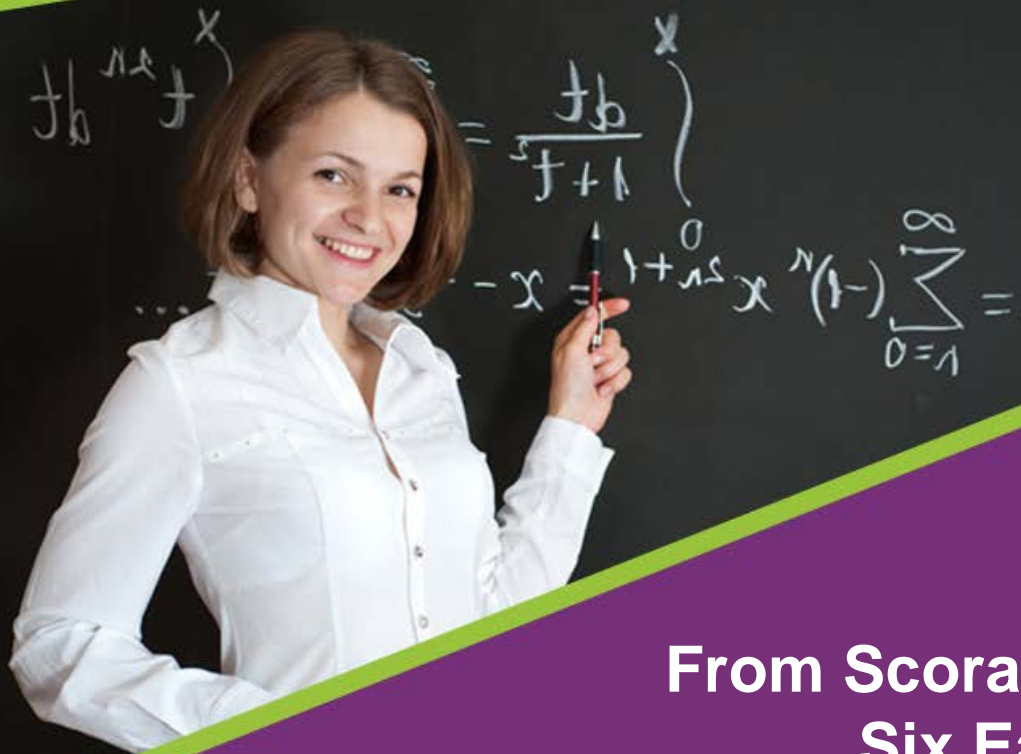




INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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From Scorable “0s” to 2s in Six Easy Steps



Welcome!



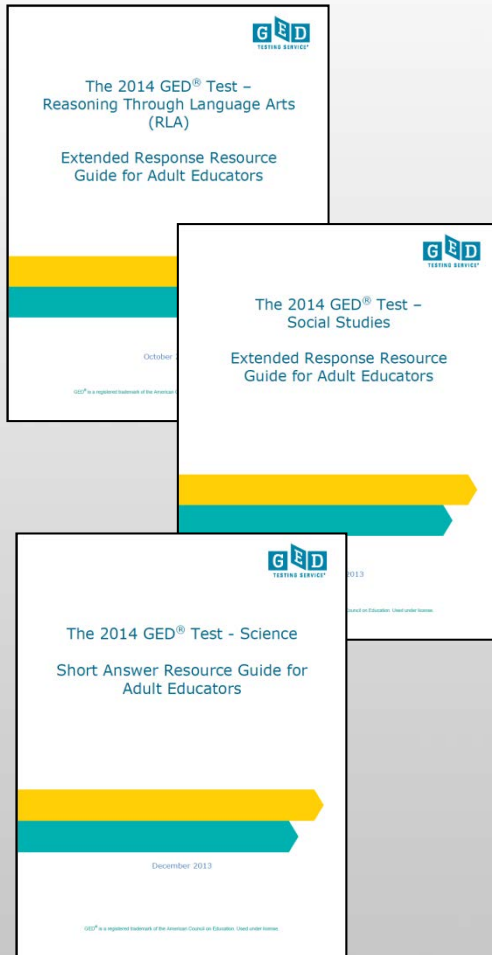


Dig deeper into strategies to improve students' constructed response writing skills

- Creation of arguments/counterarguments and use of evidence
- Development of ideas and organizational structure
- Clarity and command of standard English conventions

