

**Focus on 2014 GED®
Content: Reasoning
through Language Arts**

Bonnie Goonen
bv73008@aol.com

Susan Pittman-Shetler
skptvs@aol.com

*Resources
for the
Classroom*

Table of Contents

Activity 1 – Rubrics – 2014 RLA	2
Activity 2 – Anchor papers for RLA	5
Activity 2 – RLA Anchor Papers	5
Activity 2 – Anchor papers for RLA	9
Activity 2 – Anchor papers for RLA	10
Activity 2 – Annotations for DST Responses	11
Activity 3 – Steps for Drafting a Constructed Response	14
Steps for Drafting a Constructed Response	14
Unpacking Prompts	15
Support Your Claim	20
Handouts for the Classroom	22
Implementing TIPP? with Advanced Activities or Higher-Level Readers	23
6 steps for drafting a constructed response	24
Unpack the Prompt	25
Sample Thesis Frames	26
Support Your Claim	27
Explain the Evidence	28
RARE² Graphic Organizer for a Constructed Response Question	29
Constructed Response Organizer	30
Constructed Response Organizer	31
Sample Completed Constructed Response Organizer	32
Sample Completed Constructed Response Organizer	33
Sample Constructed Response Readings	34
Support Your Claim	37
Evidence-based practices for teaching writing	39
A Few Websites to Get You Started!	43



The IPDAE project is supported with funds provided through the Adult and Family Literacy Act, Division of Career and Adult Education, Florida Department of Education.

Copyright© 2013 GED Testing Service LLC. All rights reserved. Used by permission.

ACTIVITY 1 – RUBRICS – 2014 RLA

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)

Score	Description
Trait 2: Development of Ideas and Organizational Structure	
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

Score	Description
Trait 3: Clarity and Command of Standard English Conventions	
2	<ul style="list-style-type: none"> • demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 2 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 2 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	<ul style="list-style-type: none"> • 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 2 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 2 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. <p>OR</p> <ul style="list-style-type: none"> • 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 2.

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)

Materials from GED Testing Service®

ACTIVITY 2 – ANCHOR PAPERS FOR RLA

An Analysis of Daylight Saving Time

- 1 Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

DST in America

- 2 For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!
- 3 In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

Benefits of DST

- 4 Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.
- 5 Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.
- 6 Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

Arguments against DST

- 7 Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.
- 8 Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.
- 9 The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.
- 10 When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

Prompt

The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

ACTIVITY 2 – RLA ANCHOR PAPERS

Response 56

In the argument for daylight savings time, it seems that the pro daylight savings position has won. The first article brings up several improvements in the daily lives of Americans which daylight savings time brings about. The article then uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis to support it's anti daylight savings position.

In the first article, historical facts are supplied to explain why daylight savings time was created – to save energy during the first world war – and the way it has evolved over the years from a state decision to a national one. The first argument then cites a study which, though a bit outdated, proves the effectiveness of DST by revealing that DST saves about 1% per day on electricity. The study, however, was done in the 1970s and many things in our national energy consumption have changed since then. The most important change in energy consumption, which would be effected by daylight savings time, is the use of air conditioning. The increase in daylight hours that DST causes would increase the use of the now extremely common air conditioner. If that study from the 1970s were redone today, this single energy consumer may change the outcome.

The second article cites this technology, which is much more prevalent now than in the 1970s and certainly more than during the inception of DST, as a reason that DST does not save the country money on energy costs. The article had a start to a very good argument here, but it did not follow through. If the article had argued that DST, while relevant and helpful during the first world war, and indeed for a while after, was now outdated and detrimental to the energy efficiency of the country as a whole because of the widespread and continued use of air conditioning, than the tide may have turned in favor of this second article.

The next topic, which is cited by both arguments, is driver and pedestrian safety. The first article claims that the switch from commuting to work and school in the dark to commuting in the light saves lives. The article cites nearly 30 years of research that shows a significant drop in crashes for both vehicular accidents involving pedestrians and involving only vehicles. The second argument cites the same idea, that daylight savings changes crash rates, but argues instead that the abrupt transition from one time to another causes more crashes. The second article, however, did not read the facts carefully, because the facts they cite – that 227 pedestrians were killed the week after DST ended, while only 65 pedestrians were killed the week before – suggests that having daylight savings time in effect was what kept the number down to only 65 in the week preceeding the change in time. These facts could actually be better used in the first article as an example of the drastic differences when DST is in effect and when it is not. The point they were trying to make is that the shift in time effects a drivers ability to avoid crashes, but the facts are not quite black and white enough to prove the point beyond a doubt without giving some validity to the argument for the other side.

The last argument used by the con position cites the adjustment period for drivers as a valid reason to quit daylight savings time. The article, however, does not support this claim with any hard facts, it merely give opinionated reasons for belief in this theory. While this adjustment period is a real thing, the lack of scientific support used by the article hurts the credibility of the claim being made.

