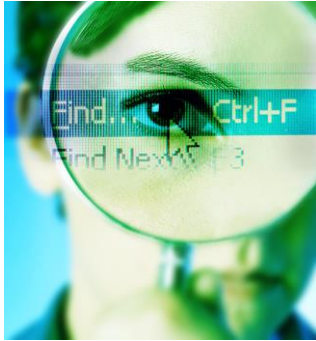




Session Objectives



- Review the performance expectations for RLA Extended Response
- Explore teaching key aspects of constructed response that should begin with ABE students
- Present a structured approach to tackling a writing task
- Share resources



3

What the Research Findings Tell Us

Test-taker Performance



4

Why Are Students Struggling?

- Refuse to use an outline or plan from which to write
- Ignore the value of a structured approach to the task
- Do not write enough to be scored
- Do not use the available time



5



What is the Skills' Gap?

Reasoning—both qualitative and quantitative

- **Analysis** of written material—including the role of details, main ideas, thematic support, and relationships within written sources;
- Extraction of **evidence** (e.g. facts, statistics, examples, or expert testimony) from written material and the ability to draw logical inferences or develop valid claims;
- **“Connecting the dots”**: understanding relationships (between people, places, things like processes and events, etc.) and the analysis of cause-and-effect relationships, both simple and complex

6





Constructed Response

What are the expectations?

9







“ 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

10



Expectations



<https://www.youtube.com/watch?v=YQbqBJYaTyl&feature=youtu.be>



11

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

Candidate responses will be scored based on three dimensions:

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



12

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 promptcites 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 promptcites 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 neithercites 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



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 uponcontains a sensible progression of ideas with clear connections between details and main pointsestablishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriatelyestablishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the taskchooses 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 upondemonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideasestablishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistentlymay inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the taskmay 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 ideascontains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideasestablishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriatelyuses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purposemay 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:<ul style="list-style-type: none">1) varied sentence structure within a paragraph or paragraphs2) correct subordination, coordination and parallelism3) avoidance of wordiness and awkward sentence structures4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity5) avoidance of run-on sentences, fused sentences, or sentence fragments• demonstrates competent application of conventions with specific regard to the following skills:<ul style="list-style-type: none">1) frequently confused words and homonyms, including contractions2) subject-verb agreement3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case4) placement of modifiers and correct word order5) capitalization (e.g., proper nouns, titles, and beginnings of sentences)6) use of apostrophes with possessive nouns7) 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 <p><small>*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.</small></p> <p>Non-scorable Responses (Score of 0 Condition Codes)</p> <p><small>Response exclusively contains text copied from source text(s) or prompt</small> <small>Response shows no evidence that test-taker has read the prompt or is off-topic</small> <small>Response is incomprehensible</small> <small>Response is not in English</small> <small>Response has not been attempted (blank)</small></p>

- 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



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, 2017

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, Tamaround Motors and Belt 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 20% 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.

2014-2027 RLA Test: Extended Response Resource Guide for Adult Educators - Taxation and Revenue Page 4

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 not 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.

2014-2027 RLA Test: Extended Response Resource Guide for Adult Educators - Taxation and Revenue Page 5

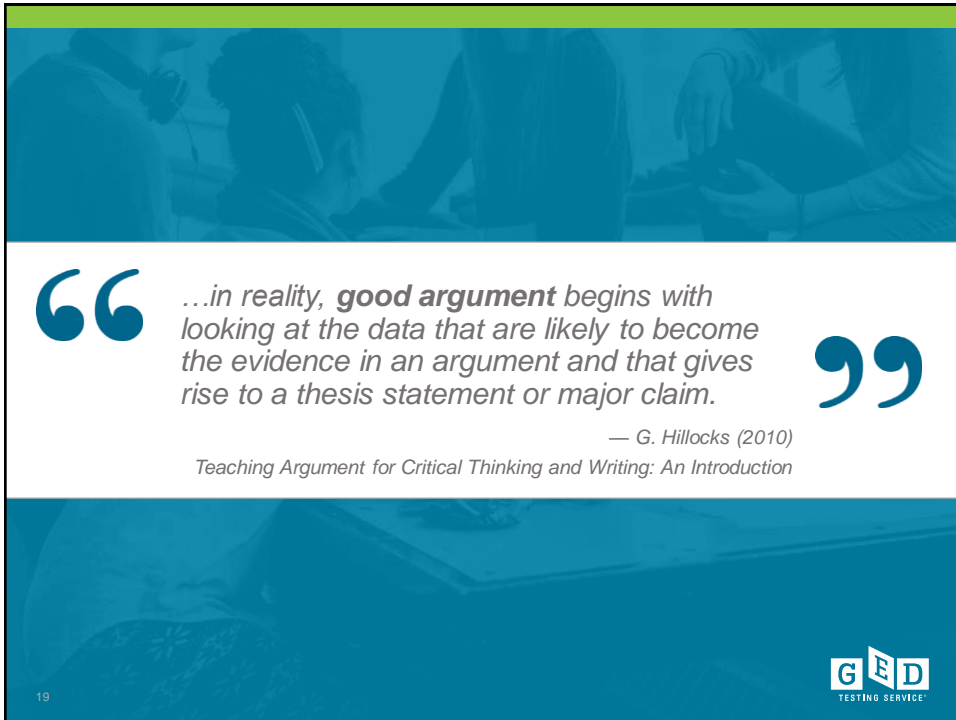
Unpacking the Prompt

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

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

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


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



“...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.”