What GEDTS is seeing in constructed responses:

- ✓ Most students are earning few if any points
- ✓ Students are summarizing, not analyzing and evaluating
- ✓ Students are not connecting and explaining how the evidence supports the claim
- ✓ Students are not writing enough “original” material to receive any points on Trait 3 (grammar and sentence structure)

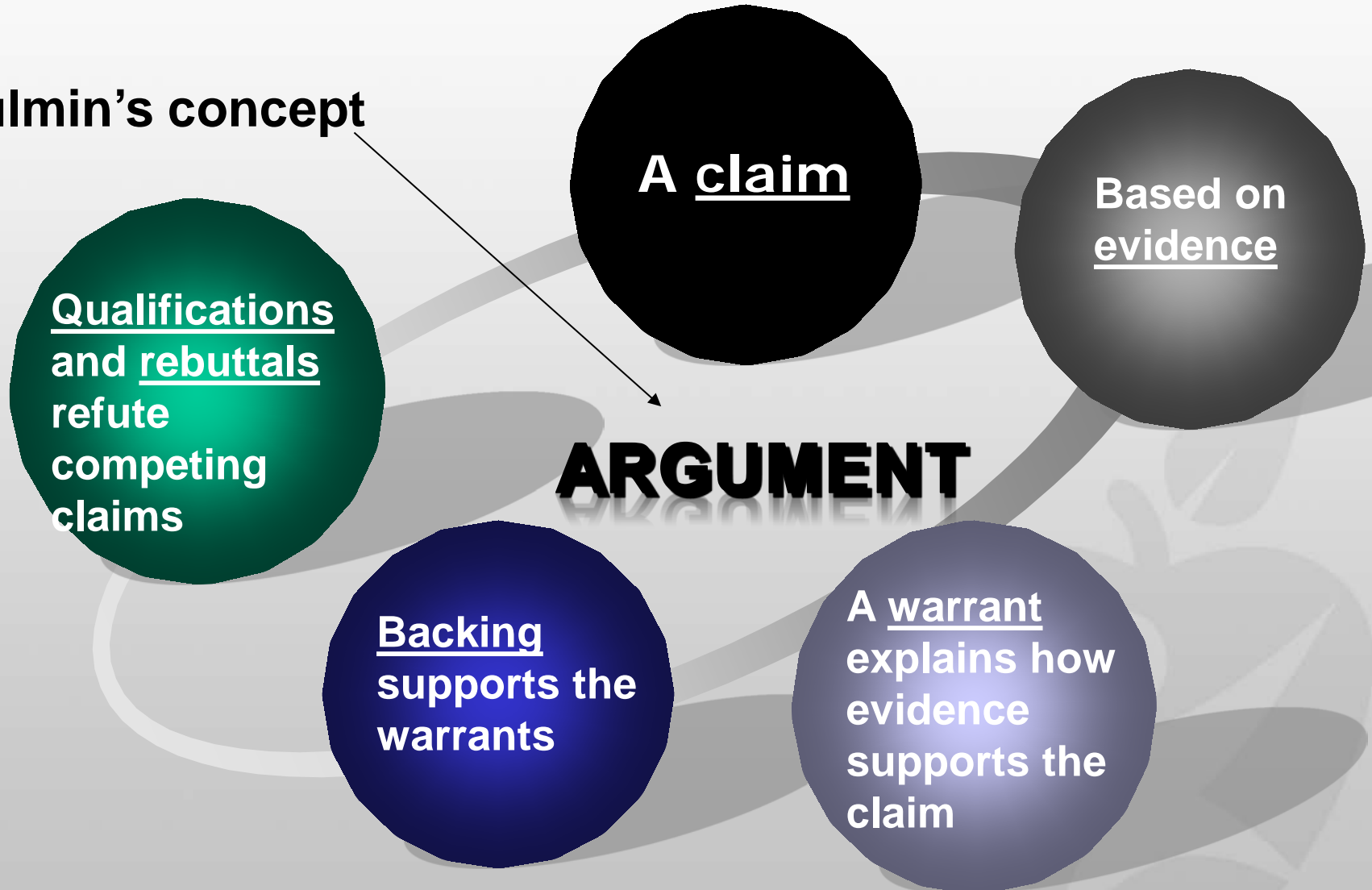


- Reasoning through Language Arts module
 - 1 Extended Response (ER), 45 min. ~20% of test
- Social Studies module
 - 1 Extended Response (ER), 25 min. ~20% of test
- Science module
 - 2 Short Answers (SA), ~ 10 min. each ~15% of test

What is effective
argumentative
style writing?