Because of the blunders in fact usage and the flimsy nature of the arguments on the second article, it is clear that the first argument is the better researched and supported argument. If the second article were to make its points more clear and use the research and studies in a different manner, then that argument would probably pull more weight simply because of the older time stamp on the first study cited in the argument for the use of daylight savings time. If the argument of changing times and outdated information were used, article two would emerge the winner.

ACTIVITY 2 – ANCHOR PAPERS FOR RLA

Response 37

There is much debate as to whether the effects of Daylight Savings Time, also known as DST, has a positive affect on people or a negative affect on people. It has surely been an interesting debate, because it was even debated in the late 1700's by Benjamin Franklin! If a great mind such as Benjamin Franklin was discussing this issue, it is clear that DST is beneficial to society in many ways. It is even said to save lives! If something with such a positive impact has so many great results then why aren't more people in favor of it? Countries such as parts of Arizona and Hawaii are still skeptical about DST and refuse to take part in it.

DST is something that was introduced in 1918 and after a few adjustments , it has been used ever since. It wasn't successful at first because there was not a set time as to when it was supposed to take place. Once the Uniform Time Act of 1966 was enacted, there were no negative impacts of DST apparent.

Studies have been done in an attempt to undermine the positive impact of DST, but the studies do not really show conclusive results that would benefit their arguements. For example, there was a study done in indiana that tried to show negative results pertaining to DST. The three year study showed results that there was an increase in energy spending and it was concluded that DST caused an increase of air conditioning being used. The results are not valid, because weather plays a big part in the cost of energy and whether DST was implemented or not, people would be using air conditioning. Therefore, there is no real arguement as to why DST could possibly be bad for our society.

On the contrary, there are many studies that show great results in favor of DST and showcase just how beneficial DST is to average americans. DST affects energy costs, reduces crimes, and even saves lives! A study done in 1970 concluded that an average of 1% in energy costs was saved every day because of DST. Due to the prolonged amount of light at the end of the day, people have less need of electricity. DST can also save lives, and this is due to the fact that more daylight means drivers and pedestrians do not have to deal with the dark when coming home from work or school. This has decreased accidents by about 10 percent! DST affects crime rates as well because people get their errands and duties done during daylight hours and are safely home by the time it gets dark.

DST is obviously beneficial to society and is much needed to help reduce costs of energy. The meager results against DST are vastly outnumbered by the solid results found in support of DST. It is such a great thing to have, that it should be implemented in other countries and not just our own. It would greatly benefit other countries who wish to lower energy costs and reduce crime rates. No matter what debates are brought about, it can be concluded that DST is a practice that isn't going away!

ACTIVITY 2 – ANCHOR PAPERS FOR RLA

Response E67

In regards to the argument of whether or not daylight savings is beneficial is best supported by the benefits of daylight savings time. This is something that has been implemented for almost 100 years in the United States and an idea that was proposed over 200 years ago. If DST was a eminent threat to the well being of the citizens of the U.S. it would have been stopped long ago.

Since different parts of the nation receive the amount of sunlight at different times of the day it makes sense to adjust time to ensure that all can take full advantage of the sun's light. In the 1970s it was proven that DST saved about 1% per day in energy costs. Studies have also shown that traveling in daylight is safer and that three decades of research have shown an 8-11% reduction in pedestrian accidents and 6-10% decrease in vehicle related accidents. Along the same logic DST has also reduced crime because there are more people out and about in sunlight. Crimes are more common after dark.

The argument against DST states that safety is brought into question because there were more pedestrians killed the week following the end of DST. They also claim that the adjustment period is dangerous because of the immediate shift of one hour forward or backward. They claim it doesn't allow sufficient time for people to adjust with the time change as well as adjusting their clocks.

If those are the arguments that are made then people just need to be more responsible if they are having trouble adjusting with the time change. Go to bed an hour earlier to compensate for the change, double check and triple check your clock to ensure its set for the correct time before you go to bed. The media does a good job of informing the public of these changes and often reminds them to take the necessary precautions for the change.

ACTIVITY 2 – ANNOTATIONS FOR DST RESPONSES

Response 56: Trait 1 - Creation of Arguments and Use of Evidence

Score: 2

Trait 1 Annotation:

The response opens with a statement of stance (“In the argument for daylight savings time, it seems that the pro daylight savings time position has won.”) and then provides a developed explanation (“The article uses studies and large scale research to support its position. In the second article, only smaller scale studies are used, and the writer uses arguments with no factual basis...”). The writer supports this central claim with a focused evaluation of the validity of the arguments in the source text, first highlighting the strength of the proponents’ argument (“The first argument...cites a study which, though a bit outdated, proves the effectiveness of DST.”). The response then points to the insufficiency of the opposing argument (“The article had a start to a very good argument here, but it did not follow through.”) and goes on to explain what was missing. As further support, the writer claims the opponents “did not read the facts [regarding driver and pedestrian safety] carefully” and argues that “having daylight savings time in effect was what kept” pedestrian deaths down. Finally, the writer identifies the opponents’ unsupported claims about the adjustment period for drivers (“The article...does not support this claim with any hard facts, it merely gives opinionated reasons for belief in this theory.”). Overall, the response provides a reasoned, well-developed, and fluidly integrated argument focused on the validity of the arguments in the source text. Therefore, it earns a score of 2 for Trait 1.

