



Focus on Reasoning Through Language Arts: Tools and Strategies for Integrating Reading and Writing

**Professional Development for
International Programs**

Session 4

Wednesday 19 September 2018

Session Objectives



- Review expectations of RLA test
- Explore and use close reading strategies
- Explore thinking routines to teach the steps in drafting a constructed response
- Share resources and ideas

An Overview

Reasoning through Language Arts

Overview

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

Item Types

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



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)

Too Much to Teach – Too Little Time?

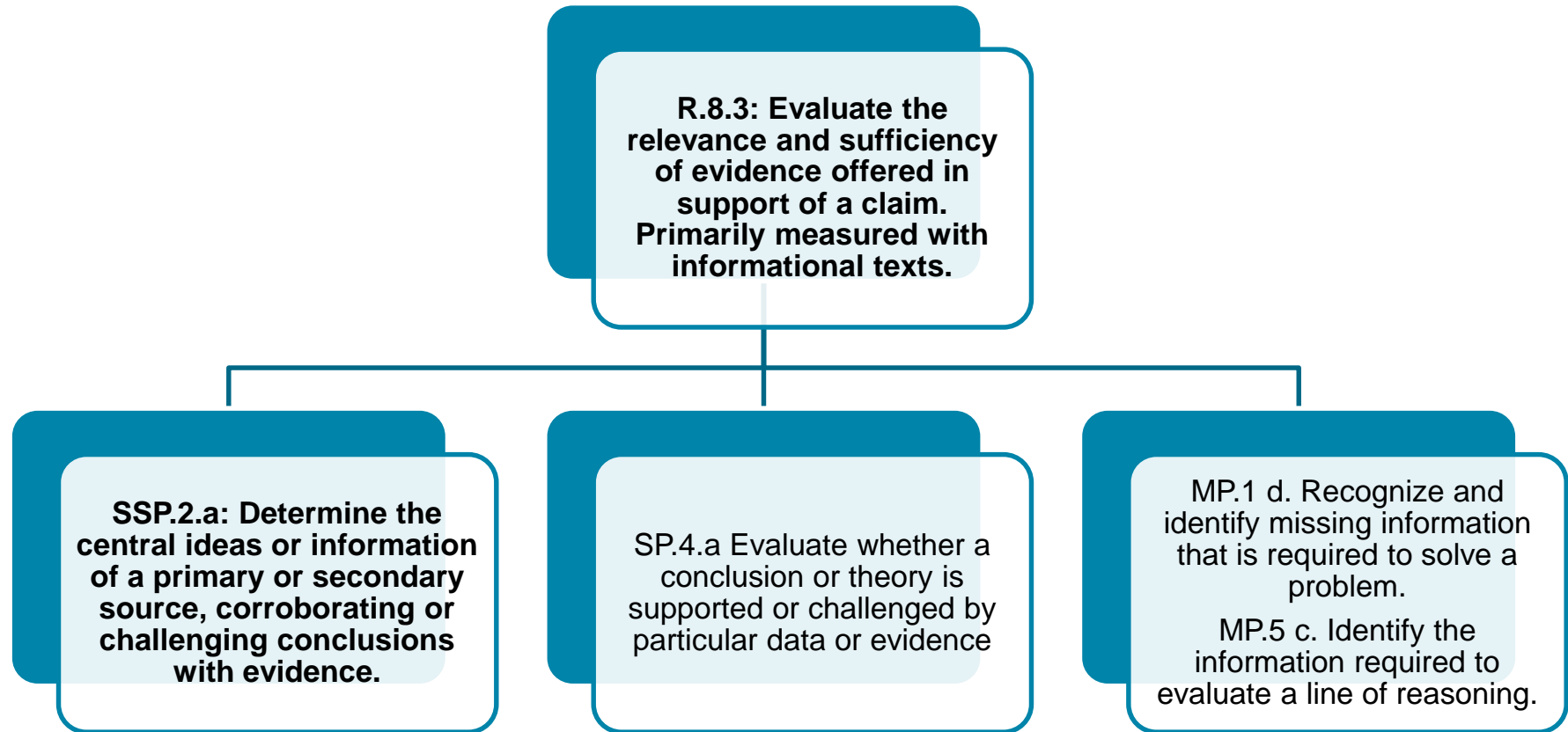


- Use PLDs and High Impact Indicators to focus instruction

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.	<ul style="list-style-type: none">• 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.

Where do we see evidence on the test?




Planning for Close Reading

Implementing the Process into the Classroom

What is close reading?





“A careful and
purposeful rereading of
a text.”

— Dr. Douglas Fisher
San Diego State University

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

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

Ten Questions Close Readers Ask . . .

What is the mood or feeling of the text?

What is the text about?

Who is the audience for the text?

Who is speaking in the text?

What happens in the text?

How does this part relate to what happens before and after?

What words do I notice?

Why did the author write the text?

What is not being said?

What does the author mean by ____?

Putting the Process to Work

Step 1 – Find the Right Text

Step 2 – Do Your Pre-Work

**Step 3 – Teach Students to Read
with a Pencil**

**Step 4 – Discuss Students'
Responses to TDQs**

**Step 5 – Have Students Write
About What They Read**



Steps to Take . . .

Step 1 – Find the Right Text

The text should be:

- Complex
- Content-rich nonfiction or informational
- Short passages
- Applicable for multiple purposes



Workbook p. 21-25

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

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

Steps to Take . . .