Toulmin's concept



To create more
effective writers, we
must teach . . .



Closely Read/Unpack the Prompt

Develop Your Claim (Analyze/Evaluate)

Support It with Evidence

Identify a Counterclaim and Rebuttal

Draft Your Writing Sample

Revise and Edit before Publishing

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. This task may require approximately 45 minutes.

Do	What
Analyze	Both positions
Determine	Best supported position
Use	Relevant evidence from passage
Type	Response
Take	About 45 minutes

Guide – p. 3

After they have read the excerpt(s), can your students answer these questions?

- What is the author's argument?
- What position does the author take (for or against)?
- What is one point that supports the author's argument?
- What evidence does the author give to support this point?
- What is the point of view of the author?
- What is one point that refutes the author's point of view?



analysis \neq description or summary



**An analysis or evaluation of
text(s) goes “beneath the
surface”**

Analyzing

- Examine form, content, and organization
- Examine the author's purpose and perspective
- Identify the author's claim and the reasons
- Determine if evidence is sufficient and accurate
- Determine logical fallacies (errors in reasoning)

Evaluating

- Evaluate the purpose of the argument
- Recognize the main claim and evaluate how it is expressed
- Understand and evaluate the structure of the argument
- Evaluate the reliability of evidence
- Understand and evaluate reasoning about the evidence

Can You Convince Me?

Have students get into groups of four or five and come up with a stance on an issue important to them. Once they come up with a stance, they present that stance to the class along with their reasons. Each of the other groups in the class state whether or not they agree with the group's stance, based on the evidence presented. The group with the most other groups "persuaded" gets a prize.

Help students with planning by having them complete a graphic organizer for each step, such as: a vee-chart or a pro/con organizer or a Toulmin graphic organizer or . . . ?

Argumentative Writing Organizer: Pros and Cons

Question or Statement	
Pros (Evidence that supports)	Cons (Evidence that opposes)

Decision for a claim: _____

Defend your decision: _____

Position One:

PREWRITING ORGANIZER: TOULMIN MODEL FOR ARGUMENTATION

A Claim: _____
In your paper, is defensible, is debatable, is demonstrated by evidence and logic

THESIS PROPOSITION STATEMENT: _____

Warrant: Provide a reason or generalization that links the evidence to your claim.
 • Is the assumption that underlies your claim?
 • questions the evidence
 • shows a logical, personal connection between claims, reasons, data/evidence
 • gives credence to premises with your argument
 • can be tested, but usually is accepted

Reason: _____

Reason: _____

Reason: _____

Conclusion: _____

REFUTE: _____

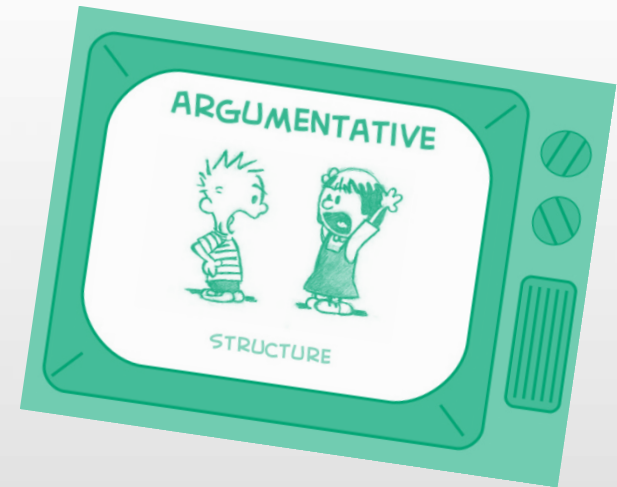
Position Two:

Guide – pp. 5-8, 11

My Claim

What is a claim?

- States what is being argued; what point is being made.
- A claim must be
 - Debatable: reasonable people could disagree
 - Narrow: not too big to deal with in a writing
 - Valid: evidence needs to support the claim



Guide – p. 9

Start with 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 _____.

