers	Not-So-Close Readers
Reread	Read the text once
Focus on the text	Let their thinking wander
Ask questions	Take the text at face value
Pay attention to language	Ignore syntax clues
Uncover deeper meaning	Understand only at surface level

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Key Points

Now that we know the why of close reading, what do close readers do differently?

Review the different ideas from the chart.

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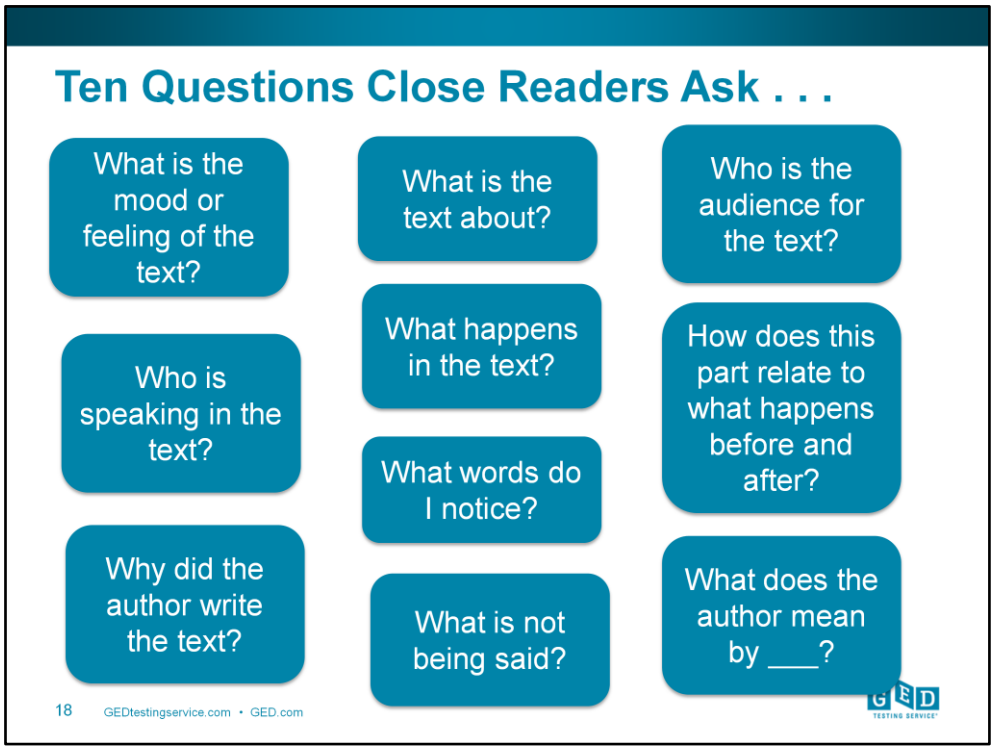

Key Points

Close readers also interact with text and ask questions as they read.

Review types of questions that close readers ask themselves as they read.

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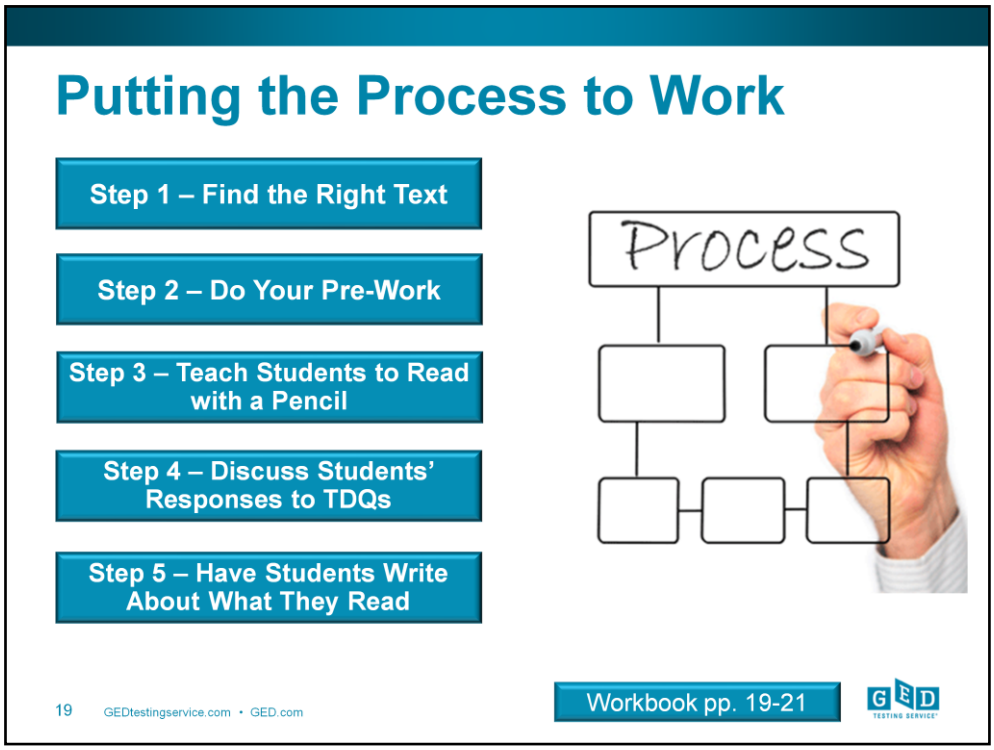

Key Points

Dr. Fisher emphasizes that teaching close reading skills isn't just about having students rereading a source text multiple times. It's about putting the process to work. As an instructor, there are five basic steps for incorporating close reading. Let's look at each of these steps and how to incorporate them into our classroom teaching.

Note: You will want to reference the pages in the workbook that support the following slides so that participants know that they have the information they need to take this process "back to the classroom." Also, participants may question "reading with a pencil" as they can't use a pencil on the test. Share with participants that this is a process to use to get students to "read closely" – a skill that most of do automatically.

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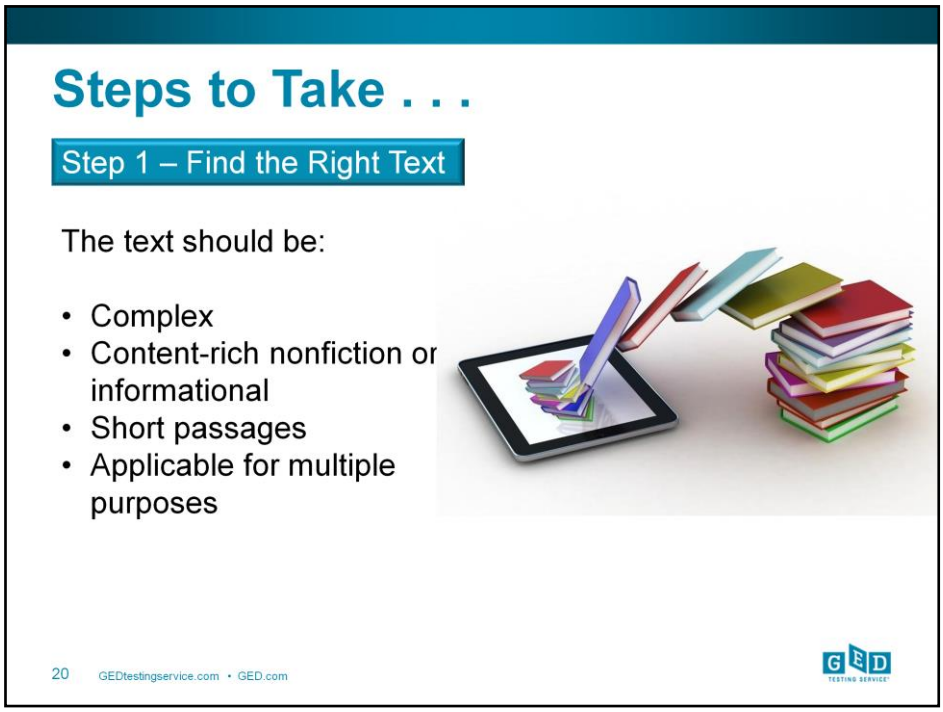

Key Points

Step 1 – Find the Right Text

When you are teaching students the steps to close reading, it is important to find the right text. The text should be complex, presenting students with an opportunity for productive struggle. Preferably the material will be content-rich nonfiction or informational text. Remember, you want to mix up the types of texts that you use.

Identify an excerpt from a longer text or a short article. You want students to read, reread, and sometimes reread again, so now is not the time to pull a multi-page article. Start with short passages that will allow students to dig deeper as they closely read the text. Think in terms of whether or not the text can be used for multiple purposes. This is a great time to pull in a social studies or science text that will allow you to also introduce a new concept.

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Finding the Right Text

Henry, Patrick. "Speech to the Second Virginia Convention." (1775)

Mr. President: No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offence, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

http://www.corestandards.org/assets/Appendix_B.pdf

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Workbook pp. 22

Key Points

There are many different resources for finding the right text. This is a example of a primary source. Think about the different primary sources that you can access – from speeches to governmental documents to excerpts from autobiographies. The important thing to remember is that you want the text to be complex, content rich, and applicable for multiple purposes. It's important to remember that the RLA test is composed of 75% nonfiction articles, so using social studies and science text is a great way to build reading skills, as well as content knowledge.

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Finding the Right Text

Bronowski, Jacob, and Millicent Selsam. Biography of an Atom. New York: Harper, 1965. (1965)

The birth began in a young star. A young star is a mass of hydrogen nuclei. Because the star is hot (about thirteen million degrees at the center), the nuclei cannot hold on to their electrons. The electrons wander around. The nuclei of hydrogen—that is, the protons—are moving about very fast too. From time to time one proton runs headlong into another. When this happens, one of the protons loses its electric charge and changes into a neutron. The pair then cling together as a single nucleus of heavy hydrogen. This nucleus will in time capture another proton. Now there is a nucleus with two protons and one neutron, called light helium. When two of these nuclei smash into each other, two protons are expelled in the process. This creates a nucleus of helium with two protons and two neutrons.

This is the fundamental process of fusion by which the primitive hydrogen of the universe is built up into a new basic material, helium. In this process, energy is given off in the form of heat and light that make the stars shine. It is the first stage in the birth of the heavier atoms.

http://www.corestandards.org/assets/Appendix_B.pdf

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Workbook pp. 22

Key Points

Don't forget science articles. This source text incorporates complex text plus scientific information. Close reading is a great way to ensure that students understand some of the "big" ideas of science.

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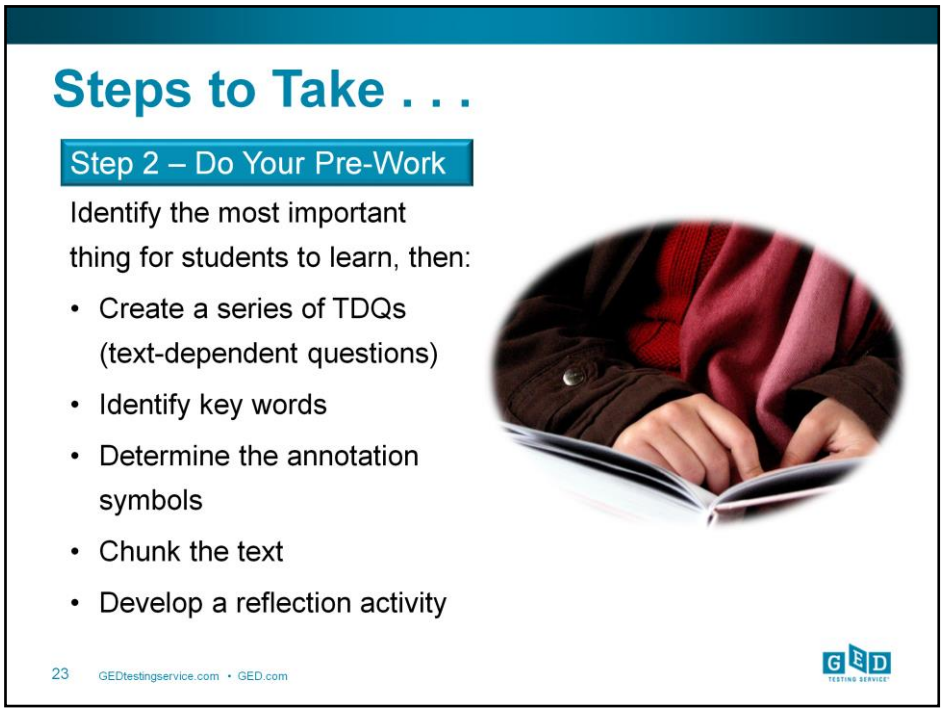

Key Points

Step 2 – Doing Your Pre-Work

Now that you have selected a text, it is time to do your pre-work. Before having students read a text, there is work that you need to do. First, you need to be familiar with the text itself, create text-dependent questions, identify key words students will need to know, chunk the text, decide if there are certain types of annotations that you want students to use, and finally develop a reflection activity.

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Text Dependent Questions

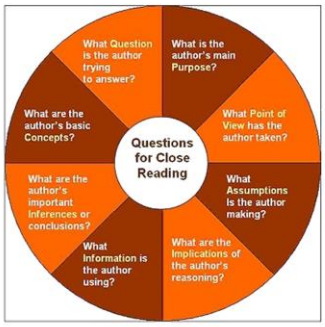
Answered from text

Can be used to . . .

- Identify key ideas and evidence in complex text

Should cause students to think at higher levels by . . .

- Making logical inferences
- Drawing conclusions
- Engaging in arguments based on what the text says



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Key Points

Is text-dependent a new phrase? It is important to remember that the GED® test asks questions based on the text, rather than based on personal opinion. That is why it is important to craft questions that require your students to closely read the source text. Text-dependent questions can be used to identify key ideas and evidence in the text. Questions should also be crafted to ensure that students use higher- level thinking skills required to make inferences, draw conclusions, and engage in arguments.

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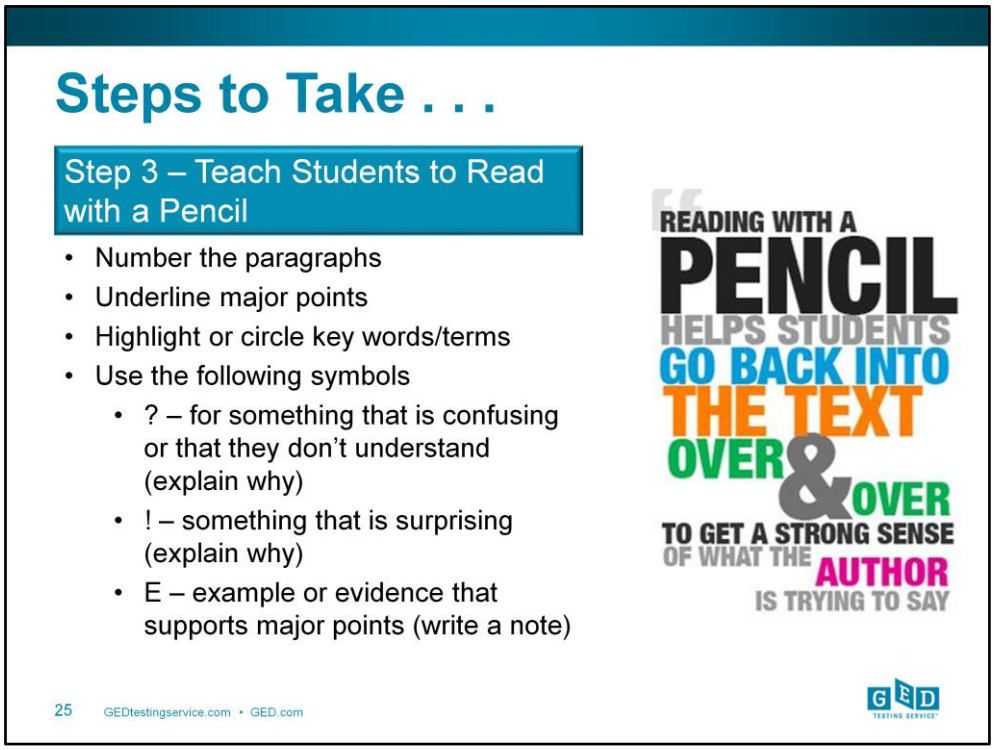

Key Points

Step 3 - Teach Students to Read with a Pencil

Close reading is often called reading with a pencil because students need to annotate the text they are reading. Remember, test-takers have highlighting tools, as well as a dry erase board during the test, so annotating text is a great skill for them to use. Start by numbering the paragraphs. Remember, source texts on the test are already numbered.