Step 2 – Do Your Pre-Work

Identify the most important thing for students to learn, then:

- Create a series of TDQs (text-dependent questions)
- Identify key words
- Determine the annotation symbols
- Chunk the text
- Develop a reflection activity



Text Dependent Questions

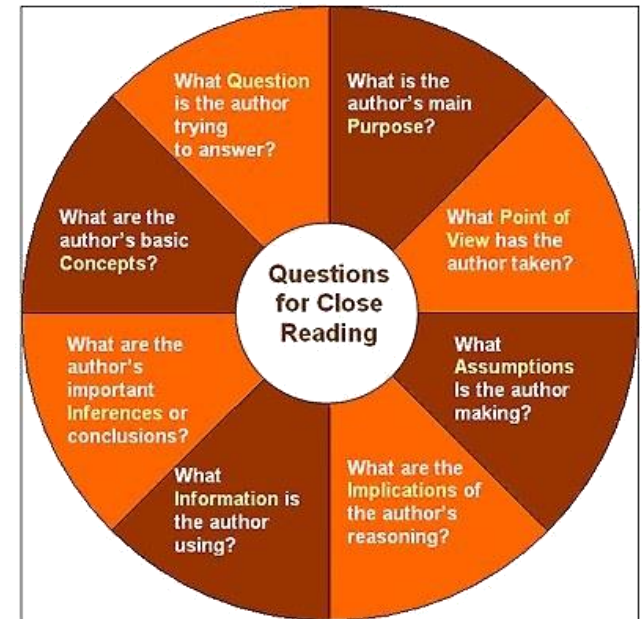
Answered from text

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



Steps to Take . . .

Step 3 – Teach Students to Read with a Pencil

- Number the paragraphs
- Underline major points
- Highlight or circle key words/terms
- Use the following symbols
 - ? – for something that is confusing or that they don't understand (explain why)
 - ! – something that is surprising (explain why)
 - E – example or evidence that supports major points (write a note)

READING WITH A
PENCIL
HELPS STUDENTS
GO BACK INTO
THE TEXT
OVER & OVER
TO GET A STRONG SENSE
OF WHAT THE **AUTHOR**
IS TRYING TO SAY

Annotation is a note
of *any form* made while
reading text.

(It is not highlighting text.)

Symbol	Meaning
1, 2, 3...	Number of the paragraph
—	Major points or key ideas
○	Key words or terms
?	Something that is confusing
!	Something you found surprising
E	Example supporting major points

"Reading with a pencil."

Steps to Take . . .

Step 4 – Discuss Students' Responses to TDQs

- Use TDQs from your pre-work
- Have students:
 - Provide their answers
 - Indicate where they found the answer
 - Provide the evidence that supports their answers

Step 5 – Have Students Write About What They Read

- Provide students with a prompt
- Have students write about what they read, using evidence from the text

Putting the Process to Work

Step 1 – Find the Right Text

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with a Pencil**

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Teaching Grammar in Context

Contextualization is Understanding

Revising and Editing in Real-World Situations

College really isn't necessary

Marriage is something that every girl looks forward to during her childhood. I believe that every girl should marry every guy that is rich so they never have to work. Girls can just go and get their nails done and take the kids shopping. I don't think that college is necessary because you go to school twelve years out of your life and after that you should be done. Men, I can understand if they want to go to college. I don't think girls should have to go to college. They are too busy with their life and family. But I can understand if girls want to go to beauty school, cause every girl should have options but personally, I don't think college is necessary because girls need to be girls and get their nails done or go shopping. Have a great time. I'm not saying boys should have the life of work and distress because they are humans but they

BY LYNZEE STAUSS
STAFF REPORTER

unclear reference
run-on
Pleo fragment
who's paying the bills again?
logically impossible

Messages **Joey** Edit

Can you just listen to me?

I like you, ok?

and I feel that something is missing in my hart.

I think it's an E

Send



Its not to hard too teach proper grammar if your willing two learn!



Make contextualized grammar more contemporary . . .



Britney Spears ✓

@britneyspears

Follow

Y'all probably don't know this, but I'm constantly writing! A pen truly is a girl's best friend #IAMBritneyJean #BTS

2:01 PM - 20 Dec 2013

2,968 RETWEETS 5,609 FAVORITES

Why is that people always try to understand estimate my intelligents?! They should never do that! I haven't been on (cont) <http://tl.gd/u6vo>

about 1 hour ago from Twitter



Tyra Banks ✓

@tyrabanks

Follow

been sitting here for 30 minutes trying to figure out a clever first tweet. still thinking...

7:19 PM - 17 Jul 2009

20 RETWEETS 14 FAVORITES



matthew perry ✓

@MatthewPerry

I'm too concerned my grammar will be bad.
RT @JENNA_GM: @MatthewPerry how comes u don't tweet no more

Reply Retweet Favorite

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.

It's Your Turn!

Workbook – p. 5



Josh Hutcherson ✓

@jhutch1992

 Follow

anyone in or near atlanta needs to check out my friends new pizzeria @ammazzahq best pizza I've ever had. got to taste the menu last night!

 Reply  Retweet  Favorite

1,558
RETWEETS

1,512
FAVORITES



6:08 PM - 24 Sep 12 · Embed this Tweet

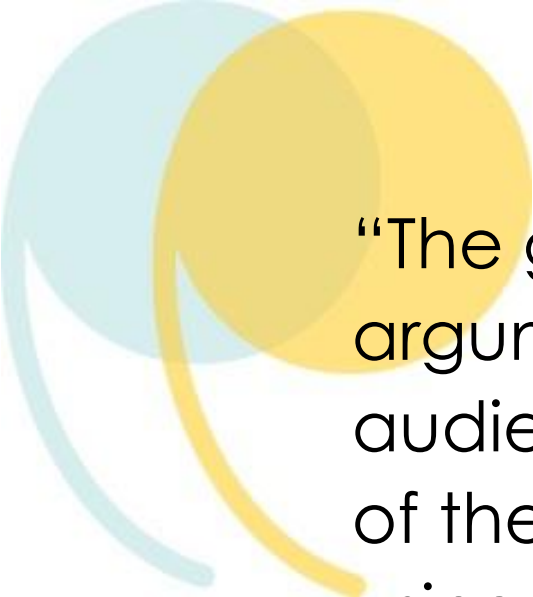
Constructed Response

What are the expectations?

What is
evidence-based,
argumentative
writing?



Workbook – p. 7



“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...”