Response 56: Trait 2 – Development of Ideas and Organizational Structure

Score: 2

Trait 2 Annotation:

The writer sets up an effective organizational structure in this relatively lengthy response, offering a central claim with explanation in the introduction, then discussing the proponents’ and opponents’ arguments related to energy consumption and driver and pedestrian safety, and concluding with a summative analysis of the evidence. Within this structure is a logical progression of ideas linked with transitional phrases (“In the first article...” “The second article cites...” “The next topic...”). The response contains thoroughly developed and fully elaborated ideas, and clear connections are made between main points and supporting details. As an example, the writer challenges a study cited by proponents, calling it “a bit outdated.” The writer supports this claim with a focused explanation (“The study...was done in the 1970s and many things in our national energy consumption have changed since then. The most important change in energy consumption...is the use of air conditioning. The increase in daylight hours...would increase the use of the...air conditioner. If that study...were redone today, this single energy consumer may change the outcome.”). The writer’s word choices are strategic and purposeful (“Because of the blunders in fact usage and the flimsy nature of the arguments...it is clear that the first argument is the better researched...”), and the tone is appropriate for the response’s audience and purpose. As a whole, the writer provides a response that is purposefully organized, clearly focused, and fully developed, so it earns a score of 2 for Trait 2.

Response 37: Trait 2 – Development of Ideas and Organizational Structure

Score: 2

Trait 2 Annotation:

The response establishes a clear organizational structure, opening with historical information about DST to frame the issue, then discussing both sides of the argument, and finally concluding with an analysis. This structure allows for a sensible progression of mostly developed, generally logical ideas. The writer points to a study that “attempt[s] to undermine” DST in paragraph 3 and then elaborates on why the conclusions are invalid. The writer goes on to discuss the idea that the studies “in favor of DST” outweigh those studies that offer opposition. This discussion establishes a clear connection between main idea and supporting details within paragraph 4. In general, the writer’s word choices clearly express ideas in the response, and an appropriate formality of tone is maintained throughout. As a whole, the response is organized, focused, and developed. Therefore, it earns a score of 2 for Trait 2.

Response E67: Trait 1 – Creation of Arguments and Use of Evidence

Score: 1

Trait 1 Annotation:

The writer provides an issue-based statement of stance in the opening paragraph (“...daylight savings is beneficial is the best supported by the benefits of daylight savings time.”). In paragraph 2, the writer incorporates textual evidence to support this general assertion (In the 1970’s it was proven that DST saved about 1% per day in energy costs. Studies have also show that traveling in daylight is safer and that three decades of research have shown an 8-11% reduction in pedestrian accidents...”). A short summary of the opposing arguments is provided in paragraph 4, and in the final paragraph the writer uses simplistic reasoning to challenge the validity of the claims made by the opposition, arguing that there is a simple solution (“If those are the argments that are made then people just need to be more responsible if they are having trouble adjusting with the time change. Go to bed an hour earlier to compensate for the change, double check and triple check your clock...”). Overall, the response provides an argument, supports it with some evidence from the source text, and offers a partial analysis of the argumentation. Therefore, it earns a score of 1 for Trait 1.

Response E67: Trait 2 – Development of Ideas and Organizational Structure

Score: 1

Trait 2 Annotation:

An organizational structure is established in the response. The writer begins with an introductory paragraph that establishes a general stance and provides some explanation. The three paragraphs to follow are devoted to a summary of the advantages of DST, a summary of the arguments against DST, and a challenge to the opponents’ arguments, respectively. While the summary of the advantages of DST is somewhat developed and provides some evidence of a progression of ideas, the final two paragraphs lack these qualities. The summary of the argu-

ments against DST lists three claims from the source text and provides some elaboration. The last paragraph, which challenges the opponents' claims, offers reasoning but reveals a lapse in appropriate formality ("If those are the arguments that are made then people just need to be more responsible if they are having trouble adjusting with the time change."). As a whole, the response is adequately organized and partially developed, so it earns a score of 1 for Trait 2.