Have students underline the major points or key ideas of the passage. Students also need to circle or highlight key words or terms, specifically the terms with which they are having difficulty. These words or terms can be discussed as you move through their annotations.

Use a ? for something that is confusing. However, just a question mark is not enough. Have students jot down a note that explains why they were confused. This again opens up for discussion. Use an ! for something surprising. Again, students need to jot down a note that explains why they were surprised. Last but not least, you may want students to use E to indicate that the author has given an example or provided evidence that supports the major points. Remember, one of the key shifts is the ability to find evidence in text. This is a great way for students to start the learning process for finding evidence.

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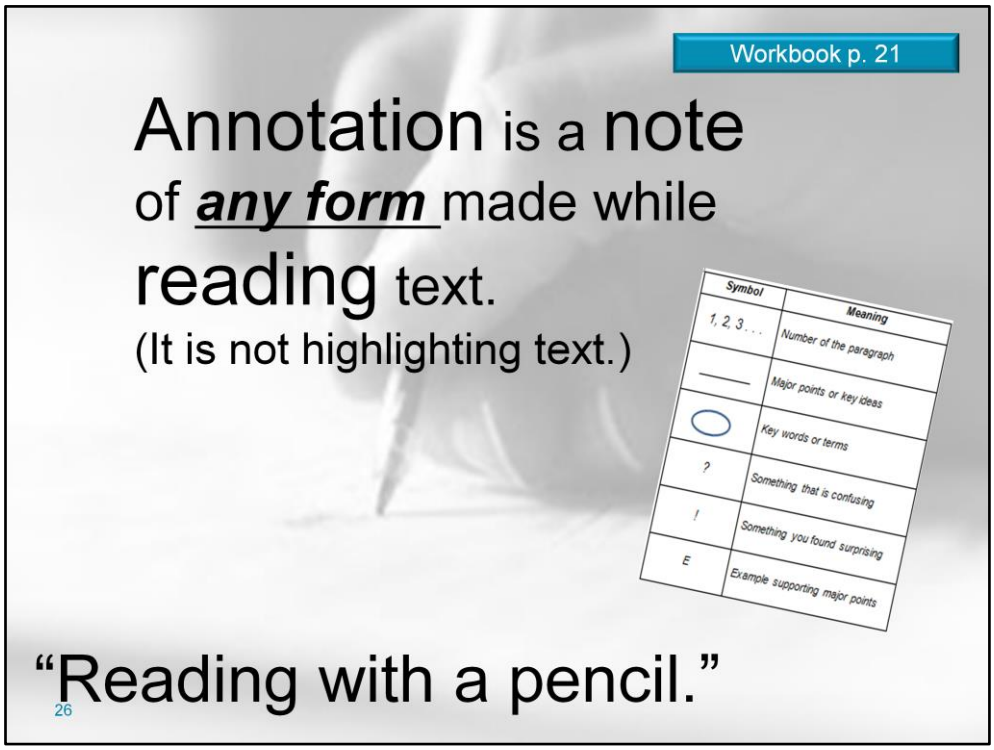

Key Points

Remember to teach your students that annotating the text can take ANY form—sketching, words, phrases, and/or complete sentences. However, annotating is not highlighting text. A sample annotation template is provided in your workbook.

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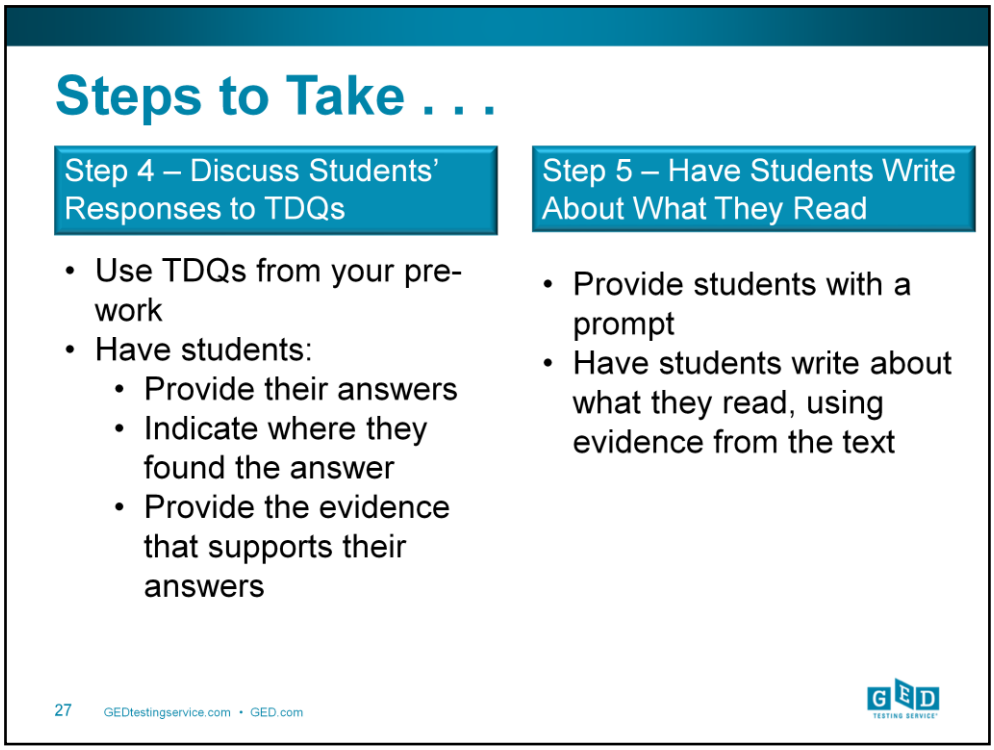

Key Points

Step 4 – TDQs

Step 4 is about more than just asking the questions and having students answer them. It is about showing where those answers were found and providing evidence that supports that answer. Remember, all questions on the GED test are crafted as text-dependent questions.

Step 5 – Writing

Students should always be writing about what they read. The product may vary depending on the assignment for that day, however students need to write and they need to use evidence from the text when they do so.

Spend some time reviewing sample prompts from the GED® Item Samplers or Free Practice Test. Notice the structure of the prompt. These are fairly easy to replicate so you can create your own prompts and have students unpack them and respond by using the knowledge they gained during reading.

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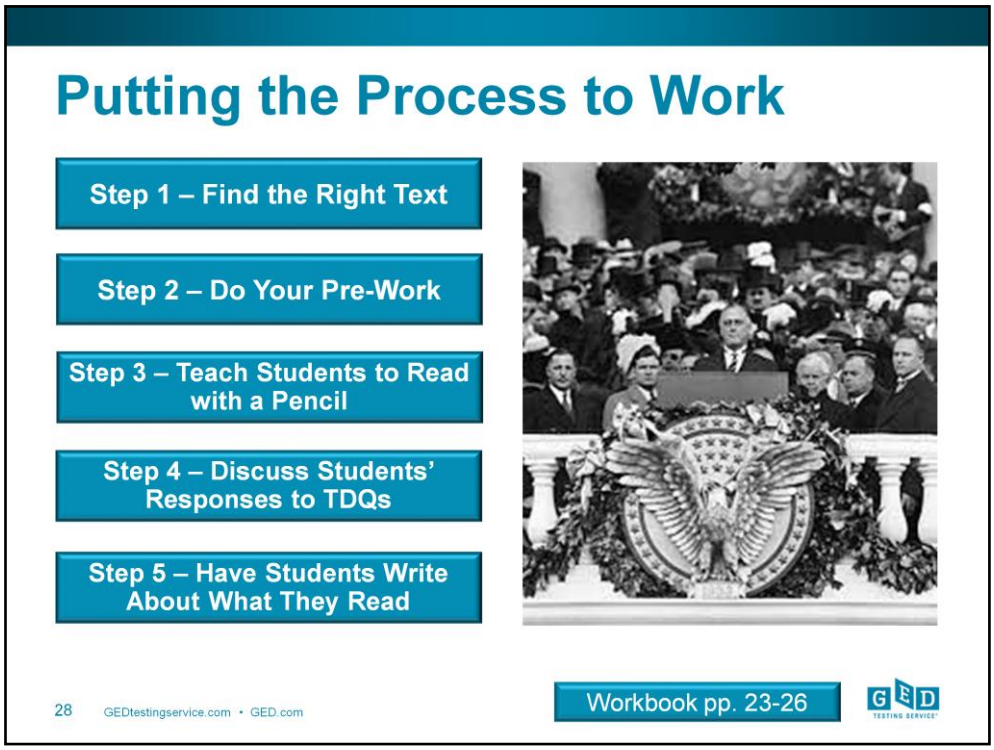

Key Points

Primary sources are one great type of text to use when teaching close reading. In your workbook, you have an example of using close reading with a primary source. This is the type of text that provides multiple purposes as it leads to discussions about an important time in American History. As you teach close reading skills in your classroom, you will want to select a variety of texts, such as literary and science, so that students can apply their skills across content areas.

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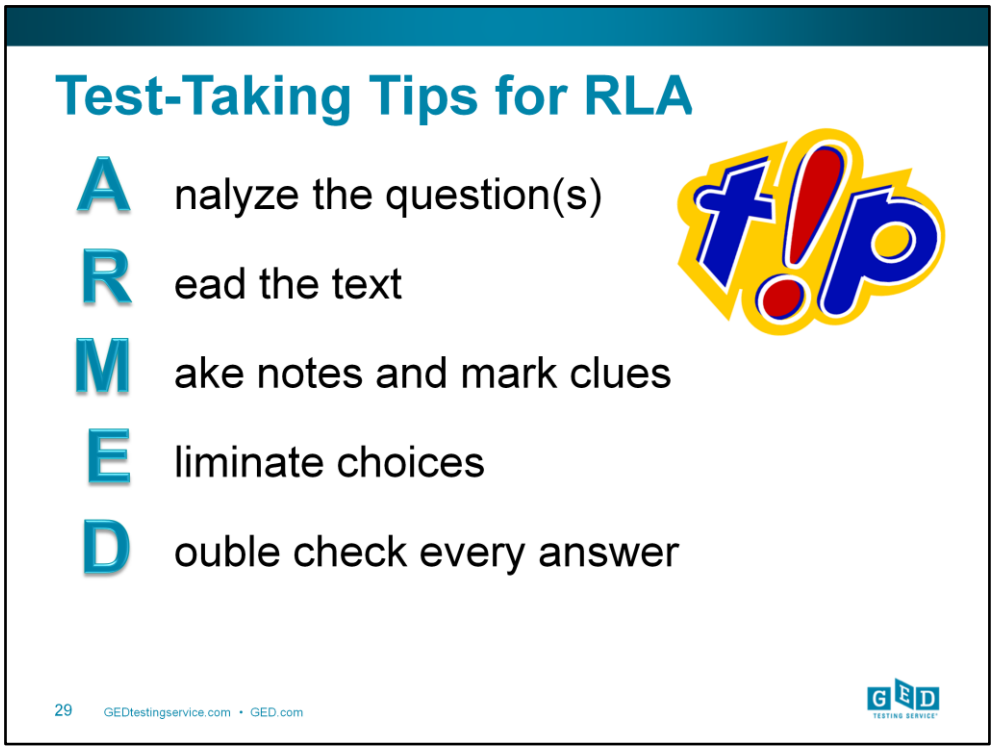

Key Points

Share with students that when taking the test, they put their close reading skills to work and always:

- Analyze (read) the questions first and identify helpful hints. Reading the questions first will help test-takers "set the stage" before they read the source texts or the graphics. Knowing what to look for helps focus the test-taker's attention on more effectively interacting with the source materials.
- Read the text closely. While reading, test-takers will want to use annotation tools, such as the highlighter and white boards. This will assist them in effectively analyzing and evaluating what they are reading. They should also predict an answer BEFORE they look at the answer choices.
- As test-takers look at the answer choices, they should be able to eliminate certain choices based on their close reading and predictions. This process will also assist test-takers in making appropriate guesses when they are uncertain of an answer.
- Finally, they need to double check their answer.

Make sure that students answer every question. The test does penalize test-takers for incorrect answers. The test merely does not provide points for an incorrect answer. Also, test-takers need to be aware that they can flag questions that appear to be more difficult for them to answer and can return to them later in the test. Remind your students that 45 minutes provided for the constructed response can only be used on the constructed response.

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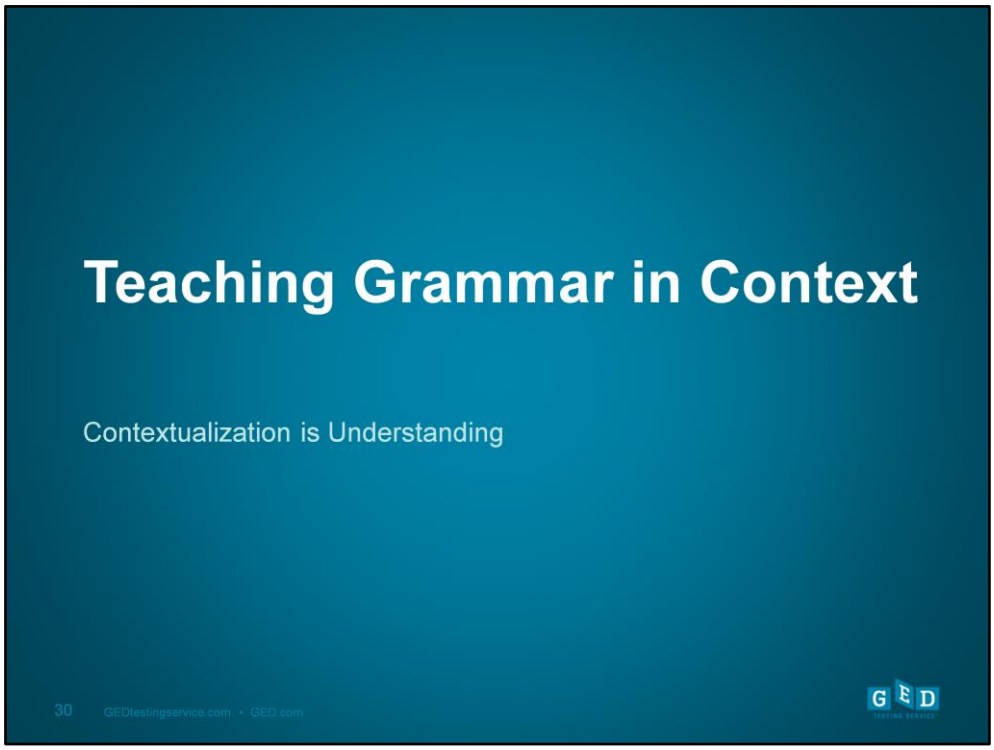

Key Points

Besides questions that ask students to analyze and evaluate what they have read, students must also be able to edit and revise text. According to the research, the best way to teach these skills is through contextualization.