— Source: National Governor's Association Center for Best Practices and the Council of Chief State School Officers. *College & Career Ready Standards for Reading, Writing and Communication*

Expectations



The Extended Response

What's the task?

QAReview - Candidate Name

Question 6 of 15

Flag for Review

page 1page 2

Instructions

Read

- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
- Both writers argue** that **their position** on the issue is **correct**.

Plan

- Analyze** the two texts **to determine** which writer presents the **stronger case**.
- Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- Include** relevant and specific **evidence** from **both sources** to support your argument.

Write

- Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.
- Remember** to allow a few minutes **to review and edit your response**.

You have up to **45 minutes** for reading, planning, writing, and editing your response.

CutCopyPasteUndoRedo

End Test

Previous

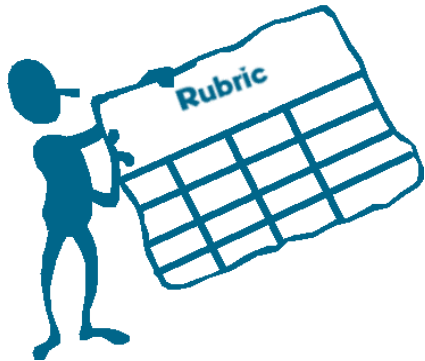
Navigator

Next

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

Candidate responses are scored 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



Trait 1

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)	

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

Workbook – p. 8

Trait 2

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)	

- 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

Trait 3

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"> varied sentence structure within a paragraph or paragraphs correct subordination, coordination and parallelism avoidance of wordiness and awkward sentence structures usage of transitional words, conjunctive adverbs and other words that support logic and clarity 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"> frequently confused words and homonyms, including contractions subject-verb agreement pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case placement of modifiers and correct word order capitalization (e.g., proper nouns, titles, and beginnings of sentences) use of apostrophes with possessive nouns 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 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	<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 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. <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 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)

- 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

Climate Change/ Environmental issues

ER handout- slide 3


- Group work
- Topics:
 - Melting polar regions, coral bleaching, ocean acidification
 - It is happening or it's not happening
 - Recycling programs
 - Helping the environment or not

MTPV in Action

Applying Thinking Routines to Constructed Responses

From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produce fewer ideas • Fail to organize their thoughts 	<ul style="list-style-type: none"> • Develop multiple ideas • Organize their ideas
Draft/write	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance



“Good writing is clear
thinking made visible.”

— Bill Wheeler

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



A Structure that Works for MTPV

Teacher Responsibility

Focused
Instruction

Guided
Instruction

Collaborative

Independent

“I do it”

“We do it”

“You do it
together”

“You do it
alone”

Student Responsibility

Let's Get Started



Start by concisely describing for students what you and they will be doing.

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



Stimulus Material

Taxation and Revenue Stimulus Material

Taxation and Revenue Stimulus Passage #1

Press Release from the Office of
U.S Representative Melody Walls
United States House of Representatives
Washington, DC

*Representative Walls Announces Economic Boost for 12th District
July 17, 2013*

Washington, DC – Representative Melody Walls announced that Congress passed the highway and transit bill today.

"This bill funds the expansion of Highway 17 from a two-lane highway to a four-lane thoroughfare. It will positively affect the town of Oak Falls," Walls said. As part of the expansion, Highway 17 will move two miles east of the town of Oak Falls. The bill will ease traffic congestion and create job opportunities during and after construction.

Last year, Representative Walls held town hall meetings to gather opinions from her constituents about revitalizing the economy in the 12th District. Two years ago, Turnaround Motors and Bell Camera closed their factory doors. The result has been high unemployment with no immediate prospects for new businesses. Representative Walls heard residents' concerns for jobs in the district.

Improving the highway means jobs for local construction workers. Once completed, the highway will bring more long-distance travelers into the area. Some officials anticipate a 30% increase in highway traffic due to the ease of traveling on the improved Highway 17. An increase in travelers will attract national motel and restaurant chains along the highway route. These national businesses will mean permanent jobs for residents.

In the future, historical features in Oak Falls and Gaston, such as brick streets built by early settlers and the old wheat mill, will likely become popular tourist attractions. More visitors will increase business for local shops and restaurants.

The improved highway will eliminate eighteen-wheeler traffic through towns, a major source of traffic congestion and noise. A 2001 study in Texas showed that bypasses reduce traffic through towns by as much as 75%. Eliminating eighteen-wheeler traffic will also reduce road maintenance costs. The improvement of Highway 17, funded by federal tax allocations, is an important investment in the area.

Taxation and Revenue Stimulus Passage #2

Oak Falls Gazette
Letter to the Editor

I am a small-business owner living in Representative Walls's congressional district. A bill has been passed to expand Highway 17 from a two-lane highway to a four-lane thoroughfare. This change includes plans to move Highway 17 two miles to the east, which means it will now bypass our town completely. I find this unacceptable.

The *Gazette* reports that because Highway 17 runs through six states, construction will be paid for with federal road funds. That means some of our federal taxes will pay for a road that I believe will harm our town. I also believe that few residents of Oak Falls will use the road. Our town and district will lose money as a result of this highway bypass paid for by our tax dollars.

The road construction jobs are only a temporary bandage on the wound made by our two manufacturers closing their doors. Once the road construction is finished, only minimum wage jobs will remain.

In fact, the highway will bypass four cities in our district alone. Each of these towns will lose business because fewer travelers will pass through them and eat, stay overnight, or purchase gas. There is no guarantee that tourists will drive an extra two miles into our town if national chain motels and restaurants are built at the highway exits. The 2001 study Representative Walls references does show that bypasses reduce traffic and noise in towns, but the study also shows they have a negative impact on local businesses.

If this project were paid for with state tax money alone, angry voters would have struck it down. Representative Walls held town hall meetings to hear residents' opinions about the local economy, but obviously she did not listen to the concerns they voiced. Please consider local concerns about this federal project.

Taxation and Revenue 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.