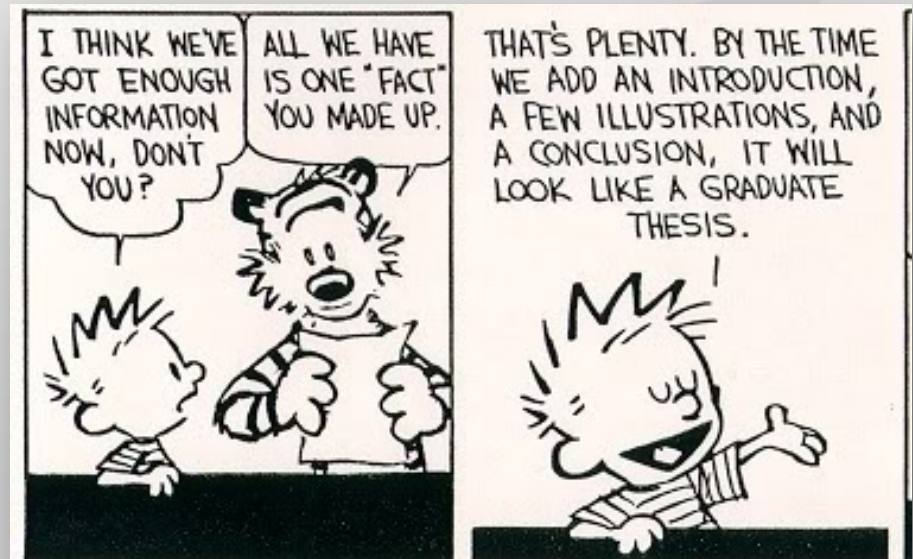
Sample Claim

In the argument for daylight savings time, the pro daylight savings position is better supported because the research is more timely and reliable.



What is evidence?

- Supports the claim; not opinions but, information from sources that may include:
 - Facts or statistics
 - Expert opinion
 - Examples



Show me the evidence!

Sample frames for incorporating evidence

In the article, “_____,”
_____ maintains that
_____.

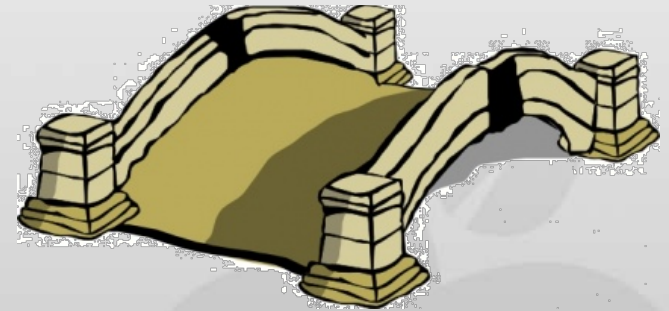
_____’s point is that
_____.