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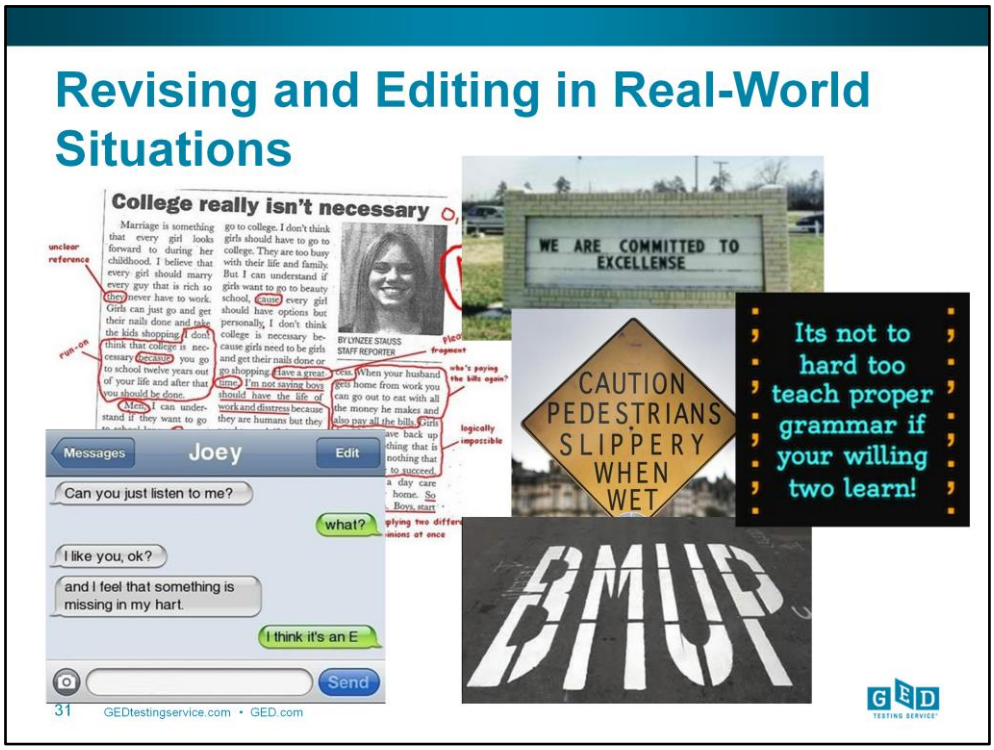

Key Points

We've all worked with students using grammar worksheets, only to find that when they were asked to write and edit their own work they couldn't find the grammar or structural errors. Errors are everywhere! Teaching students to identify errors in the world around them is a great first step in contextualizing grammar. Remember, questions on the GED test will require that students edit and revise in context.

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Key Points

Some teachers use social media to make the teaching of grammar a little more contemporary. Celebrity tweets can be a great way to draw students in and get them to edit and revise their favorite celebrity's writings.

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For example . . .

LeBron James @KingJames **Mar 18**
It's this simple. U can't accomplished the dream if everyone isn't dreaming the same thing everyday. Nightmares follow. #TheDC #SFG

LeBron James @KingJames **Mar 18**
It's this simple**:** **you** can't **accomplish** the dream if everyone isn't dreaming the same thing **every day**. Nightmares **will** follow. #TheDC #SFG

simple: - A colon is used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first.
accomplish - The wrong verb tense was used.
every day - *Everyday* means commonplace, ordinary, or normal. The words every day mean the same as "each day."
will - The auxiliary verb "will" is added here for more clarity.

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Key Points

For example, simply provide students with celebrity tweets or have them find their own examples. Next, have them edit and revise the social media and provide reasons why each change was made. What a great way to see if your student can apply the rules in order to create more effective writing.

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Key Points

Have participants try their hand at editing and revising this or another identified piece of social media. Have participants share their answers with the group. Debrief the activity by having participants discuss how the use of social media could be used in their classrooms to integrate the teaching of grammar rules, sentence structure, and organization.

Note: Josh Hutcherson is an actor who appeared in the "Hunger Games."

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Key Points

An important task that integrates both the reading and writing process is crafting a constructed response.

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Key Points

Have participants respond to the question. You may either have them brainstorm in groups and report out or do a group brainstorming where participants answer the question.

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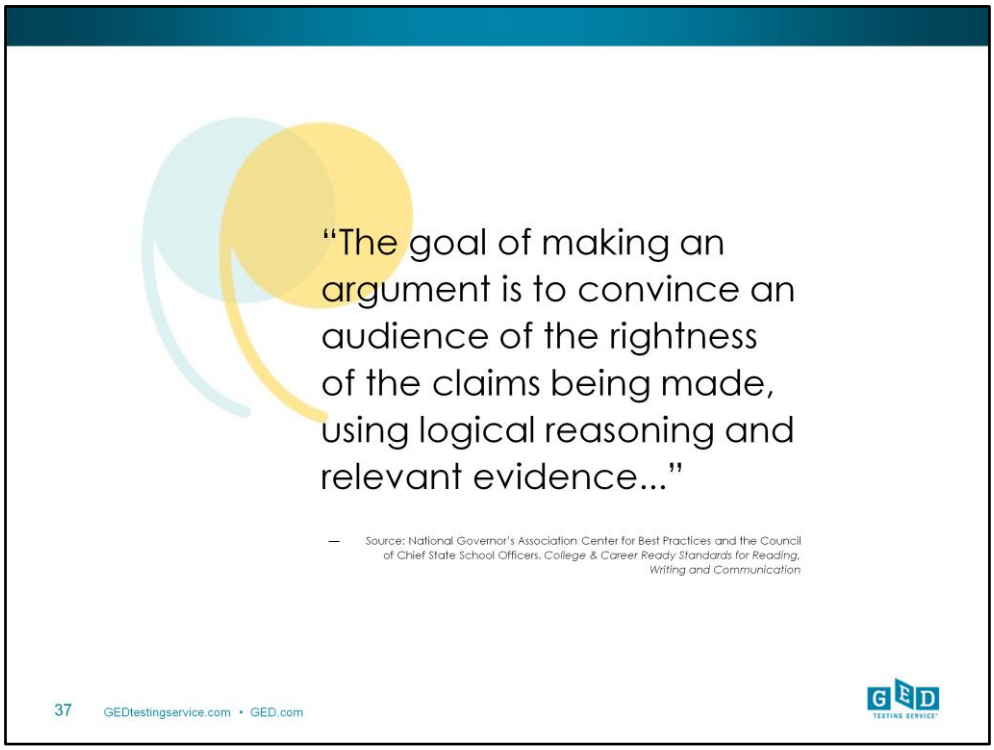

Key Points

"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." That is why using thinking routines is so important in the teaching of effective writing.

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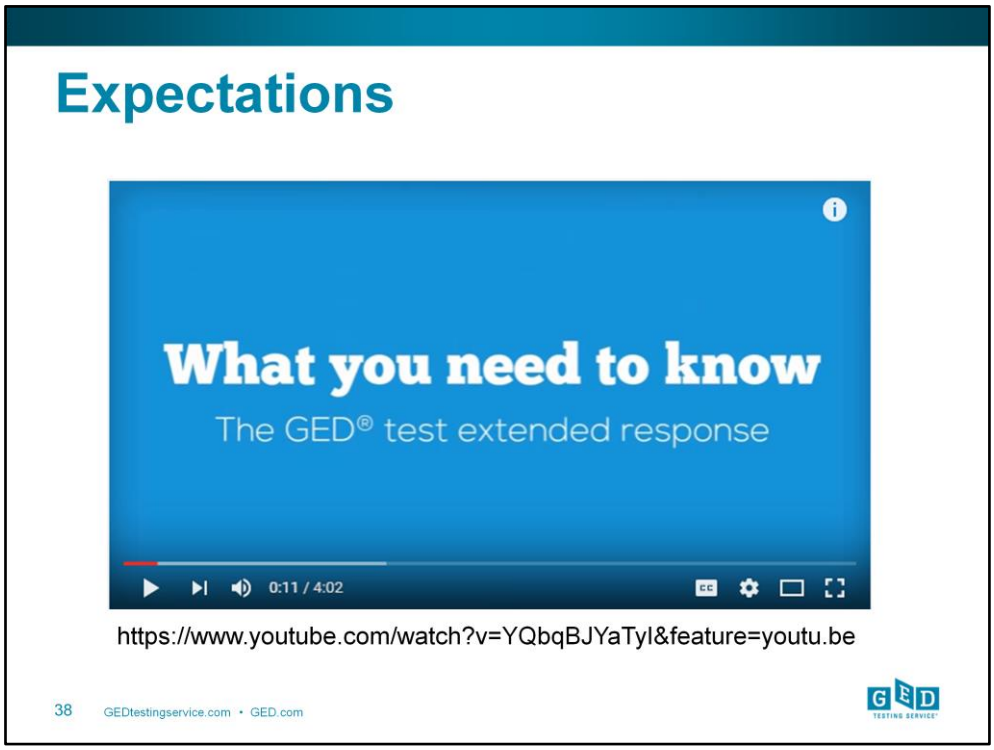

Key Points

But what is effective writing for the GED® extended response?

Show the video if there is time or briefly review the expectations as you lead into a quick overview of the rubric.

Note: URL for video is:
https://www.youtube.com/watch?v=YQbqBJYaTyI&feature=youtu.be

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First, look at the multi-dimensional scoring rubric – a quick review

Candidate responses will be scored based on three dimensions:

- Trait 1: Creation of arguments and use of evidence
- Trait 2: Development of ideas and structure
- Trait 3: Clarity and command of standard English conventions

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Key Points

Note: Provide a quick review of the rubric so that participants are aware that each RLA extended response is scored on three different traits. What the traits assess is the important factor for this workshop, as opposed to the actual scoring of writing samples. You want participants to understand the major components of each trait so that they can better see how each strategy is absolutely necessary in building effective writing.

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Trait 1

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	• generates text-based argument(s) and establishes a purpose that is connected to the prompt • cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) • analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)
1	• generates an argument and demonstrates some connection to the prompt • cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) • partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	• may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither • cites minimal or no evidence from source text(s) (sections of text may be copied from source) • minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)

Non-scorable Responses (Score of 0/Condition Codes)
Response exclusively contains text copied from source text(s) or prompt
Response shows no evidence that test-taker has read the prompt or is off-topic
Response is incomprehensible
Response is not in English
Response has not been attempted (blank)

- Develop the argument
- Cite relevant evidence
- Explain how the evidence is connected to the argument and why it is important

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Key Points

Trait 1 is the Analysis of Arguments and the Use of Evidence. Review the three major parts of this trait. Note that the first dimension requires the test-taker to identify the stance or claim. This means that an effective piece of writing is one where there is a strong, text-based argument, not one based on personal opinion. To support the text-based argument, relevant and specific evidence from the source must be cited and connected to the claim. Also, you will notice that this is not a writing summary. Rather, an effective writing sample is one where the test-taker has analyzed and/or evaluated the validity of the argument.

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Trait 2

Score	Description
Trait 2: Development of Ideas and Organizational Structure	
2	• contains ideas that are well developed and generally logical; most ideas are elaborated upon • contains a sensible progression of ideas with clear connections between details and main points • establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately • establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task • chooses specific words to express ideas clearly
1	• contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon • demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas • establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently • may inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task • may occasionally misuse words and/or choose words that express ideas in vague terms
0	• contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas • contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas • establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately • uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose • may frequently misuse words, overuse slang or express ideas in a vague or repetitious manner

Non-scorable Responses (Score of 0/Condition Codes)
Response exclusively contains text copied from source text(s) or prompt
Response shows no evidence that test-taker has read the prompt or is off-topic
Response is incomprehensible
Response is not in English
Response has not been attempted (blank)

- Provide fully developed ideas
- Use a structure that is logical and conveys message and purpose of the response
- Maintain formal style
- Use words to express ideas clearly

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Workbook – p. 9

Key Points

Trait 2: Development of Ideas and Organizational Structure. This trait states that effective writing needs to be well developed, with a sensible progression of ideas, a strong organizational structure, a formal style and tone, an awareness of audience and task, and use words that are specific in order to express their ideas clearly.

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Trait 3

Score	Description
Trait 3: Clarity and Command of Standard English Conventions	
2	• demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: 1) varied sentence structure within a paragraph or paragraphs 2) correct subordination, coordination and parallelism 3) avoidance of wordiness and awkward sentence structures 4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5) avoidance of run-on sentences, fused sentences, or sentence fragments • demonstrates competent application of conventions with specific regard to the following skills: 1) frequently confused words and homonyms, including contractions 2) subject-verb agreement 3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case 4) placement of modifiers and correct word order 5) capitalization (e.g., proper nouns, titles, and beginnings of sentences) 6) use of apostrophes with possessive nouns 7) 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.
1	• demonstrates inconsistent sentence structure; may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates inconsistent control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • may contain frequent errors in mechanics and conventions that occasionally interfere with comprehension; standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing.
0	• demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing. OR • response is insufficient to demonstrate level of mastery over conventions and usage

*Because test-takers will be given only 45 minutes to complete Extended Response tasks , there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 3.

Non-scorable Responses (Score of 0/Condition Codes)
Response exclusively contains text copied from source text(s) or prompt
Response shows no evidence that test-taker has read the prompt or is off-topic
Response is incomprehensible
Response is not in English
Response has not been attempted (blank)

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- Use varied sentence structure that provides a level of fluency in the response
- Demonstrate competency of conventions
- Limit errors in mechanics and usage by editing as needed

Workbook – p. 10

Key Points

The third trait of the rubric is Clarity and Command of Standard English Conventions. This trait covers such areas as varied sentence structure, conventions and mechanics.

Note: Instructors are often concerned about spelling errors. Remind them that all writings are considered on-demand, draft writing. Therefore, an effective writing sample may contain some errors in mechanics and convention or even spelling. Review the different types of standard English conventions that are covered.

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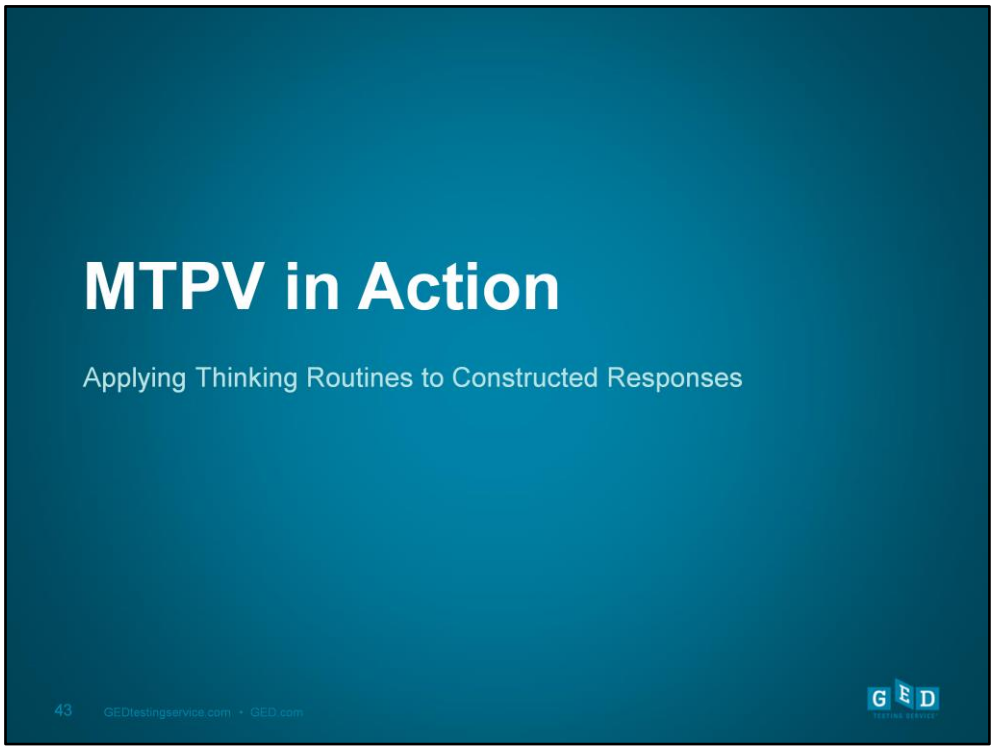

Key Points

MTPV in Action!