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.

Unpacking the Prompt – The First Step in Analyzing

- 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?

Do	What

Unpacking the Prompt

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

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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

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.”

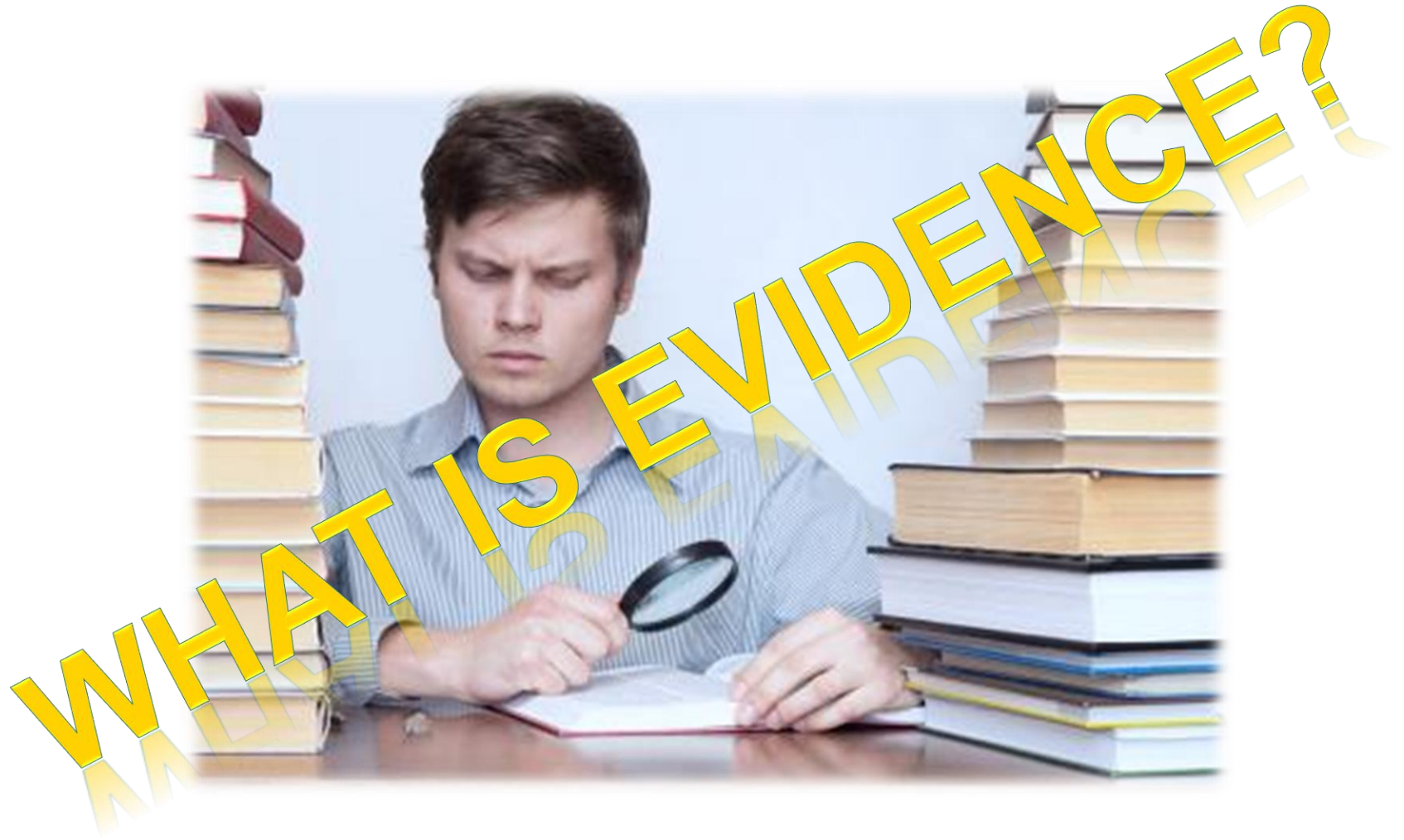
Hillocks, G. (2010) *Teaching argument for critical thinking and writing: An introduction*. English Journal 99(6) 24-32

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.

But First . . .



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.

It's Your Turn! Interact with Text – Identify the Evidence

Taxation and Revenue Stimulus Material

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Washington, DC – Representative
today.

"This bill funds the expansion of
positively affect the town of Oak
east of the town of Oak Falls. The
construction.

Last year, Representative Walls
revitalizing the economy in the 12th
factory doors. The result has been
Representative Walls heard resis

Improving the highway means jo
long-distance travelers into the a
ease of traveling on the improve
restaurant chains along the high

In the future, historical features i
wheat mill, will likely become pop
restaurants.

The improved highway will elimin
congestion and noise. A 2001 stu
as 75%. Eliminating eighteen-wh
The improvement of Highway 17

Taxation and Revenue Stimulus Passage #2

Oak Falls Gazette
Letter to the Editor

I am a small-business owner living in Representative Walls's congressional district. A bill has been passed to expand Highway 17 from a two-lane highway to a four-lane thoroughfare. This change includes plans to move Highway 17 two miles to the east, which means it will now bypass our town completely. I find this unacceptable.

The Gazette reports that because Highway 17 runs through six states, construction will be paid for with federal road funds. That means some of our federal taxes will pay for a road that I believe will harm our town. I also see money as a result of this

two manufacturers
will remain.

will lose business because
there is no guarantee that
plants are built at the
factories reduce traffic and
costs.

ask it down. Representative
but obviously she did not
project.

better supported than
your argument.

you agree. This task
in 4 – 7 paragraphs of

Underline the evidence that supports the benefits of the highway and transit bill.

Circle the evidence supporting that the highway and transit bill will be detrimental.

Workbook pp. 12-13

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?

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.

Analyze and Evaluate the Evidence

Both Sides Now		
Evidence that Supports		Evidence that Opposes
	Question or statement Which position is better supported?	
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

Analyze and Evaluate the Evidence

Both Sides Now		
Evidence that Supports	Which position regarding the building of a new road is better supported?	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		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

Which side?