_____’s claim rests upon the questionable
assumption that _____.

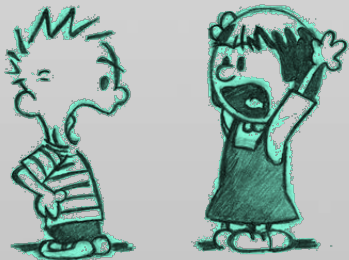
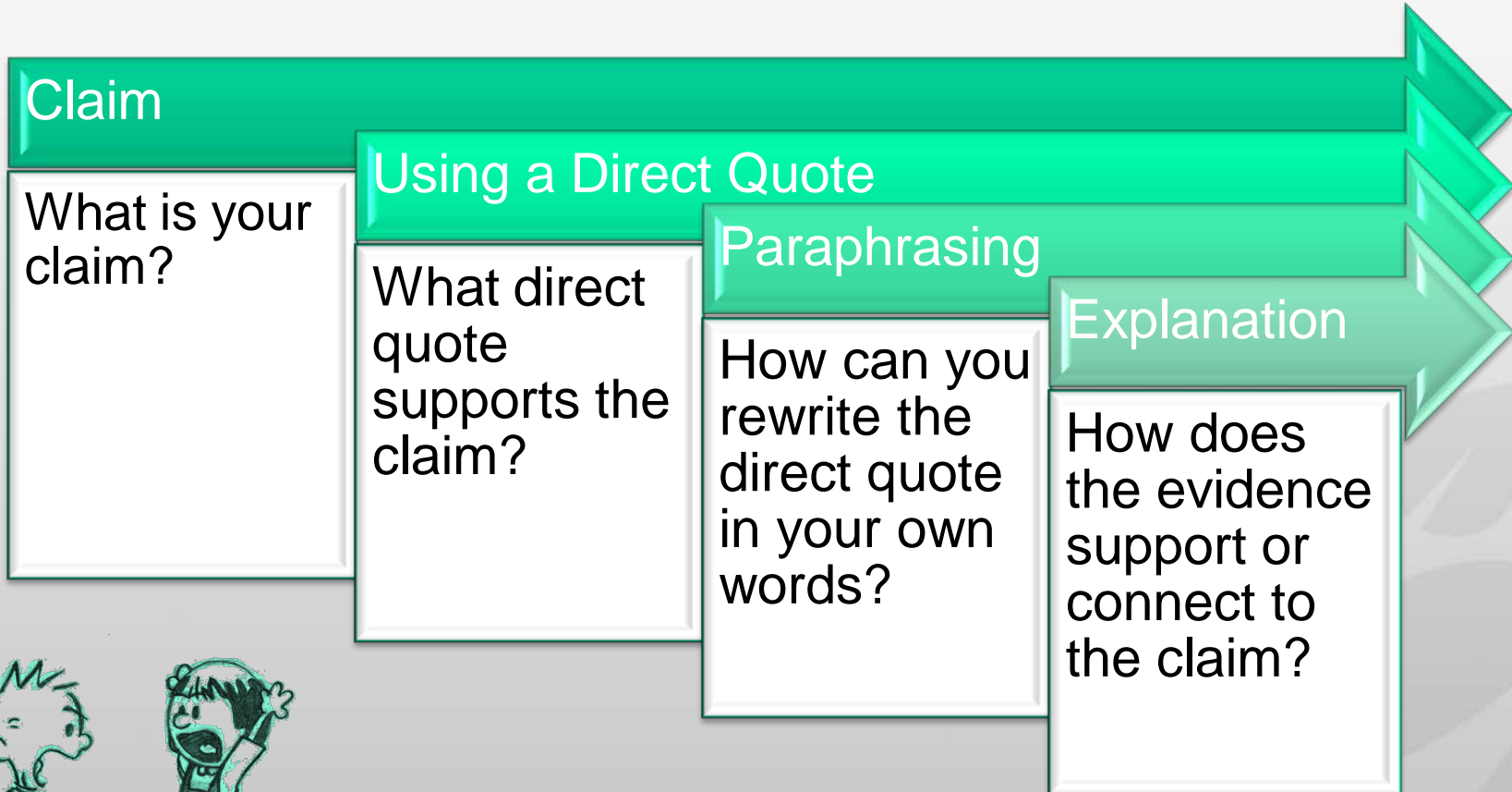
One reason that _____ maintains the
position of _____ is that
_____.

Make sure the evidence connects . . .

- A bridge (warrant) explains how the pieces of evidence (arguments) connects to the claim.
- A bridge (warrant)
 - Is logical – makes sense
 - Is reasonable – avoids excessive emotion
 - Does not assume – sticks with the evidence



Explaining and Connecting the Evidence



Explaining and Connecting the Evidence

Claim

Daylight savings time is a positive part of American lives because longitudinal studies and research support its positive effect on the economy.

Using a Direct Quote

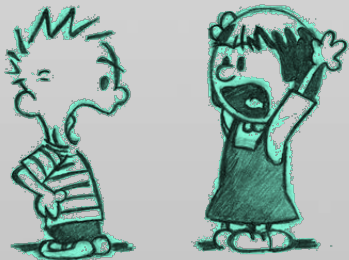
“DST was first implemented in 1918 to conserve resources for the war effort.”

Paraphrasing

Historical facts are supplied to explain why daylight savings time was created.

Explanation

Because the needed to save energy during the war years so funds could be spent on the war effort



Guide – pp. 12, 13, 14

Sample Connected Evidence

The second position is much better supported, especially compared to the somewhat lacking arguments of the previous position. The writer's information is precise, and he seems to use more studies than the first author.



Counterclaim

- Disagrees with the claim.
- Reasonable people can disagree with a specific claim.
 - What do they think? (counterclaim)
 - What is their evidence?