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From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	• 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	• 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	• Produce fewer ideas • Fail to organize their thoughts	• Develop multiple ideas • Organize their ideas
Draft/write	• 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	• 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	• 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	• Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

44 Workbook p.11 *The IRIS Center Vanderbilt Peabody College*

Key Points

Look familiar? We all have the struggling writer in our classrooms, as well as the successful writer. From the IRIS Center of Vanderbilt Peabody College comes this comparison of both. As we teaching the writing process, we need to ensure that our struggling writers are taught the skills and strategies necessary to become more successful writers. But, what is good writing?

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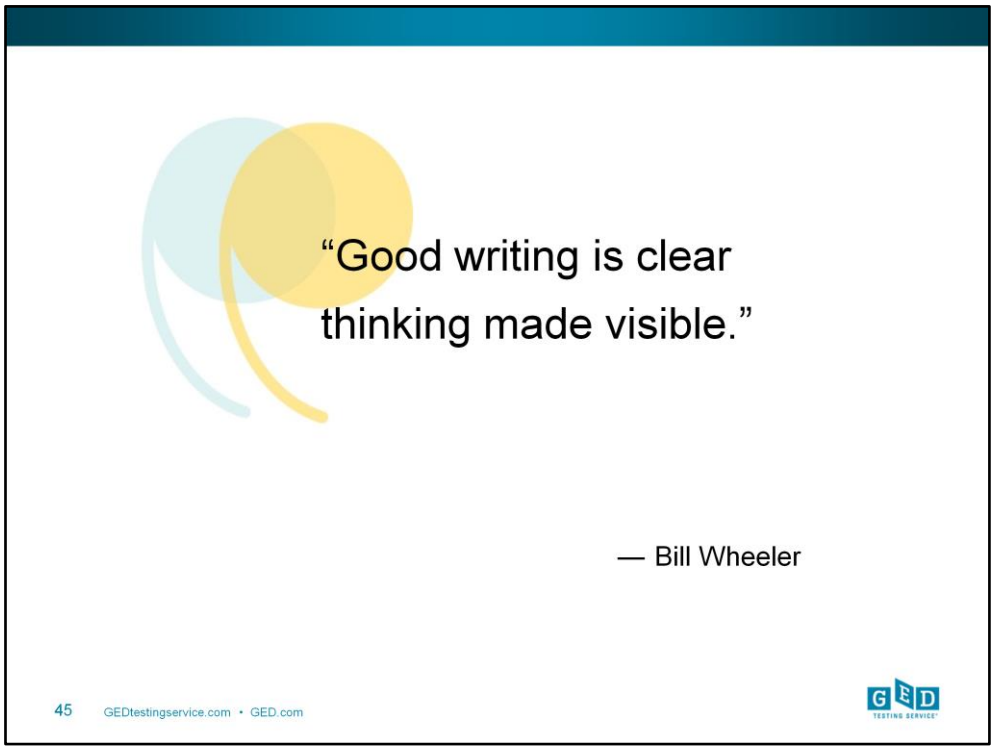

Key Points

Discuss the quote by Bill Wheeler.

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Use thinking routines

Tools for the Teachers – Habits for the Students

- Simple structures and tools that can be used across levels and content areas
- A way to advance understanding and provide ways to make thinking visible
- Patterns of behavior to help us use our minds in new situations

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Key Points

You may have noticed the word "visible" in Bill Wheeler's quote. What exactly is making one's thinking visible? The Harvard Project – Project Zero – focuses on the development of various routines to teach higher-order thinking skills.

What is a thinking routine? They are "tools for the teachers – habits for the students."

- Simple structures and tools used in one's learning to support thinking and that can be used across grade levels and content areas
- A way to advance understanding and provide ways to make thinking visible to students, their peers, and their teachers
- Patterns of behavior that we adopt to help us use our minds in new situations

Share with participants that as you work through teaching how to craft a constructed response, you will be using visible thinking tools.

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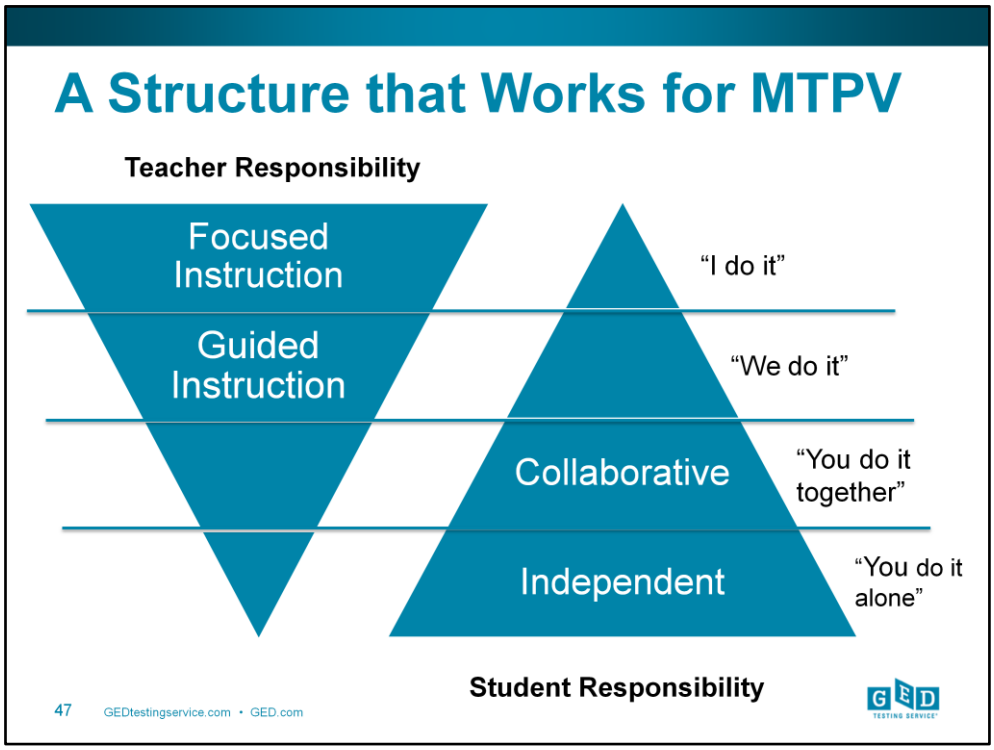

Key Points

So how do you structure visible thinking routines in your classroom in order to teach students to become more effective writers? How about gradual release? The gradual release model probably looks familiar. It's a structure that works very well for MTPV as the teacher starts out be modeling the thinking routine through his/her visible thinking process and then moves towards guiding the students as they do the routine together – continuing to visibly show their thinking processes. Then students work together in a collaborative fashion until students are comfortable in thinking through the process independently. The important thing is that the process be completed one step at a time. Too often we teach multiple steps in a routine which can be confusing and overwhelming to our students.

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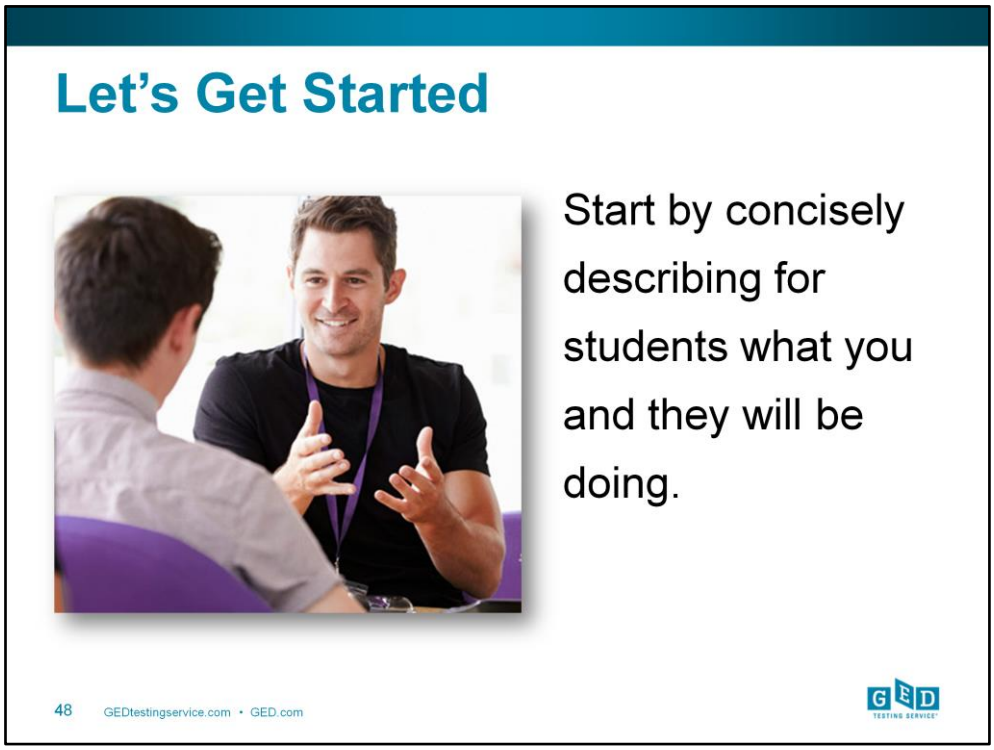

Key Points

So, how do we assist our students in becoming more effective writers? First, we need to identify and integrate thinking routines into teaching the writing craft and then make our own thinking visible to our students in the RLA classroom through scaffolding instruction. Just like in other types of instruction, we need to model what we are doing and ask ourselves purposeful questions as we go from modeling towards more independent work through the gradual release model.

Let's get started. Start by concisely describing for students what you and they will be doing. Model the scaffolded approach through sharing with students how you use thinking routines and graphic organizers in order to complete the process – one step at a time.

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One Step at a Time

- Analyze the prompt
- Closely read and interact with text
- Analyze/evaluate the evidence
- Plan/organize the essay
  - Craft a claim
  - Identify and connect evidence
  - Determine counterclaim/rebuttal
  - Craft a conclusion
- Write the draft - Put it all together
- Revise and edit
- Publish

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Key Points

Let's look at a step-by-step process for modeling how to craft an extended response. As we go through each of the steps, it is important to remember that this is a scaffolded process. Teaching the reading/writing connection process takes time. It cannot be taught in one day or even one week. Instead, it is important to teach students how to write more effectively one step at a time through the use of thinking routines.

Each routine will be shown to students through your visible thinking process and then released to students. It is important that as you model the process that you talk through how you think and what questions you ask yourself.

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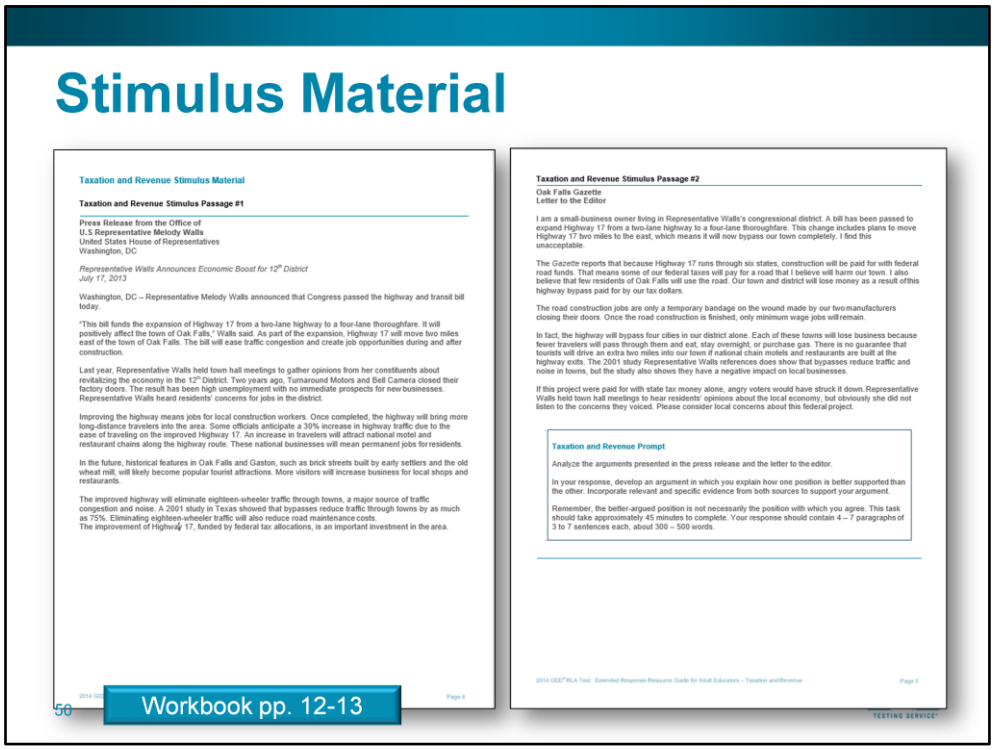

Key Points

For this activity, there are two source texts – one is a press release from the Office of U.S. Representative Melody Walls and the other is a Letter to the Editor from a local small-business owner.

Note: Have participants access these two source texts in their workbook.

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Read and Analyze the Prompt

- Question: *What does the prompt ask us to do?*
- As a class, let's read the prompt
- As we read, we identify the verbs in the prompt and what the verbs ask us to do.

The goal is for students to be able to unpack the prompt prior to reading the source texts.

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Key Points

Remember that when teaching each of these strategies, you will want to first model for your students each routine and then have them practice the routine with you until they are able to complete the task independently.

To get started with teaching argumentative writing, show students how you read and analyze a prompt.

Review the steps on the slide.

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Unpacking the Prompt – The First Step in Analyzing

Do	What

- What form of writing does the writing prompt require?
- What are the purpose(s) of the task?
- What information do I need to complete the task?
- What kind of details or arguments does the writing prompt suggest and would these points make good paragraphs?
- Who is the audience?
- How does the audience's expectations affect my writing style?

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Key Points

It is important that students understand the concept of analyzing a prompt. One routine is to use *Do/What* to unpack a prompt. However, before this type of strategy is effective, students also need to understand what the verbs of the prompt are asking them to do. Students need to keep in mind:

- What form of writing does the writing prompt require?
- What are the purpose(s) of the assignment?
- What information do I need to complete the task?
- What kind of details or arguments does the writing prompt suggest and would these points make good paragraphs?
- Who is the audience?
- How does the audience's expectations affect my writing style?

Often, students do not understand what term "analyze" means. It is important that they are both able to analyze a prompt, as well as the source texts.

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Unpacking the Prompt

Analyze the arguments presented in the press release and the letter to the editor.

In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete. Your response should contain 4 – 7 paragraphs of 3 to 7 sentences each, about 300 – 500 words.

Do	What
Analyze	Arguments presented in texts
Develop	Argument
Explain	How one position is better supported
Incorporate	Relevant and specific evidence from both sources
Take	About 45 minutes

Key Points

Model for students how they should identify each verb and then identify the phrase to which it refers in this sample prompt.