Response E67: Trait 3 – Clarity and Command of Standard English Conventions

Score: 1

Trait 3 Annotation:

The response demonstrates adequate application of the rules of subject-verb agreement, pronoun usage, and the rules of capitalization. Some errors in comma usage are present ("Along the same logic [,] DST has also reduced crime because..." " Since different parts of the nation recieve the amount of sunlight at different times of the day [,] it makes sense to adjust the time to ensure..."), but they do not interfere with comprehension. The response includes some awkwardly constructed sentences ("In regards to the argument of whether or not daylight savings is beneficial is best supported by the benefits of daylight savings time."), as well as a comma splice. Some sentence variety is established, but the writer does not effectively apply transitional phrases. Overall, the response provides evidence of inconsistent command of standard English conventions and exemplifies a 1-level response for Trait 3.

ACTIVITY 3 – STEPS FOR DRAFTING A CONSTRUCTED RESPONSE

Steps for Drafting a Constructed Response

Although the steps for drafting a constructed response may look simple, the process requires numerous skills (and strategies) to produce effective writing. Often, instructors use a graphic organizer to assist students in drafting the information necessary to complete their answer.

1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question and turn the question into a thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order. Use a graphic organizer if that helps.
6. **Draft** an answer
7. **Re-read** and **edit/revise** the answer making sure all parts of the question are answered

Adapted from WritingFix - <http://writingfix.com>

Unpacking Prompts

While Dr. Silverton’s speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Type your response in the box. This task may require approximately 45 minutes to complete.

Do	What

In the two autobiographies, the authors describe the challenges they must overcome to learn essential skills. Using specific details from the two passages, compare and contrast the challenges that each author faces and describe how each addresses those challenges. Type your answer. This task may require approximately 45 minutes.

Do	What

Though the Texas Court of Civil Appeals ruled against weather modification in *Southwest Weather Research v. Joe Rounsaville et al*, not everyone agrees with the decision.

In your response, analyze the passage to determine which position is best supported. Use relevant and specific evidence from the passage as well as your own understanding of the U. S. Constitution to support your response.

Type your essay in the box. This task may require approximately 25 minutes.

Do	What

Activity 4 – Constructed Response Organizer

Excerpts from *Chocolate: The Bitter Sweet Saga*
Palm Beach Post, Thursday, April 19, 2001



Milton Hershey

Milton Hershey was born in rural Pennsylvania to Mennonite parents who didn't agree on much. His mother was a strict observer of the frugal religion. His father could have been a changeling – he read Shakespeare, loved science and politics and was a dreamer. He also was a dismal failure at all he tried.

(So much did his mother despise his father that when he died, she left his deathbed, piled all of his books into a nearby field and danced around the bonfire she had lit.)

Hershey ended up with his father's dreams and, it appears none of his mother's meanness.

After several missteps of his own (two ailed candy operations, one at the over expansion urgings of his father), he hit on a winner with a caramel factory in Lancaster, Pa. In 1898, at the age of 41 and very wealthy, he married. In 1900, he sold the nation's No. 1 caramel factory for \$1 million.

And then it was on to chocolate. But more than chocolate – he wanted his own Candyland. He purchased 1,200 acres of farmland near his birthplace and set to work.

Eventually, Hershey, Pa., would house the Hershey factory, schools, houses, a library, a hospital and, most important an orphanage – Hershey School.

Today, all profits of this public company are invested in the Hershey Trust to be directed to the school's 1,000 orphans and abandoned children from mostly inner cities. Those children receive the equivalent of a \$35,000-a-year education at the behest of Milton Hershey, who died in 1945 as a widower with no heirs. The trust is now worth \$5 billion.

Forrest S. Mars

Forrest S. Mars has a background just as mean in spirit as Hershey's. His parents divorced, after his dreamer of a father tried and failed at several candy companies – usually leaving town just before the bill collectors arrived.

Forrest was sent to live with his mother's parents in Canada. With the help of a very quick mind, he landed a scholarship to the University of California at Berkeley in 1922.



By odd happenstance, he met up with his father, whom he hadn't seen since he was 6, in Chicago. And his father was still in the candy business – albeit with more success this time. He was making butter-creams and selling them, like most candy makers, locally. Only Milton Hershey was selling a national product.

Mars and his father came up with the idea for the Milky Way – a big, fat, nougat candy bar that could compete with the flat 5-cent Hershey bar. The first year it was on the market, 1924 the Milky Way raked in \$800,000.

Forrest was on his way. But not before having a falling-out with his father (he was absent from his father's funeral). Or before his father-in-law had to rescue his daughter and grandchildren from the unheated apartment Forrest had rented so that he could put more money into his business. And not before badgering his cancer-stricken half-sister to sell him her part of his father's company.

Forrest died in 1999 at age 95. Mars, a private company, is still run by his three children in McLean, Va.

The trio tied for 40th-richest American on last year's Forbes list, with \$7 billion each.