Decision (Claim)

Reasons (Analysis/Evaluation)

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?

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?

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?

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.

DEVELOP THE CLAIM



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.



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?

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 _____.

**CITE THE
EVIDENCE AND
CONNECT IT!**



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!

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.

Cite the Evidence

Evidence

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



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.**



Cite the Evidence

Evidence

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



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





THE COUNTERCLAIM AND REBUTTAL

For every claim, there is a counterclaim and rebuttal

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 . . .

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.



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



**NOW IT'S TIME TO
WRITE!**

Structure for Constructed Response

Beginning

- The introduction states the main idea or position. It sets the stage or context for the position that is being argued and provides a “hook” to get the reader’s attention. The beginning introduces the claim or thesis.

Middle

- Answer the question first.
- Offer data (reasons/evidence) to support the claim.
- This is where you go to the text(s) and provide examples/evidence and important details to support the answer.
- Show connections between the evidence and the claim.
- Provide a counterclaim and rebuttal supported by evidence.
- Include background information as required by the prompt.

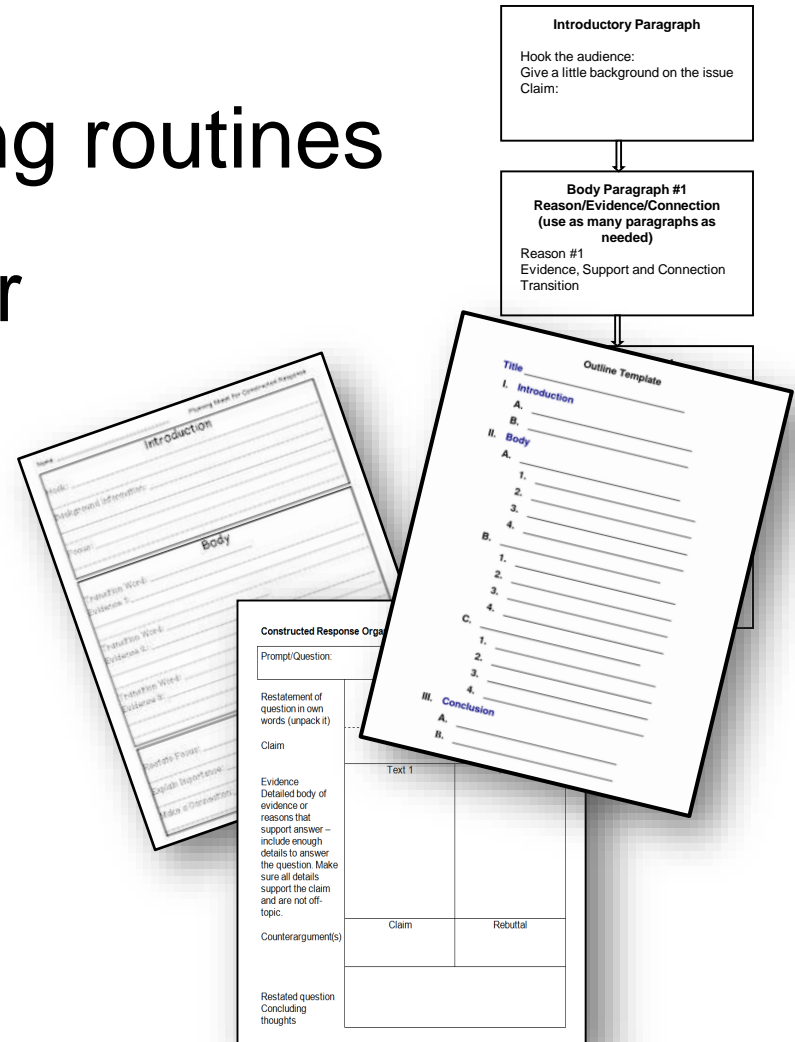
Ending

- Write a closing that summarizes the position taken or restates the claim or thesis statement in a different way. Share the significance of the claim and what the reader should “take away”

Model: Organizing and Drafting Routines

Sample organizing/drafting routines

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



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.

Time to Write!



First drafts
don't have to be
perfect.
They just have to
be written.

The Tools of Revision and Editing

Revising and Editing Checklist

Introduction

- ☐ Does your introduction begin with a sentence that grabs the reader's attention?
- ☐ Does your paper contain a thesis that is a clear summary of your main point or argument?
- ☐ Is your thesis arguable? Your thesis should not simply be the statement of a fact because a statement is NOT arguable.
- ☐ Does your thesis match your assignment? A thesis for a compare-contrast paper is constructed differently than a thesis for a personal narrative or a research paper.
- ☐ Is your thesis placed correctly? Normally the thesis should be the last sentence of your introductory paragraph, but it can also appear either as the first sentence or within the first paragraph.
- ☐ Does your thesis provide a clear outline for the entirety of your paper?
- ☐ Does your thesis answer a question? Keep in mind, a thesis should never be written as a question.

Body Paragraphs

- ☐ Does the topic sentence of each body paragraph state one of the points that you are trying to make?
- ☐ Does each paragraph cover one point?
- ☐ Does each topic sentence clearly state the point that you are trying to make?
- ☐ Does your writing clearly state the point that you are trying to make?

Author's Name: _____
 Peer's Name: _____
 Date: _____
 Date: _____

Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit column, fixing any errors you notice. Then, have a peer complete the Peer Edit column while you observe.

	Self-Edit		Peer Edit	
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. Quotation marks are included where needed.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. Quotation marks are included where needed.	
Capital Letters	I checked for capitals at the beginning of sentences. Proper nouns begin with capital letters.		I checked for capitals at the beginning of sentences. Proper nouns begin with capital letters.	
Grammar	My sentences are complete thoughts and contain a noun and a verb. I don't have any run-on sentences.		Sentences are complete thoughts and contain a noun and a verb. There are no run-on sentences.	
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.	
			Comments and suggestions	

readwritethink
 K-12

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Finished On-Demand Draft Writing!