For example, the first verb in this prompt is “analyze.” Analyze what? The writer needs to analyze the arguments presented in the source texts. Next, the writer needs to understand that they are to “develop.” Develop what? An argument. Explain. Explain what? How one position is better supported. Incorporate. Incorporate what? Relevant and specific evidence from both sources. Finally, test-takers are to take. Take what? About 45 minutes to complete the task.

Unpacking a prompt helps students to set the stage for reading the source texts, as well as writing their extended response.

Note: This slide provides a blank “Do-What” template when you click and then provides a completed template when clicked again.

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Research basis

G. Hillocks (2010) points out that "in reality, **good argument** begins with looking at *the data that are likely to become the evidence in an argument* and that gives rise to a thesis statement or major claim."

Hillocks, G. (2010) *Teaching argument for critical thinking and writing: An introduction.* English Journal 99(6) 24-32

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Key Points

The next thinking routines approach how to teach students to find evidence and to create a thesis statement/claim.

G. Hillocks (2010) points out that "many teachers begin to teach some version of argument with the writing of a thesis statement [but] in reality, good argument begins with looking at *the data that are likely to become the evidence in an argument* and that gives rise to a thesis statement or major claim." So, let's look at how to teach students to "interact with text."

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Modeling – Citing the Evidence

- Question: *Will the highway and transit bill be beneficial?*
- As a class, we will read *the two stimulus items.*
- As we read, we will highlight in yellow (or underline) the evidence that supports the benefits of the highway and transit bill. We will highlight in blue (or circle) the evidence supporting that the highway and transit bill will be detrimental.

The goal is for students to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Key Points

The next routine is to be able to read and interact with the stimulus items. This is integrating close reading into the process.

Review the steps on the slide.

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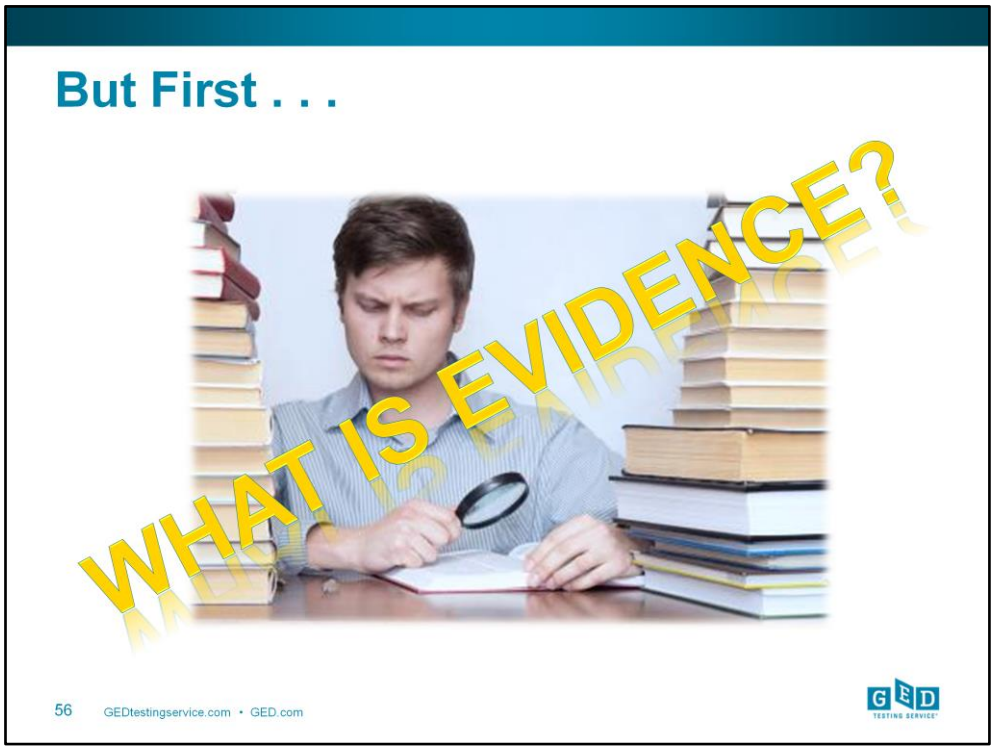

Key Points

But before students can find evidence in source texts, they must understand what evidence is.

Note: You may wish to have participants provide a definition of evidence or brainstorm a list of the different types of evidence.

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Different Types of Evidence

Type of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos.

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Workbook p. 34

Key Points

Discuss that evidence is more than just facts and stats.

Share the different types of evidence and definitions on the chart. Discuss why this makes a difference in analyzing text and developing a claim as students read the source texts to find evidence.

Review the different types of evidence and definitions on the chart.

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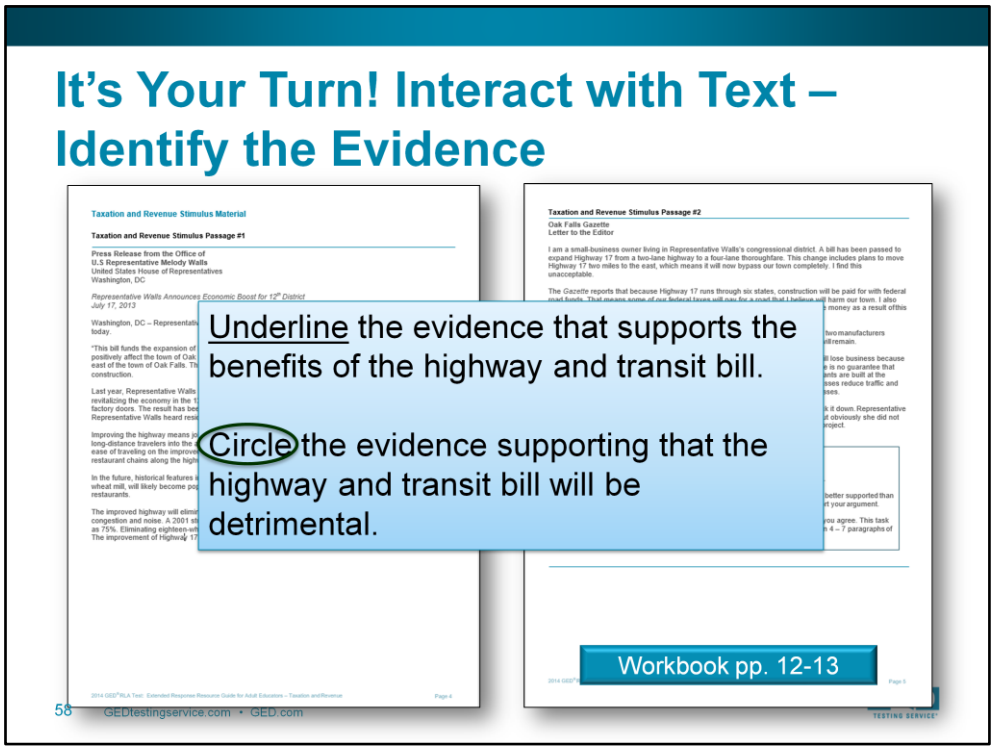

Key Points

Have participants read the two source texts and identify the evidence. Have participants underline the evidence that supports the benefits of the highway and transit bill and circle the evidence supporting that the highway and transit bill will be detrimental.

Have participants share some of the evidence that they found in each of the source texts.

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Interact with Text – Analyze

Purpose/Context	What is the text about? What type of text is it? What overall purpose does the text serve?
Author	Who is the author of the text? What qualifies him/her to write on this subject?
Audience	Where does the text appear? What does the author expect the reader to do or think based on the argument/information presented?
Proof/Evidence	What type of evidence is provided? Is more than one type of evidence provided? Is evidence provided for both sides of an argument?
Organization/ Structure/Style	What is the organization of the text? What is the tone? What type of sentence structure/complexity, figurative language, rhetorical questions are used?

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Key Points

Share with participants that although they just interacted with the text by identifying the evidence, they also analyze the text in other ways. Discuss that as they read they probably asked themselves questions about the text, such as those on the slide. Reinforce that in the classroom, they will want to model interacting with text in order to analyze what is being said as well as interacting with the text to identify the different types of evidence. Students often have difficulty in analyzing instead of summarizing text.

Note: You may wish to debrief by having participants answer the questions on the PowerPoint.

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Modeling – Analyzing and Evaluating

- Question: Will the highway and transit bill be beneficial?
- As a class, we will list the evidence that supports the bill and the evidence that is against the bill.
- *Then, we evaluate the evidence to determine which side is better supported.*
- *Finally, we will determine "why" one side is better supported than the other.*

The goal is for students to be able to analyze and evaluate evidence in order to develop a strong claim.

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Key Points

Ok, now that we have looked closely at types of evidence, it's now time to continue to analyze and evaluate all of the different evidence that has been located. One way is to use a graphic organizer so that we can easily see the evidence that supports the bill and the evidence that does not support the bill. Then we will be able to evaluate the evidence to determine which side is better supported and why.

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Analyze and Evaluate the Evidence

Both Sides Now		
Evidence that Supports	Question or statement Which position is better supported?	Evidence that Opposes
Decision (Claim)		
Reasons (Analysis/Evaluation)		

Now, I will . . .

- List the evidence that supports
- List the evidence that opposes
- Evaluate the evidence
- Select the position that is better supported

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Workbook p. 14

Key Points

I think that for this step, I will use a graphic organizer. It's an easy way for me to analyze and evaluate the evidence. On one side I am going to write in evidence that supports the building of the new road. (Share some of the ideas.) On the other side, I will identify evidence that opposes the building of the new road. (Share some of the ideas.) I notice that some of my evidence uses facts or statistics. However, some of the evidence is also anecdotal and uses logical reasoning, such as the fact that a new road will bypass the town and harm the town economically.

Have participants complete the graphic organizer. You may wish to have the organizer in Word format on the screen so that you can debrief the activity by typing in their answers. At this time, have participants only complete the evidence section.

Note: This slide provides a blank Both Sides Now template. The completed template appears when clicked.

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Analyze and Evaluate the Evidence

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
Will ease traffic congestion		Will bypass town and harm it
Will create jobs		Road paid for with federal funds
Improving highway means jobs for construction workers	**Which position regarding the building of a new road is better supported?**	Few residents will use road
Will bring more long-distance travelers to area		Will lose money because of bypass
30% increase in traffic that won't impact city roads		Construction jobs are only temporary
Will attract national motel and restaurant chains		Minimum wage jobs will remain
Will eliminate truck traffic through city by as much as 75%		Highway will bypass four cities in one district, so fewer travelers will stop in the cities
Will reduce road maintenance costs		2001 study shows bypasses have negative impact on local businesses
Representative held town meetings		Representative did not listen to local concerns in her town meetings

Now, I will . . .

- List the evidence that supports
- List the evidence that opposes
- Evaluate the evidence
- Select the position that is better supported

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Workbook p. 14

Key Points

I think that for this step, I will use a graphic organizer. It's an easy way for me to analyze and evaluate the evidence. On one side I am going to write in evidence that supports the building of the new road. (Share some of the ideas.) On the other side, I will identify evidence that opposes the building of the new road. (Share some of the ideas.) I notice that some of my evidence uses facts or statistics. However, some of the evidence is also anecdotal and uses logical reasoning, such as the fact that a new road will bypass the town and harm the town economically.

Have participants complete the graphic organizer. You may wish to have the organizer in Word format on the screen so that you can debrief the activity by typing in their answers. At this time, have participants only complete the evidence section.

Note: This slide provides a blank Both Sides Now template. The completed template appears when clicked.

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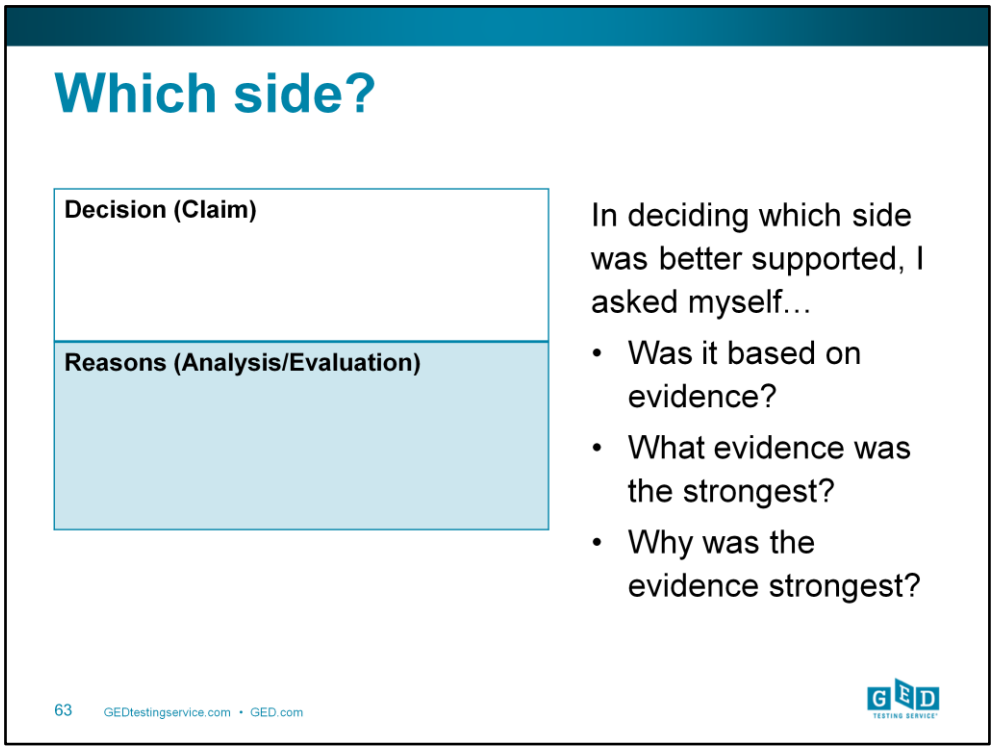

Key Points

There is a lot of evidence for both sides of the argument. As you look at both sides, which side do you feel is better supported? At your tables, identify which side you feel is better supported and write your decision. Next, provide reasons why you selected that side.

Note: Have participants share their decisions with the group. The next two slides provide samples of claims for both sides which can be used to support the classwork

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What reasons led to your decision?

Decision (Claim)
When comparing the two positions, Representative Walls has the better supported position.

Reasons (Analysis/Evaluation)
The press release provides a stronger argument because it provides more factual and valid evidence instead of opinions.

In deciding which side was better supported, I asked myself…

- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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Key Points

When teaching this process, you will first want to show students how you can take either side of the argument. Students often think that one side is better than the other and often ask, "Which side is right?" It is important for students to understand that either side can be better supported – it's all in how the side is "argued with evidence."

A sample script to use for your modeling could be as follows - There is a lot of evidence for both sides of the argument. However, now it's time for me to evaluate which side is better supported. When I compare the two positions, I feel that Representative Walls' press release has the better supported position. The reason for my decision is that the press release provides more factual and valid evidence. The writer of the letter to editor provides a lot of personal opinions and does not back up each opinion with factual evidence. Also, the studies done at a national level seem to be stronger evidence than the evidence provided by a local business owner who does not want the road built. I ask myself the following questions about my decision: Was it based on evidence? What evidence was the strongest? Why was the evidence the strongest? I can provide answers to each; therefore, I will be able to support my claim when I am writing.

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Or I could take the other side . . .

Decision (Claim)
When looking at both arguments, the writer of the letter to the editor has the better supported argument.

Reasons (Analysis/Evaluation)
The letter to the editor provides a stronger argument because the writer is a resident and more credible and uses more factual evidence.

In deciding which side was better supported, I asked myself…

- Was it based on evidence?
- What evidence was the strongest?
- Why was the evidence strongest?