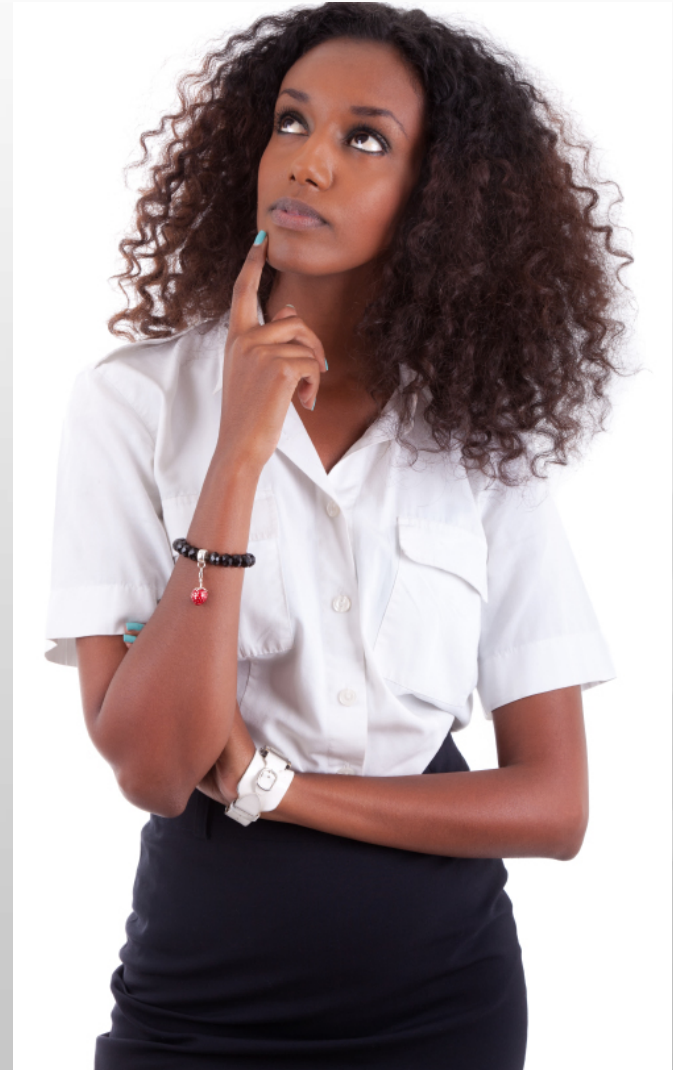
Rebuttal

- Explains why the counterclaim is wrong.
- A person can reasonably disagree with the counterclaim.
 - Why is the counterclaim wrong?
 - What is the evidence as to why a counterclaim is wrong or less effective?
 - Words to use - however, nevertheless, although

Sample Counterclaim and Rebuttal

The writer brings up expenses, safety, and crime rates, all of which are supposedly improved through the use of DST.

However, the evidence he uses to support this claim seems general and outdated.



Counterclaim

- One might object that . . .
- It might seem that . . .
- According to the research . . .
- Admittedly . . .
- Of course . . .
- Although . . . , there is evidence to support . . .
- The other side states that . . .

Rebuttal

- Nevertheless
- But
- However
- Otherwise
- On the contrary
- In contrast
- On the other hand
- Although . . . , research supports . . .

Beginning

- The introduction states the claim or position. It begins with a topic sentence/thesis/hypothesis statement. The beginning restates the question and sets the stage to answer the prompt.

Middle

- The supports the claim with evidence and includes the counterclaim/rebuttal
- Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .
- Include background information as required through the prompt.
- Identify a counterclaim and develop a rebuttal using such phrases as: however, although, etc.

Ending

- Write a closing that summarizes the position taken or restates the claim/thesis statement in a different way.

P

Point

A claim
or thesis

E

Evidence

Evidence &
examples
to support
the claim

E

Explanat- tion

Explana-
tion of the
evidence
(how and
why it
supports
the claim)

L

Link

A link
(transition)
to the next
point or
from the
last point

S

Style

A formal
style
throughout



A few things to look
for when editing
and revising



Guide – pp. 15-17

Don't forget that once is not enough . . .