Prompt

Hershey and Mars were successful businessmen in the chocolate industry. Explain a key similarity between Hershey's and Mars' lives that assisted them in their success. Use evidence from both articles to support your answer.

Type your response in the box. This task may require approximately 10 minutes to complete.

Unpack the Prompt

Do	What

Create a Thesis Statement

A key factor in both Hershey's and Mars' success in business can be attributed to

_____.

Both Hershey and Mars experienced _____ in their personal lives which assisted them in their success in the business world.

Although their personal lives were very different, both Hershey and Mars _____ which was a positive influence on their success as businessmen.

Create Your Own!

Support Your Claim

What are key words, phrases, ideas that support the claim?

Text 1	Text 2

Handouts for the Classroom

Implementing TIPP? with Advanced Activities or Higher-Level Readers

After teaching the TIPP? process, the teacher may wish to have students monitor their own skimming process by using the following chart prior to reading an assignment.

Elements	Notes
T – Title What do the title, subheadings, and layout tell me about this text?	
I – Introduction What is included in the introduction?	
P – Paragraphs What information is included in the first sentence of each paragraph?	
P – Photographs What do the photographs, maps, charts, tables, illustrations tell me?	
?? – Questions What questions do I have about this text?	

6 steps for drafting a constructed response

1. Re-read the passage at least once, then re-read the question carefully to decide all the parts it is asking for. Mark the key words in the question. The key words are the verb or verbs, any character names, and key literary terms.
2. Rewrite the question in your own words to make sure that you know exactly what is being asked. Then, turn that question into a topic sentence for your answer.
3. Go back to the passage and collect the needed information. Make sure you get the relevant details (if the question asks for 3 details, make sure you find 3 details).
4. Organize the details into a logical order. Use a graphic organizer if that helps.
5. Write your answer neatly.
6. Re-read your answer to make sure you answered all the parts of the question.

WritingFix - <http://writingfix.com>

Unpack the Prompt

Do	What

Do	What

Sample Thesis Frames

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

Start with sample thesis frames.

The general argument made by _____ in his/her work _____ is that _____.

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

A key factor in both _____ can be attributed to _____.

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

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

In discussion of _____, one controversial issue has been _____ . _____ believes that _____ . On the other hand, _____ asserts that _____ . _____ is clearly the best supported argument on the issue of _____ .

Support Your Claim

What are key words, phrases, ideas that support the claim?

Text 1 Quotation	Text 2 Speech Excerpt	Background Knowledge

Explain the Evidence

Teach students how to identify evidence through direct quotes, paraphrase the information, and explain how the evidence supports the claim/thesis.

Claim	Using a Direct Quote (What direct quote supports the claim?)	Paraphrasing (How can you rewrite the direct quote in your own words?)	Explanation (How does the evidence support the claim?)

RARE² Graphic Organizer for a Constructed Response Question

The Question _____

Restate the question as a thesis statement

Answer the question

Reason(s) for your answer (in your words)

1.

2.

3.

Evidence from the text(s) (quote or paraphrase)

a.

b.

a.

b.

a.

b.

Explanation – How the evidence supports your reasons and answer

Constructed Response Organizer

Prompt/Questions:

Restatement of
question in own
words

Sample answer

Detailed body of
evidence that
supports answer be
sure to include
enough details to
answer the question.
Make sure that all
details address the
questions and are
not Off-topic.

Restated question
Concluding thoughts

Constructed Response Organizer

Prompt/Questions:

Restatement of question in own words

Sample answer

Detailed body of evidence that supports answer be sure to include enough details to answer the question. Make sure that all details address the questions and are not Off-topic.

Restated question
Concluding thoughts

Text 1

Text 2

Sample Completed Constructed Response Organizer Excerpt

. . . In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. . . .

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. . . . No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream. . . .

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . .

—Dr. Martin Luther King, Jr., 1963

1. According to Dr. King, what must the African-American community guard against in the pursuit of civil rights justice?

Sample Completed Constructed Response Organizer

<p>Prompt/Questions: According to Dr. King, what must the African-American community guard against in the pursuit of civil rights justice?</p>	
Restatement of question in own words	In their pursuit for civil rights justice, the African-American community must be vigilant.
Sample answer	Dr. King asked that all people approach obtaining civil rights for all through peaceful means and that they be vigilant against violent means.
Detailed body of evidence that supports answer be sure to include enough details to answer the question. Make sure that all details address the questions and are not off-topic.	<ul style="list-style-type: none"> Shouldn't be guilty of "wrongful deeds" – illegal actions Shouldn't be bitter or express hatred against others Need to do all things with dignity and discipline Should use peaceful demonstrations, not violence 1960s civil rights movement
Restated question Concluding thoughts	<p>During the 1960s, Dr. Martin Luther King led an important civil rights movement supporting that all people, regardless of the color of their skin, be provided with equal rights. In one of his speeches, Dr. King shared with fellow demonstrators that throughout their pursuit for civil rights justice, peaceful means should be used. Dr. King focused on the need for each individual to be vigilant against committing illegal actions and expressing bitterness or hatred against others. Peace, not violence, was the message of Dr. King and others during this time of demonstrations throughout the United States.</p>