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Key Points

Sample script for modeling the "other side" - Let's try making a decision and providing reasons based on the other side of the argument. This writer is going to decide that the writer of the letter to the editor has the better supported argument. Why? The letter to the editor provides a stronger argument because the writer is a resident and more credible and the writer uses more factual evidence. This decision (claim) and reasons for the decision would require that this writer use factual evidence that a resident would use to support his/her side of the argument. It is important that students understand that either side of an argument can be used. There is no one "right" answer. Have students practice taking "both sides" of an argument and supporting it with evidence. Remember, the "universe of evidence" only exists in the two positions or two source text(s).

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Now I'm ready . . .

Claim	States what is being argued and what points are being made. An effective claim is debatable, narrow enough to deal with in a writing, and has valid evidence to support it.
Evidence	Supports the claim; not personal opinions, but, information from reliable sources (texts).
Bridge	The logical connection between the evidence and the claim - explains how the pieces of evidence are connected to the claim.
Counterclaim	A claim that negates or disagrees with the claim.
Rebuttal	Evidence that negates or disagrees with the counterclaim.
Conclusion	Closes the essay and once more attempts to convince the reader that the claim is the best position on the issue.

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Workbook– pp. 30-49

Key Points

Bring the process together by sharing with participants that through thinking routines, they have now analyzed the prompt, closely read the source texts, identified evidence, and determined what side is best supported. What is left? To put the different parts of an effective response. Discuss the parts of effective argumentative writing.

Sample modeling script - Ok, now that I have identified evidence and determined which side is best supported, it's time to put together the different parts of an effective constructed response. I know that I will need to better craft my claim – what is being argued and what points are being made. Because I have analyzed the evidence prior to writing my claim, I am better able to develop the claim based on the evidence from the source texts, rather than what I may think. Then I will need to identify the evidence that I want to use, as well as determine how each piece of evidence connects to the claim. I know that for every position, there is an opposite position, so I will want to have a counterclaim and a rebuttal to the claim. Finally, I will want to write a conclusion that convinces the reader that the claim is the very best position on the issue.

Note: All resources/templates for the following section are located on pages 29-48 of the workbook. Be sure to emphasize that by having students complete the pre-work of analyzing the evidence before writing a claim, they are less likely to make the "better supported" decision from a strictly personal viewpoint.

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Key Points

Continue to work through the process to show participants how you make your thinking processes visible and how to implement these routines in the classroom.

Note: You may wish to have participants apply some of the routines if you have additional time. For a half-day workshop, it is recommended that you "walk through" the process due to time constraints.

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Just use the decision and reasons from *Both Sides Now*!

Decision (Claim)
When comparing the two positions, Representative Walls has the better supported position.

Reasons (Analysis/Evaluation)
The press release provides a stronger argument because it provides more positive and factual evidence.

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Key Points

To develop the claim, students can simply use the decision and reasons from Both Sides Now. It provides the claim and the reason for the claim. All students need to do is combine. Let's look at creating a claim for the pro side.

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Write Your Claim and Evaluate

The assertion you are making + The reason you are making it = Claim

While both sides make an acceptable case, Representative Walls provides a stronger argument for the road construction bill because the press release provides more factual and valid evidence.

- Is it debatable?
- Is the focus narrow enough for the writing required?
- Does it establish the argument?
- Is it valid?

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Key Points

So my claim will be: "Representative Walls provides a stronger argument for the road construction bill because the press release provides more factual and valid evidence.

Let's see if that works. I need to ask myself:

- Is the claim debatable?
- Is the focus narrow enough?
- Does it establish the argument?
- Is it valid?

I think it works. I know that I have lots of factual evidence supporting this side so it should be easy to support. So on to the next step – identifying the evidence that I want to use and then connecting it to my claim.

Note: You may wish to have participants craft a claim for the "other side" as well.

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Problems with Claims? Incorporate Writing Frames

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____ because _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____ because _____.

Looking at the arguments regarding _____, it is clear that _____.

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Key Points

Explain that often students have difficulty in writing a claim. One way to help students hone their skills at writing claims is to use writing frames. This allows the students to focus on the elements from the text that highlight the claim.

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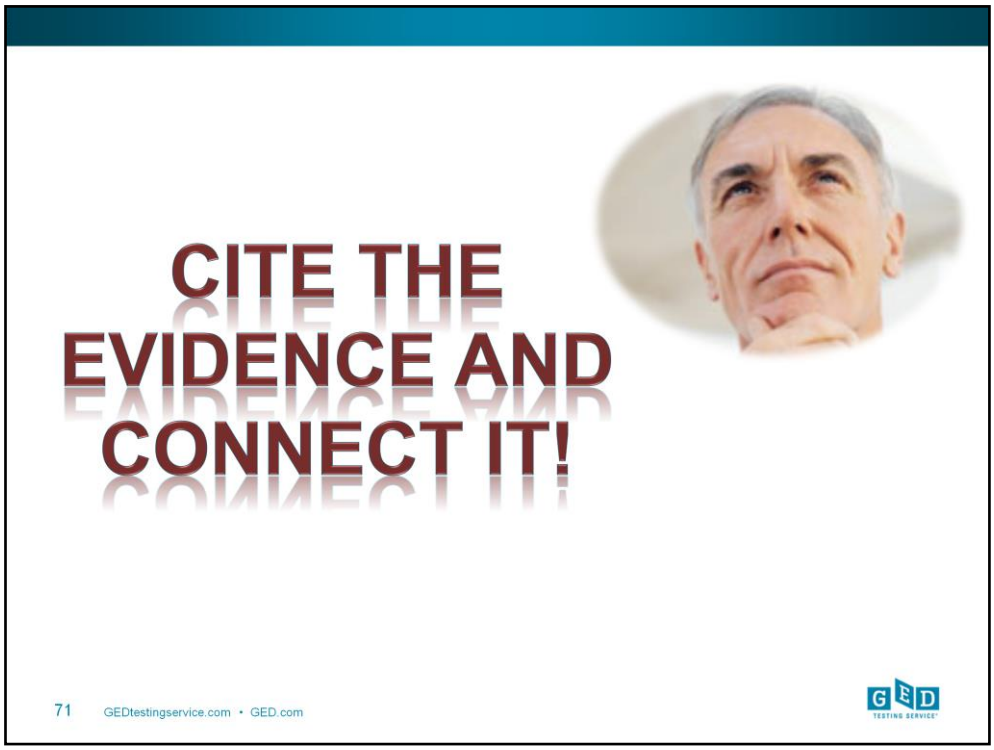

Key Points

I have lots of evidence listed on Both Sides Now, but how do I identify which evidence to use and then connect each piece to the claim?

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Cite and Connect

Evidence (Cite)

- Supports the claim
- From the text
  - Quotation
  - Paraphrase
  - Summary

Bridge (Connect)

- Explains how the evidence connects to the claim

Remember, there are different types of evidence!

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Key Points

First I need to make sure that each piece of evidence that I use supports the claim and is from the source texts. I know that I need to use multiple pieces of evidence, so I want to make sure that I select strong evidence that connects to the claim. The connection is often referred to as the bridge or warrant. I also need to decide whether I will use a quote, paraphrase the evidence, or summarize what the evidence says (not a summary of the two points of view). Quotes can be useful, but I don't want to use too many – only if they are really needed. I want to show that I can draft "original text" for my writing sample. I also want to focus on factual and valid evidence because that is an important part of my claim.

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State – Cite – Explain

After you read and find the information from the text that will help you to develop your claim, you will use the graphic organizer entitled: *State, Cite, Explain.*

Question	State	Cite	Explain
Is the highway and transit bill beneficial?	The bill will prove advantageous because the research provides strong arguments supporting it.	"Improving the highway means jobs for local construction workers and for workers after the road is completed."	Although the construction jobs are temporary, the road expansion will bring in more tourists and new businesses which will provide local people with long-term job opportunities and lower the unemployment rate.

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Key Points

One thinking routine that will be useful in citing my evidence is "State, Cite, Explain". When I use this tool, I first need to write down the question that I will be answering. The question is: "Is the highway and transit bill beneficial?" Next, I need to state my claim, the idea that I have about the text. So, I will write in "The bill will prove advantageous because the research provides strong arguments supporting it." This shortened version of my claim tells me the type of evidence that I need to find.

Now I need to find a piece of evidence from the text. Maybe I will use a quote or may I will paraphrase or summarize the evidence. I think I'll look back at my organizer "Both Sides Now." One piece of evidence is that the bill will "provide immediate jobs to construction workers and will decrease unemployment both while the highway is being built and after the highway has been completed." Ok, let me see how this works. First, the question – Is the highway and transit bill beneficial? From the reading, I know that "the bill will prove advantageous because the research provides strong arguments supporting it. By improving the highway there will be new jobs for both construction and jobs after the road is completed. Although the construction jobs are temporary, the other jobs, such as those from new businesses, will be long-term and will definitely lower the unemployment rate.

Note: This slide has each segment of the graphic organizer come in as you click.

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Cite the Evidence

Evidence

Oak Falls has a high unemployment rate due to the closing of two large employers.

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Key Points

Ok, that wasn't so difficult. If I practice using the "State, Cite. Explain" routine enough, I will be able to more easily identify both the evidence that I want to cite. I can eventually think about the evidence and the warrant/bridge more easily. Let's see, the press release said that Oak Falls has a really high unemployment rate because of the closing of two large businesses that employed a number of people.

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Explaining and Connecting the Evidence

Connected Evidence

One example of the pro column's stronger argument is the explanation that new the improved highway can have long term benefits, **because the completed highway will lead to new, national businesses coming to the Oak Falls area and that will lessen the unemployment rate that is devastating to the town.**

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Key Points

Then all I need to do is connect the strong and valid evidence to the claim. New roads create new jobs which lessens unemployment in the area.

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Cite the Evidence

Evidence

. . . federal tax dollars pay for the road, as it will incorporate six different states . . .

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Key Points

Ok, that wasn't so difficult. Let's try it again. Let's see, it says that federal tax dollars pay for the road, as it will incorporate six different states, therefore eliminating this particular state's ability to strike the bill down.

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Explaining and Connecting the Evidence

Connected Evidence

. . . federal tax dollars pay for the road, as it will incorporate six different states . . .

This means that residents and business owners did not have a say in this bill even though the local small business owner would be more credible than a representative who does not reside in the area

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Key Points

Let's connect it. Because federal tax dollars pay for the road and that means six different states are involved in the decision, residents and business owners did not have much say in this bill. Local residents understand what a road bypassing their town will mean to their business community. Thus, the local business owner is more credible than a representative who does not live in the local area.

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THE COUNTERCLAIM AND REBUTTAL

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Key Points

There are always “two sides” to an argument.

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For every claim, there is a counterclaim and rebuttal

Counterclaim	Rebuttal
• One might object that . . .	• Nevertheless
• It might seem that . . .	• But
• According to the research . . .	• However
• Admittedly . . .	• Otherwise
• Of course . . .	• On the contrary
• Although . . . , there is evidence to support . . .	• In contrast
• The other side states that . . .	• On the other hand
	• Although . . . , research supports . . .

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Key Points

I know that for every claim, there is a counterclaim. All I have to do is think about a current issue. It seems that there are always two sides. In fact, if I know the words of counterclaims and rebuttals, it should be easy to incorporate the counterclaim/rebuttal into my essay.

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Counterclaim and Rebuttal

The letter to the editor argues that the jobs created will be temporary or will provide poor salaries. **However**, the author of the letter to the editor provides no evidence or factual backing to support her claim.

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Key Points

All I need to do is put in a piece of evidence from the opposing side and then, using a word from the list of words that indicate a rebuttal, add a piece of evidence from the side better supported.

The author of the letter says that the jobs created will be temporary or will provide poor salaries. She talks about how when the factory was open, people were making great salaries. How do I provide a rebuttal to this statement? Well, when I look at the letter, I notice that the writer provides no evidence or facts that back up what she says. Ok, I use a word from the list to create the rebuttal. *However,* sounds like a good word to use. So my counterclaim and rebuttal will read like this: The letter to the editor argues that the jobs created will be temporary or will provide poor salaries. However, the author of the letter to the editor provides no evidence or facts to support her claim.

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Where Are Students Likely to Get Stuck?

- Identifying different types of evidence
- Determining the best supported argument
- Providing a rationale for why the argument was best supported
- Bringing in "outside" information through evaluation of why evidence connects
- Opting for personal opinion not reasoned judgment

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Key Points

Discuss where students are likely to get stuck in the process thus far. Ask participants if their students have other places that they get stuck during the planning and organizing process.

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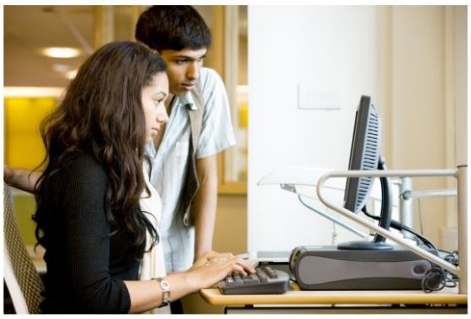

NOW IT'S TIME TO WRITE!

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Key Points

Now it's time to write.

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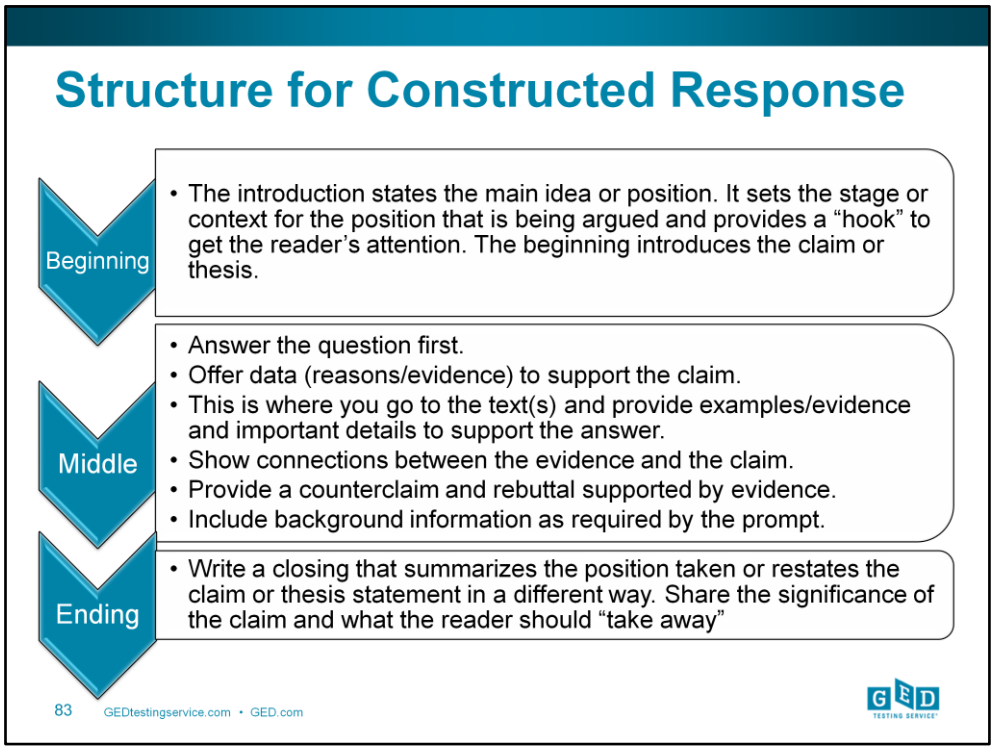

Key Points

So now that we have all of the parts of argumentative writing, what is the structure? I know that effective writing has a beginning, middle, and ending.