Constructed Response Organizer

Prompt/Question:		
Restatement of question in own words (unpack it) Claim Evidence Detailed body of evidence or reasons that support answer – include enough details to answer the question. Make sure all details support the claim and are not off-topic. Counterargument(s) Restated question Concluding thoughts		
	Text 1	Text 2
	Claim	Rebuttal

Response 1:

Both the press release and the letter to the editor offer positions that are supported by both fact and opinion. The press release seeks to exhort the new bill for expansion of Highway 17, while the letter argues that the passing of the bill could prove detrimental to the district. While both sides make an acceptable case, the latter provides a stronger argument because it provides more factual evidence.

One example of the letter's stronger argument is the explanation 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. This proves, with factual information, that the district did not have a fair say in the bill. The notion that few residents will use the road that their tax dollars are providing is an opinion. However, a resident and small-business owner in the town is more credible in the awareness of the town's concern, as compared to a representative who attended a few meetings in the town hall.

Another example of the better supported argument in the letter is the reference to the construction jobs as temporary. The press release praises the new jobs created by the highway construction, as this is a valid point. However, the author of the letter is correct in the fact that the jobs will not create a boom in the district's economy, or fill in the gap caused by the closures in the manufacturing plants, as the press release leads listeners to believe. The road construction does not solve the long-term issue of unemployment in the town. In addition, the author of the letter counters the argument that new motels, restaurants, and gas stations along the highway will create permanent jobs for the residents of the town. She explains that, "...only minimum wage jobs will remain." This is a valid argument also, as unemployed residents that need enough income to support a household would not be much better off. Providing restaurant or motel jobs is very unlikely to feed or support an entire family. It will not pick up the laid-off employees of the manufacturing plants, who may have worked for many years towards promotions and a pension.

Another example of the letter's stronger argument is the author's explanation of the 2001 study. She concedes that the representative is correct in citing that bypasses are proven to reduce noise and traffic in town, but she argues that the study shows a negative effect on local businesses. This piece of the study was not mentioned by Representative Walls or the press release, and it is a proven fact. This draws more credibility to the argument in the letter. Also, although it is a speculation, it is more reasonable that traveler's will stick to the main highway and not venture miles off their path into small town when chain gas stations, restaurants, and motels are conveniently located directly at the highway exits. It is less likely that old roads in the towns will become historical locations, attracting tourists and boosting small business sales.

Despite the argument and evidence given by the press release, it appears that the letter to the editor offers a stronger case. The author's ideas are backed up by logical explanations and facts with a few speculations. Though the press release offers some fact, it is mainly specked with anticipations and hopes, driven to overshadow any doubts and quell any concerns. The letter is penned by a resident of the town and owner of a business, subject to first-hand opinions of the citizens of the district. The press release is pushed by an elected representative who, upon visiting the town a number of times and consulting a small percentage of the constituents, is convinced she understands the majority. Although both parties may very well have the best interests of the district in mind, and either position could be correct, it is clear that the letter provides a better-supported argument.

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



Workbook– p. 15



Claim
“Overall,
expanding the
highway will
create new
jobs...helping
economically, and
also will help
decrease traffic
congestion.”

Analysis/Evaluation
Somewhat simplistic
and limited

Response 5:

I believe that the Highway 17 should be expanded from a two lane highway to a four lane highway due to the better support it has. There are many benefits of extending the highway and although it may seem negative at times, we need to look at the broader picture as well as some specifics. Overall, expanding the Highway will create new jobs in communities, therefore helping economically, and also will help decrease traffic congestion.

With an increase in unemployment in the 12th district after two major factories closed down, there is little hope for new businesses to arise as well as for the unemployed to receive jobs. With a need to improve highways, jobs will be created as construction workers. This will therefore help the community get back on its feet and to help the community's economy. Some of the road construction jobs which are created while creating the road may be temporary, however there is room for permanent positions. Roads always will need upkeep and tidying up, which is why some will need to stick around to do the job after the creation of the road.

With roads being completed, this will allow more tourists to come visit the area. It will be easier for people to travel from far distances and there will be an increase of travelers. This will bring money to the area tremendously, benefiting restaurants and motels as well as the old wheat mill for tourism. This will then allow people who work at those places to spend their money they are making within their community to help everyone living in it. These businesses also will be doing well, perhaps expanding and hiring more workers. This will mean permanent jobs for residents.

Eighteen-wheeler traffic in towns will be eliminated through towns. Noise will become a minimal issue as well as traffic congestion. It will also reduce road maintenance costs, which will help the city economically.

Although the expansion of Highway 17, federal taxes will be used to pay for the road. This will not have a direct effect on solely one community. Money will be used, given by the government which would come from everyone living in the United States.

Although the new highway will bypass four cities in the district, there is still a lot of room for advertisement. Travelers will be able to easily get to the four cities by the highway and come from longer distances. Although there is no guarantee tourists won't stop in the city, with advertising and networking with national motels and restaurants, they may be able to suggest ones in the four cities.

Overall there seems to be stronger evidence that building the new highway will help communities and decrease traffic congestion.

Evidence
“jobs will be
created”
“Noise will become
a minimal issue as
well as traffic
congestion.”
“It will also reduce
road maintenance
costs, which will
help the city
economically.”

Counterclaim “Although the
new highway will bypass
four cities, there is still room
for advertisement.”



Organizational structure does not present the opposing positions clearly or specifically.

Began with writer's argument, but did not provide specific references to passages.

Some elaboration and development of ideas through transitional devices

Generally used formal style and appropriate tone.

Case 5:

I believe that the Highway 17 should be expanded from a two lane highway to a fourlane highway due to the better support it has. There are many benefits of extending the highway and although it may seem negative at times, we need to look at the broader picture as well as some specifics. Overall, expanding the Highway will create new jobs in communities, therefore helping economically, and also will help decrease traffic congestion.