Sample Constructed Response Readings

Excerpts from *Chocolate: The Bitter Sweet Saga*
Palm Beach Post, Thursday, April 19, 2001



Milton Hershey

Milton Hershey was born in rural Pennsylvania to Mennonite parents who didn't agree on much. His mother was a strict observer of the frugal religion. His father could have been a changeling – he read Shakespeare, loved science and politics and was a dreamer. He also was a dismal failure at all he tried.

(So much did his mother despise his father that when he died, she left his deathbed, piled all of his books into a nearby field and danced around the bonfire she had lit.)

Hershey ended up with his father's dreams and, it appears none of his mother's meanness.

After several missteps of his own (two ailed candy operations, one at the over expansion urgings of his father), he hit on a winner with a caramel factory in Lancaster, Pa. In 1898, at the age of 41 and very wealthy, he married. In 1900, he sold the nation's No. 1 caramel factory for \$1 million.

And then it was on to chocolate. But more than chocolate – he wanted his own Candyland. He purchased 1,200 acres of farmland near his birthplace and set to work.

Eventually, Hershey, Pa., would house the Hershey factory, schools, houses, a library, a hospital and, most important an orphanage – Hershey School.

Today, all profits of this public company are invested in the Hershey Trust to be directed to the school's 1,000 orphans and abandoned children from mostly inner cities. Those children receive the equivalent of a \$35,000-a-year education at the behest of Milton Hershey, who died in 1945 as a widower with no heirs. The trust is now worth \$5 billion.

Forrest S. Mars

Forrest S. Mars has a background just as mean in spirit as Hershey's. His parents divorced, after his dreamer of a father tried and failed at several candy companies – usually leaving town just before the bill collectors arrived.

Forrest was sent to live with his mother's parents in Canada. With the help of a very quick mind, he landed a scholarship to the University of California at Berkeley in 1922.



By odd happenstance, he met up with his father, whom he hadn't seen since he was 6, in Chicago. And his father was still in the candy business – albeit with more success this time. He

was making butter-creams and selling them, like most candy makers, locally. Only Milton Hershey was selling a national product.

Mars and his father came up with the idea for the Milky Way – a big, fat, nougat candy bar that could compete with the flat 5-cent Hershey bar. The first year it was on the market, 1924 the Milky Way raked in \$800,000.

Forrest was on his way. But not before having a falling-out with his father (he was absent from his father’s funeral). Or before his father-in-law had to rescue his daughter and grandchildren from the unheated apartment Forrest had rented so that he could put more money into his business. And not before badgering his cancer-stricken half-sister to sell him her part of his father’s company.

Forrest died in 1999 at age 95. Mars, a private company, is still run by his three children in McLean, Va.

The trio tied for 40th-richest American on last year’s Forbes list, with \$7 billion each.

Prompt

Hershey and Mars were successful businessmen in the chocolate industry. Explain a key similarity between Hershey’s and Mars’ lives that assisted them in their success. Use evidence from both articles to support your answer.

Type your response in the box. This task may require approximately 10 minutes to complete.

Unpack the Prompt

Do	What

Create a Thesis Statement

A key factor in both Hershey's and Mars' success in business can be attributed to _____.

Both Hershey and Mars experienced _____ in their personal lives which assisted them in their success in the business world.

Although their personal lives were very different, both Hershey and Mars _____ which was a positive influence on their success as businessmen.

Create Your Own!

Support Your Claim

What are key words, phrases, ideas that support the claim?

Text 1 Quotation	Text 2 Speech Excerpt

Explain the Evidence

Claim	Using a Direct Quote (What direct quote supports the claim?)	Paraphrasing (How can you rewrite the direct quote in your own words?)	Explanation (How does the evidence support the claim?)

EVIDENCE-BASED PRACTICES FOR TEACHING WRITING

Amy Gillespie and Steve Graham reveal the techniques that have been proven to work when teaching students to write

Retrieved from the World Wide Web at:

<http://education.jhu.edu/newhorizons/Better/articles/Winter2011.html>

WRITING IS A MULTIFACETED TASK THAT involves the use and coordination of many cognitive processes. Due to its complexities, many students find writing challenging and many teachers struggle to find methods to effectively teach the skill.

Gathering evidence for effectively teaching writing

Advice from professional writers and the experiences of successful writing teachers offer some guidance in developing sound writing practices. However, these accounts are frequently based on testimonials involving the writing development of an individual or a single classroom. This makes it difficult to understand how or why a writing strategy was effective and what elements of the strategy would be essential to make it work in new situations.