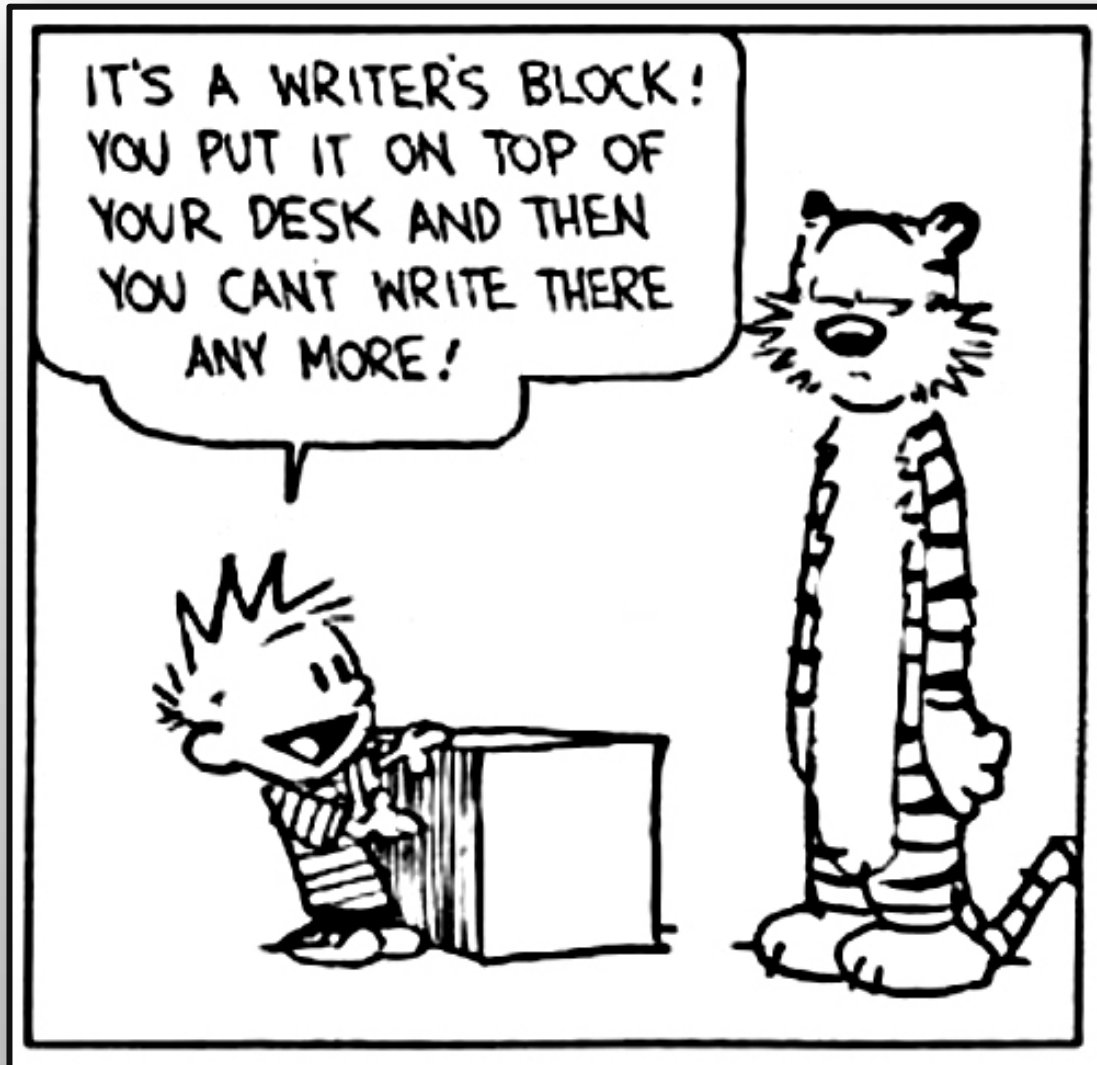
When teaching a new strategy:

- Activate background knowledge
- Discuss the strategy
- Model the strategy
- Have students memorize the steps for the strategy
- Support students learning to implement (scaffolding)
- Establish independent practice to gain mastery

Think about your classroom and reflect on the following . . .

- What do my students need to be successful in creating an argumentative writing sample?
- What can I do to improve my teaching of the argumentative writing process?





Need more
ideas?



The 2014 GED® Test - Science
Short Answer Resource Guide
Adult Educators



The 2014 GED® Test –
Social Studies
Extended Response Resource
Guide for Adult Educators



The 2014 GED® Test –
Reasoning Through Language Arts
(RLA)
Extended Response Resource
Guide for Adult Educators

<http://www.gedtestingservice.com/educators/2014testresources>

Guide – pp. 18-19

- Florida IPDAE E-Learning Center Courses
 - Getting to the Core: Florida's ABE College and Career Readiness Standards for ELA
 - Program Managers/Administrators Online Course
- Webinars – From the Field for the Field
- More Grab and Gos
- More Lesson Plans
- Florida's ABE College and Career Readiness Standards for Math
- Much, much more . . .