With an increase in unemployment in the 12th district after two major there is little hopes for new businesses to arise as well as for the unem With a need to improve highways, jobs will be created as construction help the community get back on its feet and to help the community's e road construction jobs which are created while creating the road may there is room for premenant positions. Roads always will need upkeep why some will need to stick around to do the job after the creation of the

With roads being completed, this will allow more tourists to come visit easier for people to travel from far distances and there will be an increa bring money to the area tremendously, benefiting restaurants and motels as well as wheat mill for tourism. This will then allow people who work at those places to spend money they are making within thir community to help everyone living in it. These also will be doing well, perhaps expanding and hiring more workers. This will ment jobs for residents.

Eighteen-wheeler traffic in towns will be eliminated through towns. Noise become a as well as traffic congestion. It will also reduce road maintenance costs, which will city economically.

Although the expansion of Highway 17, federal taxes will be used to pay for the road. This will not have a direct effect on solely one community. Money will be used, given by the government which would come from everyone living in the United States.

Although the new highway will bypass four cities in the district, there is still a lot of room for advertisement. Travelers will be able to easily get to the four cities by the highway and come from longer distances. Although there is no guarentee tourists won't stop in the cities with advertising and networking with national motels and restaurants, they may be able to ones in the four cities.

Overall there seems to be stronger evidence that building the new highway communities and decrease traffic congestion.



Response 5:

I believe that the Highway 17 should be expanded to support the highway due to the better support it has. There are many reasons for this. Although it may seem negative at times, we need to look at the specifics. Overall, expanding the Highway will create jobs economically, and also will help decrease traffic congestion.

With an increase in unemployment in the 12th district after the stores closed down, there is little hope for new businesses to arise as well as for the unemployed to receive jobs. With a need to improve highways, jobs will be created for construction workers. This will therefore help the community get back on its feet and to help the community's economy. Some of the road construction jobs which are created while creating the road may be temporary, however there is room for permanent positions. Roads always will need upkeep and tiding up, which is why some will need to stick around to do the job after the creation of the road.

With roads being completed, this will allow more tourists to come visit the area. It will now be easier for people to travel from far distances and there will be an increase of travelers. This will bring money to the area tremendously, benefiting restaurants and motels as well as the old wheat mill for tourism. This will then allow people who work at those places to spend their money they are making within their community to help everyone living in it. These businesses also will be doing well, perhaps expanding and hiring more workers. This will provide jobs for residents.

Eighteen-wheeler traffic in towns will be eliminated through towns. This is a minimal issue as well as traffic congestion. It will also reduce road maintenance and help the city economically.

Although the expansion of Highway 17, federal taxes will be used to pay for it. This will not have a direct effect on solely one community. Money will be used, given to everyone which would come from everyone living in the United States.

Although the new highway will bypass four cities in the district, there is still an advertisement. Travelers will be able to easily get to the four cities by the highway. From longer distances. Although there is no guarantee tourists won't stop in the cities, advertising and networking with national motels and restaurants, they may be able to attract ones in the four cities.

Overall there seems to be stronger evidence that building the new highway will help communities and decrease traffic congestion.

Run-on sentences,
sentence fragments, and
awkward sentences

Variety in sentence
structure

Multiple instances of
comma errors, confusing
pronoun-antecedent
references, parallel
structure

Inconsistent

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



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.

Test-Taking Tips for RLA CR

- 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
- Write enough!
 - 300 -500 words
 - 4-7 paragraphs
 - 3-7 sentences each

Reflection

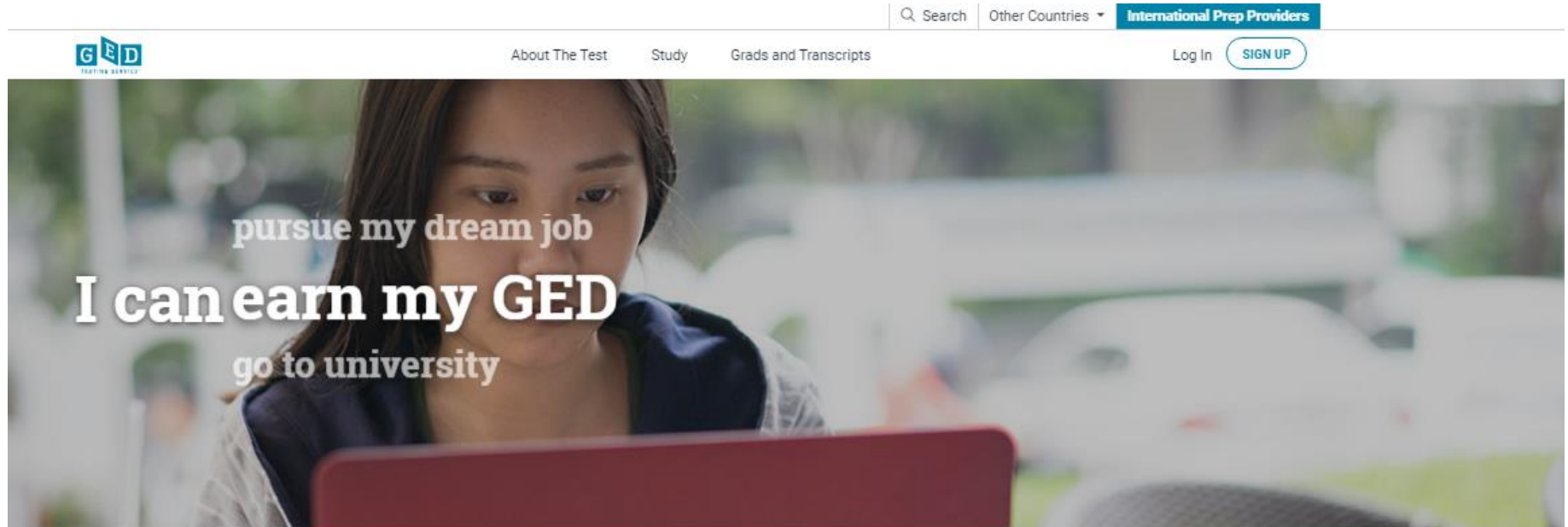
- 3** things that you learned
- 2** things that you can take back to the classroom
- 1** question that you still have



Workbook– p. 17

Resources

www.GED.com



Welcome to the home of the official GED® test. Find everything you need to earn your U.S. high school equivalency diploma right here.