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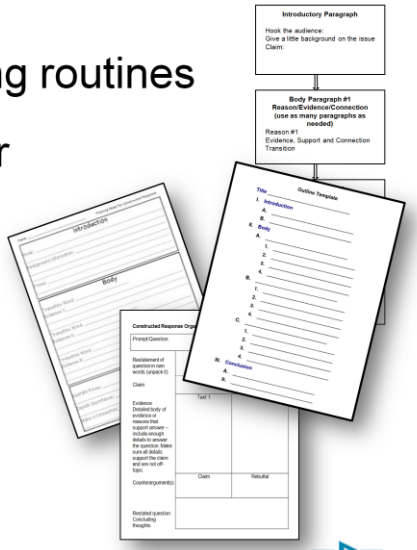
Model: Organizing and Drafting Routines

Sample organizing/drafting routines

- Use a graphic organizer
- Apply an outline
- Create a draft



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Key Points

But, how do I get started putting all of the pieces together? Do I need an organizer? Do I need to outline my content? Can I integrate the claim, evidence and connections, counterclaim and rebuttal into an essay format?

Model for students how you organize the information and then draft your extended response. The type of graphic organizer or outline process that you use will depend upon how you write and what is most effective for your students.

Show participants the different types of graphic organizers in the workbook and briefly discuss how they are used.

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Model: Organizing and Drafting Routines

Claim	While both sides make an acceptable case, Representative Walls provides a stronger argument for the road construction bill because the press release provides more factual and valid evidence.
Evidence and Support	Highway expansion will produce more jobs. Transit bill will provide immediate jobs to construction workers. Increase in travelers will attract national motel and restaurant chains which will result in more job opportunities to residents of the town. An improved highway will eliminate 18-wheeler traffic through town. This will result in less traffic congestion and noise. Less truck traffic will mean less road maintenance for the town.
Counterclaim and Rebuttal	Road bypass will harm local businesses because travelers will not have to come through town. Letter says that bypass would harm local businesses because travelers would not travel the extra distance. However, she provides no evidence to support her concerns.
Conclusion	There are always concerns when a new road is built; however, Walls argued a better, evidence-supported stance that benefits everyone, rather than just one group of people.

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Key Points

But, how do I get started putting all of the pieces together? Do I need an organizer? Do I need to outline my content? Can I integrate the claim, evidence and connections, counterclaim and rebuttal into an essay format?

Share with participants that before they write their draft, they should make sure that they have a claim/introduction, appropriate evidence and support, a counterclaim and rebuttal, and a conclusion (a take away of why the reader should agree with the writer's position).

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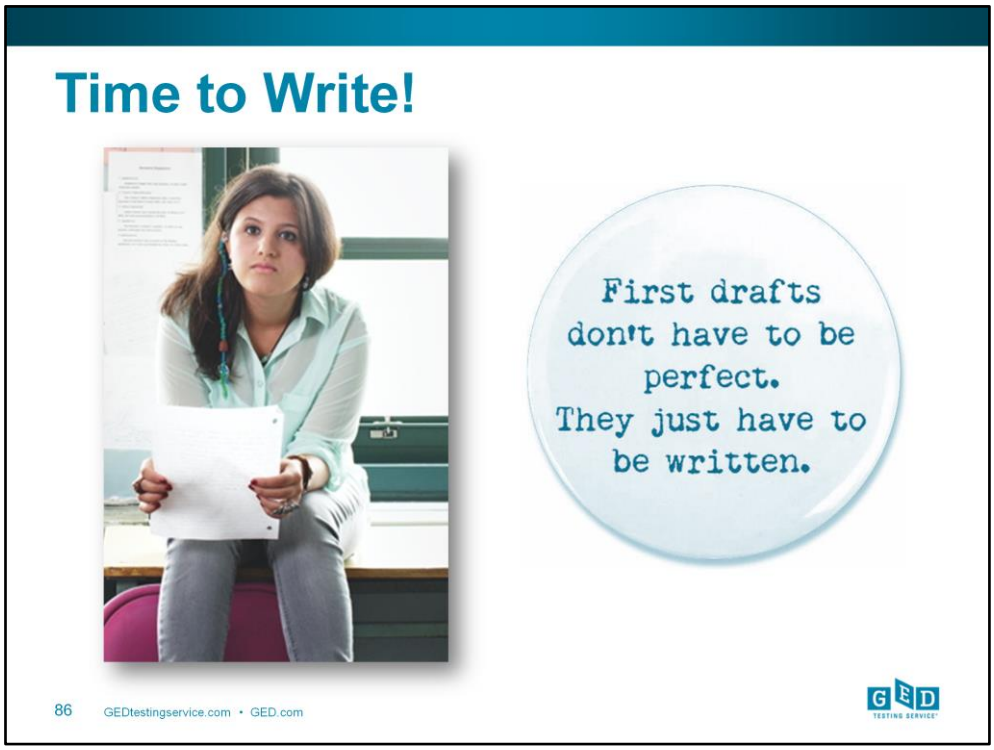

Key Points

Ok, now it's time to write. I have completed a close reading, I have analyzed and evaluated the evidence in order to write a good claim. I have all of the different parts of my constructed response. My first draft may not be perfect, but it gives me a start. So, let me get started.

This is an important step to model for students. Students need to see how you use the different planning tools in order to craft your paragraphs. You will want to leave some errors in your writing that you will work on during the revision and editing stage. Students often think that our first drafts are perfect and that we do not revise and edit our work.

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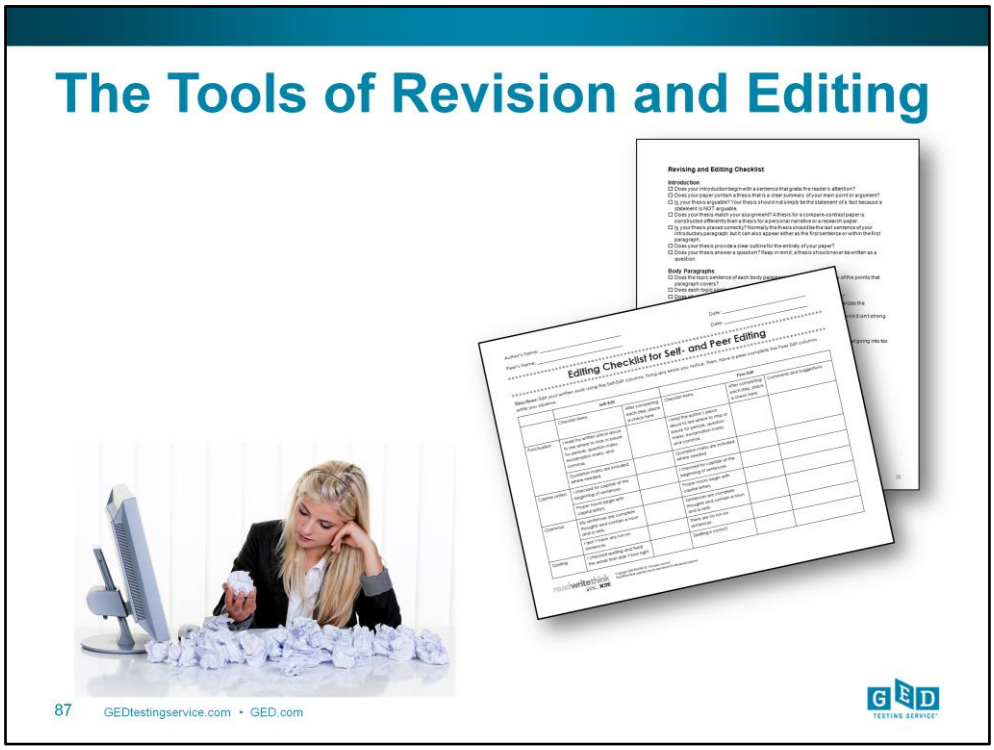

Key Points

Now, I need to make sure that I reread my writing and look to see if there are ways to revise what I have said. Also, I need to make sure that I correct any errors. Maybe I'll use a checklist to make sure that I have revised and edited appropriately.

I know that a few moments in revising and editing can make a big difference in my writing. Sometimes I make errors that could be easily corrected. Or, I may need to move or delete words or sentences. It's all about rereading my essay one more time.

Share with participants the sample editing tools in the workbook.

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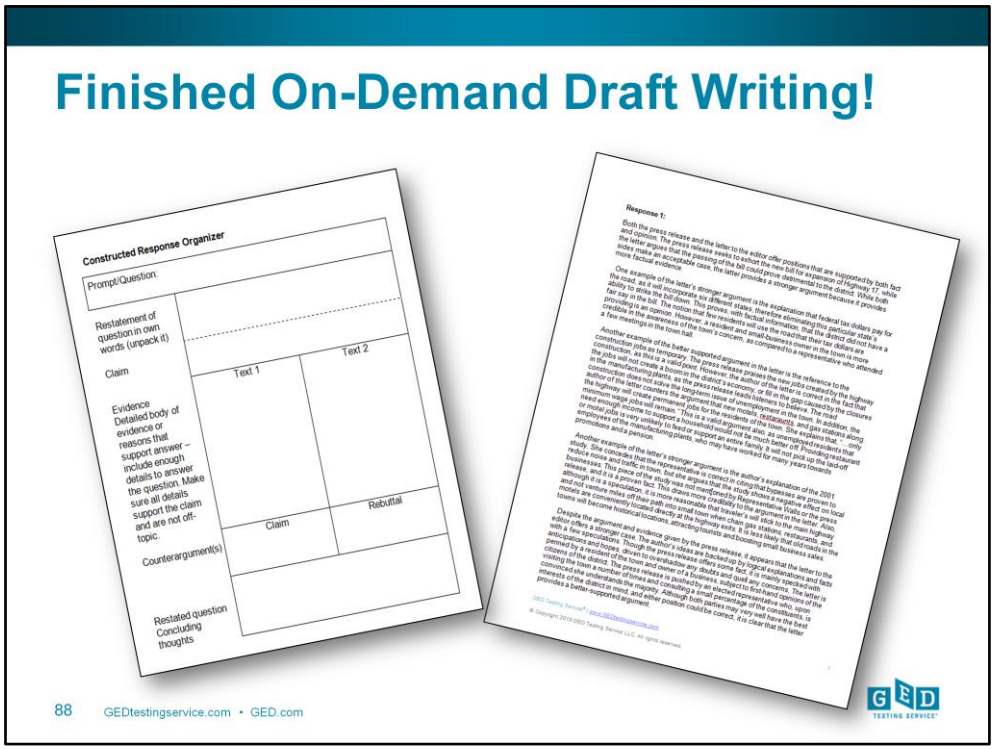

Key Points

Finally, Finished On-Demand Draft Writing!

The important thing when teaching students to write a constructed response is for them to be able to effectively apply each of the steps through the use of thinking routines.

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But What If My Students Don't Write at a "Two" Level?

Workbook– p. 15

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Key Points

It is very important that students see effective writing so that they can model their writing on what effective writing looks like. However, in our classrooms, we often need to first strive to get our students to writing at the 1-1-1 level.

Have participants read the sample writing in the workbook.

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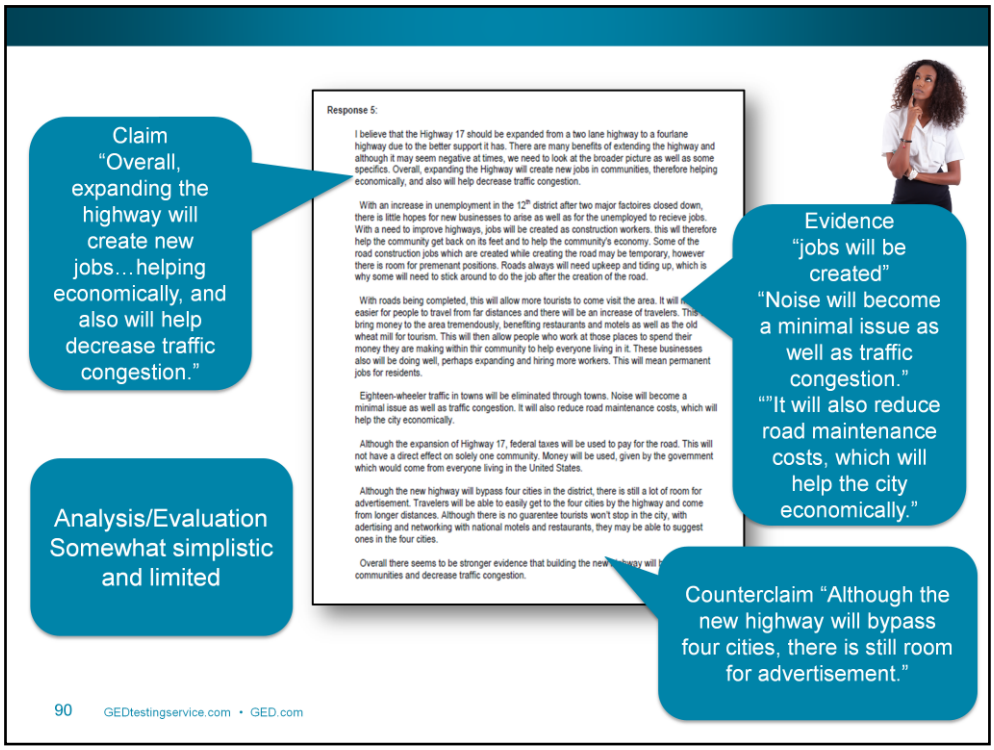

Key Points

Debrief the reading by discussing how the writing sample addressed the different traits.

Trait 1: It is evident that this writer analyzed the issue, as he/she states that "the highway should be expanded . . . Due to the better support that it has." The test taker then provides the claim in the first paragraph, when he/she states that "Overall, expanding the highway will create new jobs…helping economically, and also will help decrease traffic congestion."

The test taker even revisits the claim in the last paragraph, stating that "Overall, there seems to be stronger evidence that building the new highway will help communities and decrease traffic congestion.

The writer supports these two reasons (help communities and decrease traffic congestion) by referencing portions from the source text that discuss those topics and then analyzing the argument.

To support the reason for the expansion, the writer proposes solutions to the problems from the opposing view *(Although the new highway will bypass four cities, there is still room for advertisement).*

As you read through this sample, you will notice that the analysis and evaluation of the issue is somewhat simplistic and limited. Instead of connecting the evidence to a more sophisticated claim and providing connections from the evidence to the claim, the writer often provides only evidence directly from the text.

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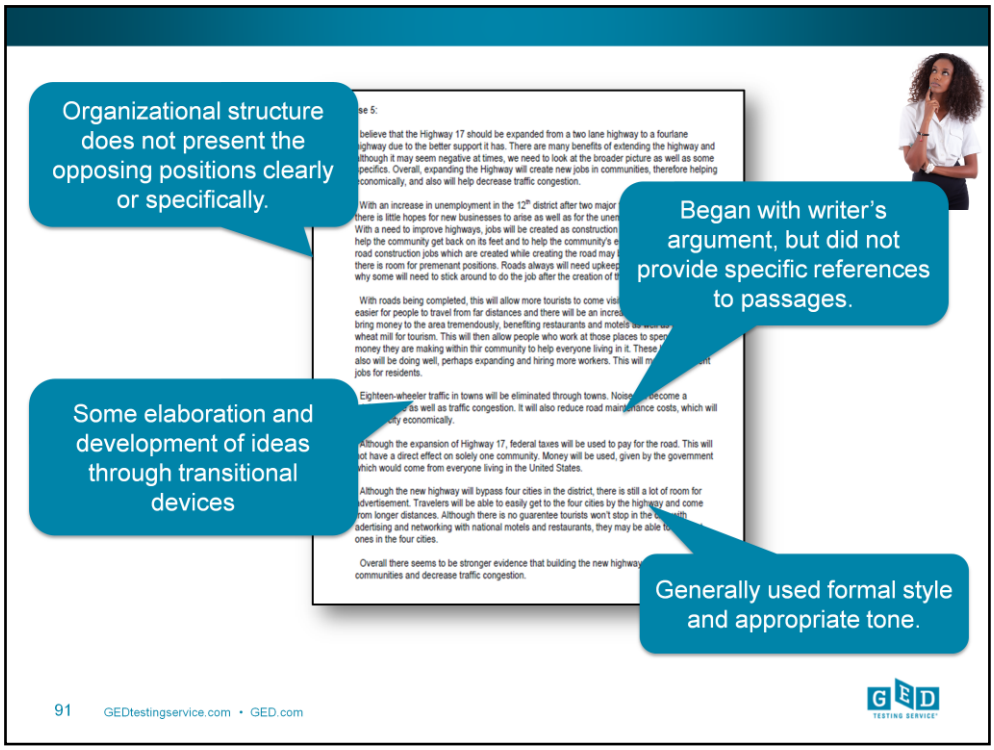

Key Points

Trait 2: Ok, but it is also important that the test taker provide fully developed ideas and use a structure that is logical and conveys the message and purpose. We also know that effective writing uses words to express ideas clearly and maintains a formal style.