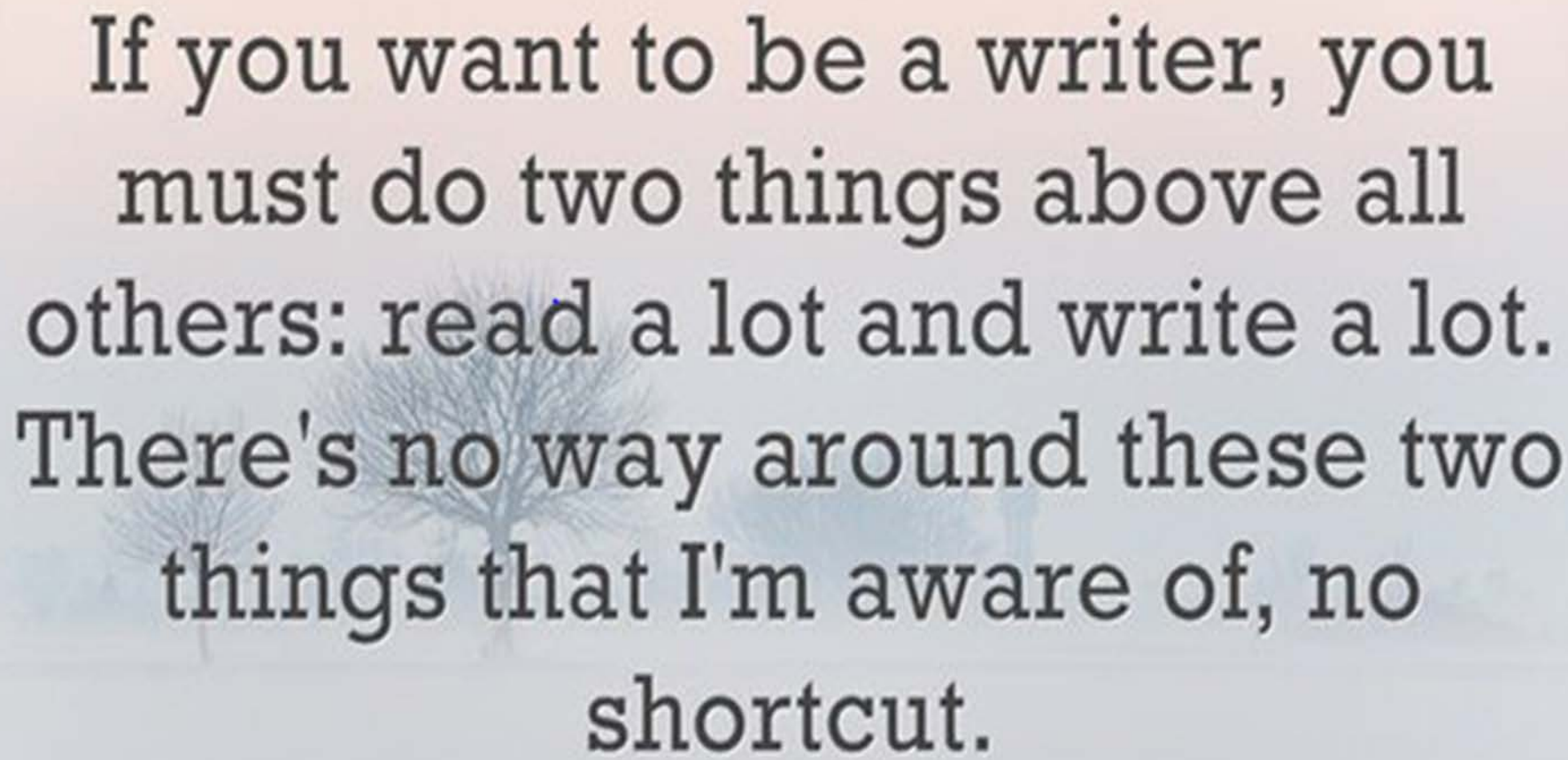




Questions

Comments





If you want to be a writer, you
must do two things above all
others: read a lot and write a lot.
There's no way around these two
things that I'm aware of, no
shortcut.

Stephen King

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

Always here to assist!

The IPDAE Team

***Stay
Connected***