Scientific studies of writing interventions provide a more trustworthy approach for identifying effective methods for teaching writing; they supply evidence of the magnitude of the effect of a writing intervention, how confident one can be in the study's results, and how replicable the writing strategy is in new settings with new populations of students.

What does the research show?

The list of recommendations presented below is based on scientific studies of students in grades 4–12. The strategies for teaching writing are listed according to the magnitude of their effects. Practices with the strongest effects are listed first. However, the effects of some writing interventions differ minimally from the effects of others. Therefore, one should not assume that only the first several strategies should be implemented. All of the strategies are potentially useful, and we encourage teachers to use a combination of strategies to best meet the needs of their students.

Evidence of the effectiveness of each strategy or technique was compiled from research studies that met several criteria. First, a recommendation was not made unless there was a minimum of four studies that showed the effectiveness of a writing intervention. Second, in each study reviewed, the performance of one group of students was compared to the performance of another group of students receiving a different writing intervention or no intervention at all. This permitted conclusions that each intervention listed below resulted in better writing performance than other writing strategies or typical writing teaching in the classroom. Third, each study was reviewed to ensure it met standards for research quality and that study results were reliable (reducing the chance that error in assessment

contributed to the results). Fourth, studies were only included if students' overall writing quality was assessed post-intervention. This criterion was used to identify strategies that had a broad impact on writing performance, as opposed to those with a more limited impact on a specific aspect of writing such as spelling or vocabulary.

Effective writing practices

- **Writing strategies:** Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., brainstorming or editing) or more specific elements, such as steps for writing a persuasive essay. In either case, we recommend that teachers model the strategy, provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.
- **Summarizing text:** Explicitly teach students procedures for summarizing what they read. Summarization allows students to practice concise, clear writing to convey an accurate message of the main ideas in a text. Teaching summary writing can involve explicit strategies for producing effective summaries or gradual fading of models of a good summary as students become more proficient with the skill.
- **Collaborative writing:** Allow students to work together to plan, write, edit, and revise their writing. We recommend that teachers provide a structure for cooperative writing and explicit expectations for individual performance within their cooperative groups or partnerships. For example, if the class is working on using descriptive adjectives in their compositions, one student could be assigned to review another's writing. He or she could provide positive feedback, noting several instances of using descriptive vocabulary, and provide constructive feedback, identifying several sentences that could be enhanced with additional adjectives. After this, the students could switch roles and repeat the process.
- **Goals:** Set specific goals for the writing assignments that students are to complete. The goals can be established by the teacher or created by the class themselves, with review from the teacher to ensure they are appropriate and attainable. Goals can include (but are not limited to) adding more ideas to a paper or including specific elements of a writing genre (e.g., in an opinion essay include at least three reasons supporting your belief). Setting specific product goals can foster motivation, and teachers can continue to motivate students by providing reinforcement when they reach their goals.
- **Word processing:** Allow students to use a computer for completing written tasks. With a computer, text can be added, deleted, and moved easily. Furthermore, students can access tools, such as spell check, to enhance their written compositions. As with any technology, teachers should provide guidance on proper use of the computer and any relevant software before students use the computer to compose independently.
- **Sentence combining:** Explicitly teach students to write more complex and sophisticated sentences. Sentence combining involves teacher modeling of how to combine two or more related sentences to create a more complex one. Students should be encouraged to apply the sentence construction skills as they write or revise.
- **Process writing:** Implement flexible, but practical classroom routines that provide students with extended opportunities for practicing the cycle of planning, writing, and reviewing their compositions. The process approach also involves: writing for authentic audiences, personal responsibility for written work, student-to-student interactions throughout the writing process, and self-evaluation of writing.

- **Inquiry:** Set writing assignments that require use of inquiry skills. Successful inquiry activities include establishing a clear goal for writing (e.g., write a story about conflict in the playground), examination of concrete data using specific strategies (e.g., observation of students arguing in the playground and recording their reactions), and translation of what was learned into one or more compositions.
- **Prewriting:** Engage students in activities prior to writing that help them produce and organize their ideas. Prewriting can involve tasks that encourage students to access what they already know, do research about a topic they are not familiar with, or arrange their ideas visually (e.g., graphic organizer) before writing.
- **Models:** Provide students with good models of the type of writing they are expected to produce. Teachers should analyze the models with their class, encouraging students to imitate in their own writing the critical and effective elements shown in the models.

What we know

Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Permitting students to write collaboratively with peers
- Setting goals for student writing
- Allowing students to use a word processor
- Teaching sentence combining skills
- Using the process writing approach
- Having students participate in inquiry activities for writing
- Involving students in prewriting activities
- Providing models of good writing

Additional suggestions

With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. For all students, teachers should promote the development of self-regulation skills. Having students set goals for their writing and learning, monitoring and evaluating their success in meeting these goals, and self-reinforcing their learning and writing efforts puts them in charge, increasing independence and efficacy.