Looking for More Ideas?

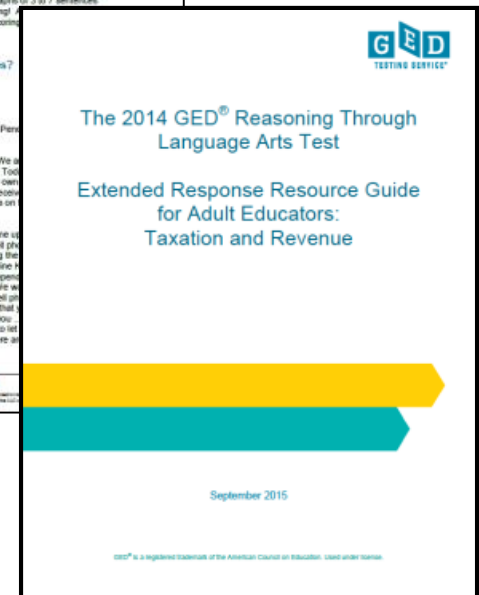
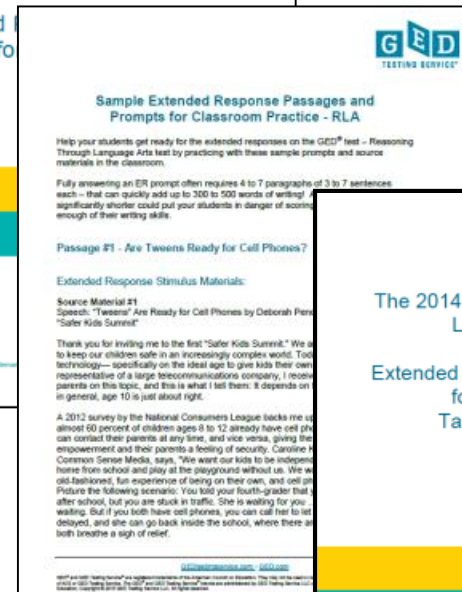
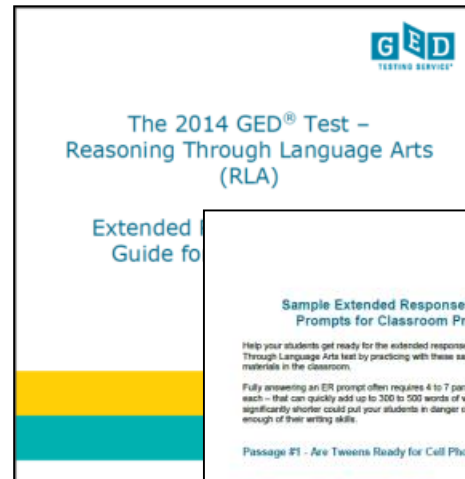
What you need to know

The GED® test extended response

The diagram shows a cartoon student pointing to a text passage. The passage is titled "Evidence" and contains the following text: "However, the author of the letter is correct in the... will not create a boom in the district's economy, or... caused by the closures in the manufacturing plants... release... believe. The road construction does not... solve... unemployment in the town. In... add... counter the argu... mote... as stations along the high... create permanent jobs for the residents of the town... that, "...only minimum wage jobs will remain." This is... argument also, as unemployed residents that need en... an income to support a household would not be much better off. Providing restaurant or motel jobs is very unlikely to feed or support an entire family. It will not pick up the laid-off employees of the manufacturing plants, who may have worked for many years towards promotions and a pension."

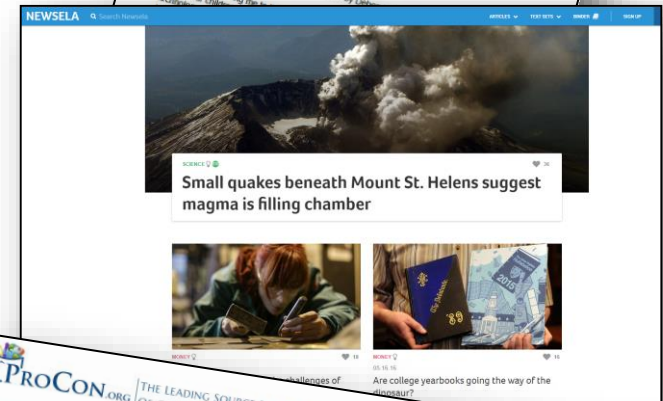
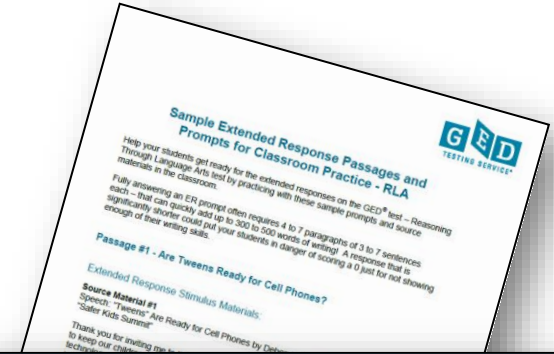
Callouts from the student:

- Evidence** (points to the first sentence)
- Your explanation** (points to the second sentence)
- Evidence** (points to the third sentence)
- Your explanation** (points to the fourth sentence)



Need Resources for Source Texts?

- www.GED.com - *Sample Extended Response Passages and Prompts for Classroom Practice – RLA*
- Newsela <https://newsela.com/>
- Pro/Con <http://www.procon.org/>



Questions