What do you think of how the writer approached these skills? As I read this essay, I notice that the response begins with a statement of the writer's argument (*I believe that the Highway 17 should be expanded…due to the better support it has*), but without specific reference to either of the passages. In fact, the writer does not mention either Rep. Walls or Alice Jenkins in the response. Following the introduction, the response is organized into paragraphs, each of which addresses an aspect of the topic under consideration. Within the paragraphs, there is some elaboration of ideas and some use of transitional devices (*This will then allow…*). However, overall the structure does not present the opposing positions clearly or specifically, making the response only partially effective at conveying the writer's message. Therefore, this response earns a score of 1 for Trait 2.

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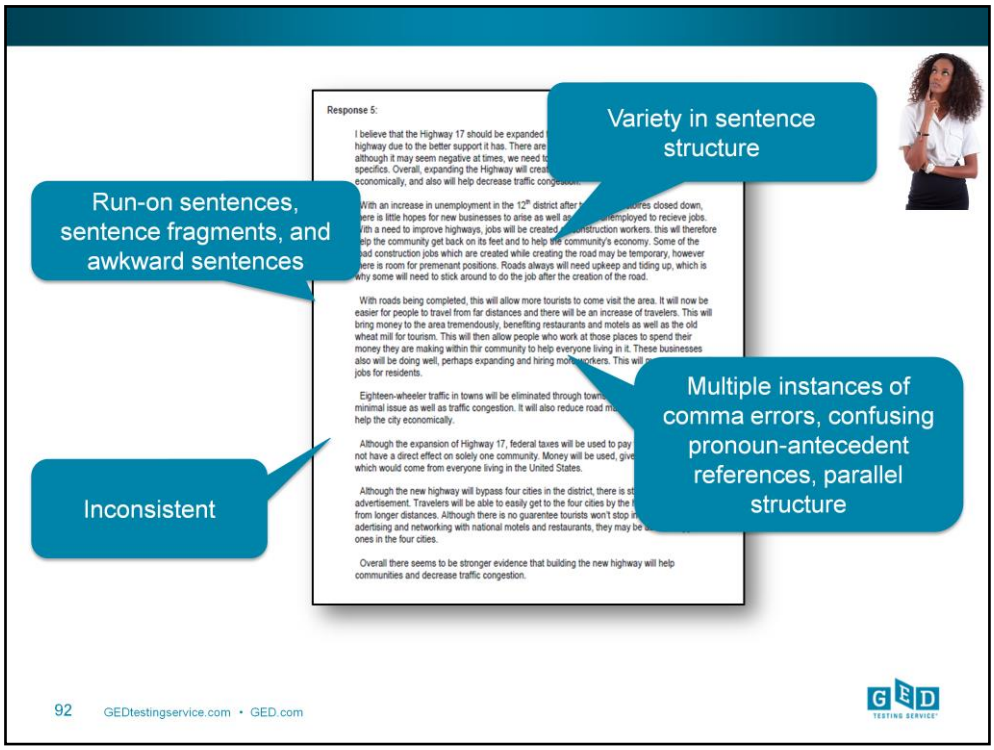

Key Points

Trait 3: What do you think of this writing sample in regards to sentence structure and fluency and competent applications of the conventions of standard English?

Remember that all writings are considered on-demand, draft writing. Therefore, a "perfect" paper is not necessary in order to obtain a top score. However, as I read this sample, I notice multiple instances of run-on sentences (*Some of the road construction jobs which are created while creating the road may be temporary, however there is room for premenant positions*), comma errors, sentence fragments, confusing pronoun-antecedent references, and problems with parallelism that occasionally interfere with the writer's meaning. The writer has used some variety in sentence structure, but there are awkward sentences that are difficult to understand (*Although there is no guarentee tourists won't stop in the city, with adertising and networking with national motels and restaurants, they may be able to suggest ones in the four cities).* Standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing. The writing is inconsistent. Therefore, Response 5 earns a score of 1 for Trait 3.

Note: Discuss that with a little work, this type of writing could become a 2 level sample!

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Remember, One Step at a Time

- Analyze the prompt
- Closely read and interact with text
- Analyze/evaluate the evidence
- Plan/organize the essay
  - Craft a claim
  - Identify and connect evidence
  - Determine counterclaim/rebuttal
  - Craft a conclusion
- Write the draft - Put it all together
- Revise and edit
- Publish

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Key Points

Teaching the reading/writing connection process takes time. It cannot be taught in one day or even one week. Instead, it is important to teach students how to write more effectively one step at a time. Remember, we are striving for students to become more effective writers – taking them from scorable 0s to 1s and maybe even a 2 here and there!

Provide quick review of the different segments of teaching a constructed response.

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Test-Taking Tips for RLA CR

- **Always** complete the constructed response! (You cannot use the 45 minutes provided for any other part of the test.)
- Read and analyze the prompt first.
- Closely read the source texts, analyzing and evaluating the evidence before determining your claim.
- Use the highlighting tool and the erasable note boards for planning.
- Plan your time
  - Use the entire 45 minutes to write your response
  - Spend 10-15 minutes for reading and planning
  - Save 4-5 minutes to proofread your response

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Key Points

Before we finish today, let's look at a few test-taking tips to share with your students writing a constructed response.

Review each of the tips.

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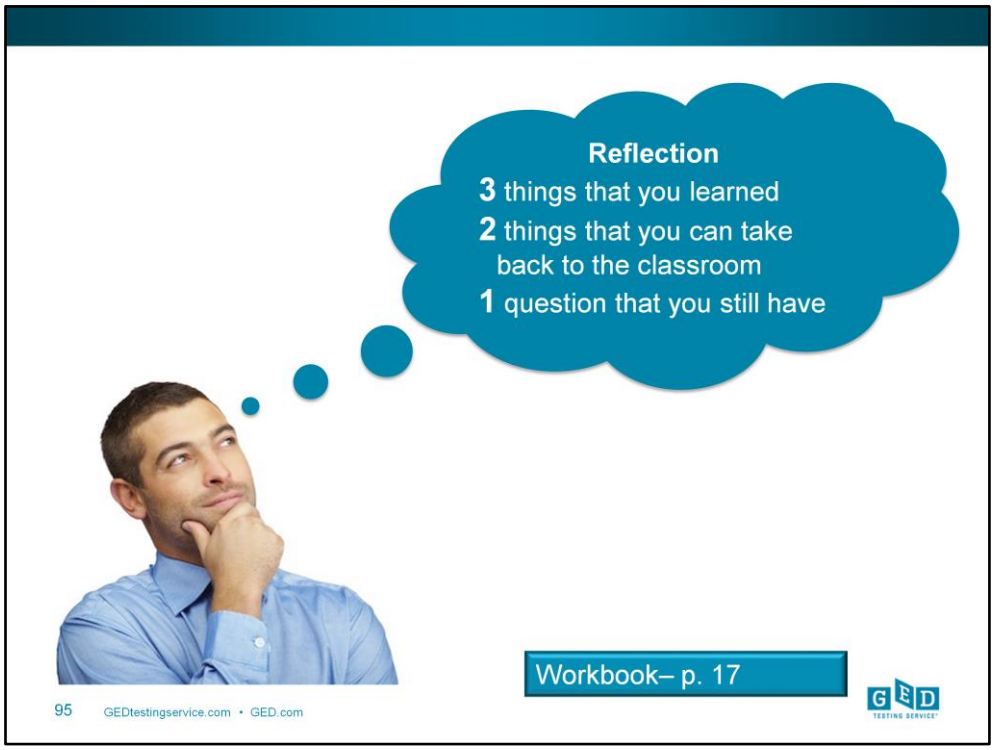

Key Points

End with a type of culminating activity that asks participants to reflect on what they have learned and any take aways that they can take back to their classrooms. The slide provides one example that can be used.

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Key Points

There are many more resources from GEDTS. Let's spend a few minutes to look at some of the resources available.

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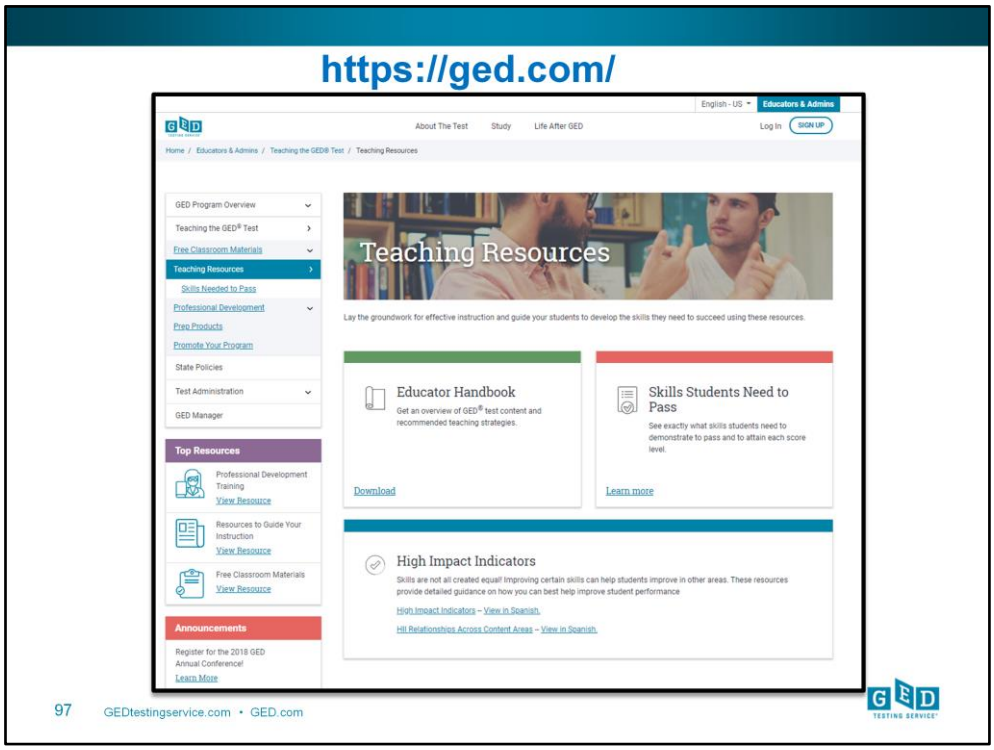

Key Points

Remind participants to take advantage of the materials available on the GED Testing Service® website.

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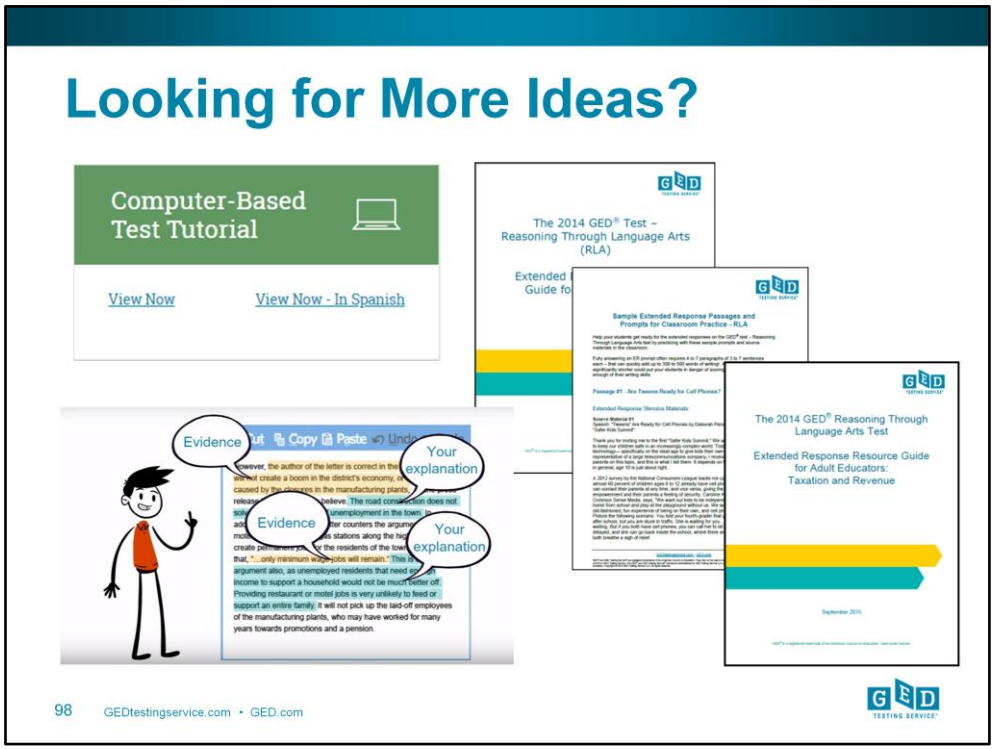

Key Points

Review the different materials available for classroom use, including the sample source texts and videos. Make sure to include:

1. *The Assessment Guide for Educators*
2. Performance-Level Descriptors
3. The Resource Guides
4. High-Impact Indicators
5. The "Tuesdays for Teachers" webinar archive
6. In Session
7. Tutorials https://ged.com/practice-test/en/computer-demonstrator/

Also review the additional materials in the workbook.

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Extended Response Videos

- Eight episode series
- Deeper dive into skills and expectations

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Key Points

Extended Response Videos' link is located at:
https://ged.com/educators_admins/teaching/classroom_materials/

Extended Response Videos are available on YouTube at:
https://www.youtube.com/playlist?list=PLIqX0SRtnkrsO774aPZzEi1YhcmkM5ktH

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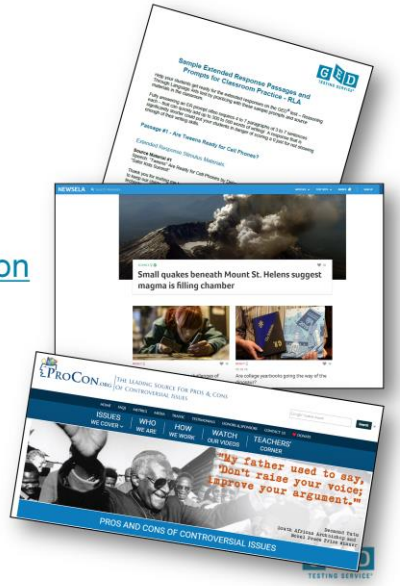
Need Resources for Source Texts?

- 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/



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Key Points

Discuss a couple of resources available that provide source texts that can be used in the classroom.

Sample Extended Passages and Prompts for Classroom Practice – RLA are now located at: https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf

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Questions

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