Teachers should supplement their current writing practices and curricula with a combination of evidence-based practices that best meets the needs of their students.

A combination of effective writing practices

No single strategy for teaching writing will prove effective for all students. Furthermore, the above strategies do not constitute a writing curriculum. Teachers should aim to supplement their current writing practices and curricula with a mix of the aforementioned evidence-based writing practices. The optimal mixture of practices should be tailored to best meet the writing needs of the class, as well as the

needs of individual students. It is especially important to monitor the success of each technique implemented to be sure that it is working as intended, and to make adjustments as needed.

About the authors

Steve Graham is the Curry Ingram Professor of Literacy at Vanderbilt University. His research focuses on writing and writing instruction. Steve is the author of *Writing Next* and *Writing to Read*, meta-analyses conducted for the Carnegie Corporation of New York.

Amy Gillespie is a doctoral student in the Department of Special Education at Peabody College of Education and Human Development at Vanderbilt University. She is in the Experimental Education Research Training Program (ExpERT) at Vanderbilt, supported by the U.S. Department of Education's Institute for Education Sciences (IES). Her primary research interests include writing activities that support reading and interventions for struggling writers.

Further reading

Graham S (2010), *Teaching Writing*. P Hogan (Ed), *Cambridge Encyclopedia of Language Sciences* (pp. 848–851). Cambridge University Press, Cambridge, UK. Graham S & Perin D (2007),

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf

A FEW WEBSITES TO GET YOU STARTED!

RLA Sites

Aspen Institute. Materials for teaching close reading skills that are tied to standards. This site also provides leadership materials. <http://www.aspendri.org/portal/Home>

Free Resources for Educational Excellence. Teaching and learning resources from a variety of federal agencies. This portal provides access to free resources. <http://free.ed.gov/index.cfm>

PBS Teacher Source. Lesson plans and lots of activities are included in the teacher section of PBS. <http://www.pbs.org/teachers>

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. <http://owl.english.purdue.edu/>

RAFTS Northern Nevada Writing Project. The project includes print materials that may be purchased, as well as access to RAFTS prompts that can be generated electronically. <http://www.unr.edu/educ/nnwp/index.html>

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. <http://ttms.org/>

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has classroom resources and professional development activities in the area of integrated reading, writing, and thinking skills. <http://www.readwritethink.org/>

National Council for Teachers of English. This site provides lessons and strategies for teaching nonfiction text. <http://www.ncte.org/kits/nonfictionlessons>

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. <http://owl.english.purdue.edu/>

RAFTS Northern Nevada Writing Project. The project includes print materials that may be purchased, as well as access to RAFTS prompts that can be generated electronically. <http://www.unr.edu/educ/nnwp/index.html>

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. <http://ttms.org/>

Free Online Typing Tutorials and Games

To assist students in attaining basic keyboarding and mouse skills, the following are a few free sites to integrate in the classroom. Note: Some of the sites do contain advertisement.

actden (Digital Education Network). A site with numerous interactive software tutorials, such as Word, Excel, and PowerPoint.: <http://www.actden.com/>

Keybr.Com. A fun typing test to check speed that uses non-sense words, as well as spacing. The test shows both speed and accuracy. <http://keybr.com/>

Mouse skills. Directory of Educational Resources on the Web. From mouse control to click, drag, and drop, to clicking, this site connects to all kinds of different fun games. <http://www.alline.org/euro/games/mouse.html>

Online Typing Games. Fun games to improve students' typing scores. If students register, it keeps track of their scores. <http://freeonlinetypinggames.com/>

Palm Beach County Library System. *Mousing around*. This program provides practice for using the mouse, such as clicking and clicking and dragging skills. <http://pbclibrary.org/mousing/default.htm>

Power Typing. This site offers typing lessons, as well a small collection of five typing games that students can use to develop their typing skills. <http://www.powertyping.com/>

Sense-Lang.Org. This program is web based, but is also available for use offline. Sense Language provides the option of creating individualized typing activities or using the standardized lessons. The typing program has useful timing options and audio feedback features to help students develop their typing skills. <http://www.sense-lang.org/>

TypingWeb. TypingWeb is a free online typing tutor & keyboarding tutorial for all skill levels. The site includes entertaining typing games, typing tests, and will track a student's progress. <http://www.typingweb.com>

Stay in Touch!

- GED Testing Service® – www.GEDtestingservice.com
- Twitter at @GEDTesting® – <https://twitter.com/gedtesting>
- GED® Facebook – <https://www.facebook.com/GEDTesting>
- YouTube channel – <http://www.youtube.com/gedtestingservice>
- Common Core State Standards – <http://corestandards.org>