— G. Hillocks (2010)
Teaching Argument for Critical Thinking and Writing: An Introduction

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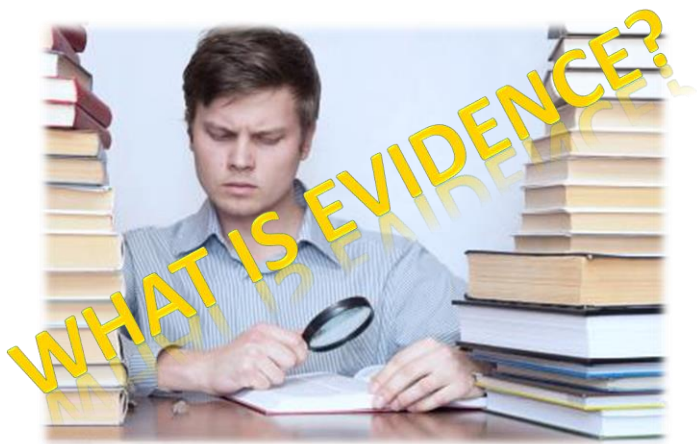


Modeling – Citing the Evidence

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

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

But First . . .



21



Different Types of Evidence

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

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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.

25



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

26



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



27

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?



28

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?

29



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?

30



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.**



31

Cite the Evidence

Evidence

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



32

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



33



THE COUNTERCLAIM AND REBUTTAL



34

For every claim, there is a counterclaim and rebuttal

Counterclaim	Rebuttal
<ul style="list-style-type: none">• 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 . . .	<ul style="list-style-type: none">• Nevertheless• But• However• Otherwise• On the contrary• In contrast• On the other hand• Although . . . , research supports . . .

35



Counterclaim and Rebuttal

The letter to the editor argues that the jobs created will be temporary or will provide poor salaries.

However, the author of the letter to the editor provides no evidence or factual backing to support her claim.



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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

37



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.

38



DEVELOP THE CLAIM



39


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.



40



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?

41



Problems with Claims? Incorporate Writing Frames

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


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

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


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CITE THE
EVIDENCE AND
CONNECT IT!



43



Cite and Connect


Evidence (Cite)

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

Bridge (Connect)

- Explains how the evidence connects to the claim

Remember, there are different types of evidence!



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22

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.

45



Cite the Evidence

Evidence

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



46



Now It's Time to Write!



47

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”

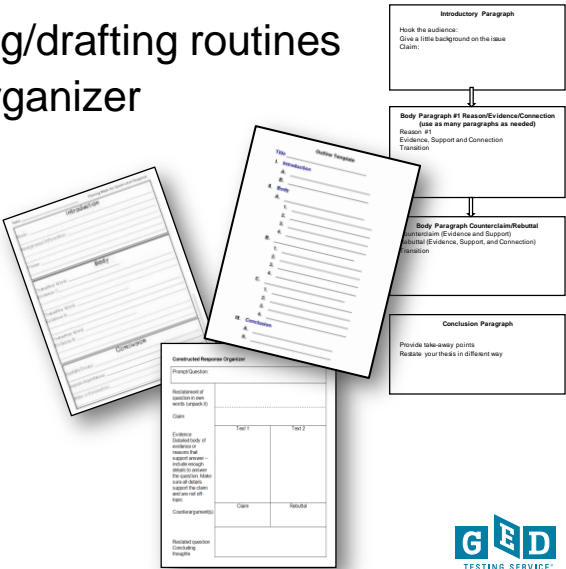


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Model: Organizing and Drafting Routines

Sample organizing/drafting routines

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



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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.

50



Time to Write!



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



51

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 thesis statement clearly state the main purpose of your paper or argument?
- Do your thesis and topic sentences clearly state the main purpose of the document or the main idea of the paper?
- Do your thesis and topic sentences clearly state the main purpose of the document or the main idea of the paper?
- Do your thesis and topic sentences clearly state the main purpose of the document or the main idea of the paper?

Body Paragraphs

- Does the topic sentence of each paragraph clearly state the main purpose of the paragraph?
- Does the topic sentence of each paragraph clearly state the main purpose of the paragraph?
- Does the topic sentence of each paragraph clearly state the main purpose of the paragraph?

Editing Checklist for Self- and Peer Editing

Checklist Item	Self-Editing	Peer-Editing
1. Does the paper have a clear purpose?		
2. Does the paper have a clear thesis statement?		
3. Does the paper have a clear topic sentence?		
4. Does the paper have a clear conclusion?		
5. Does the paper have a clear introduction?		
6. Does the paper have a clear body paragraph?		
7. Does the paper have a clear topic sentence?		
8. Does the paper have a clear conclusion?		
9. Does the paper have a clear introduction?		
10. Does the paper have a clear body paragraph?		



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



53



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 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 factories closed down, there is little hopes 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 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 be easier for people to travel from far distances and there will be an increase of travelers. This 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 the 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."

54



Test-Taking Tips for RLA CR

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

55

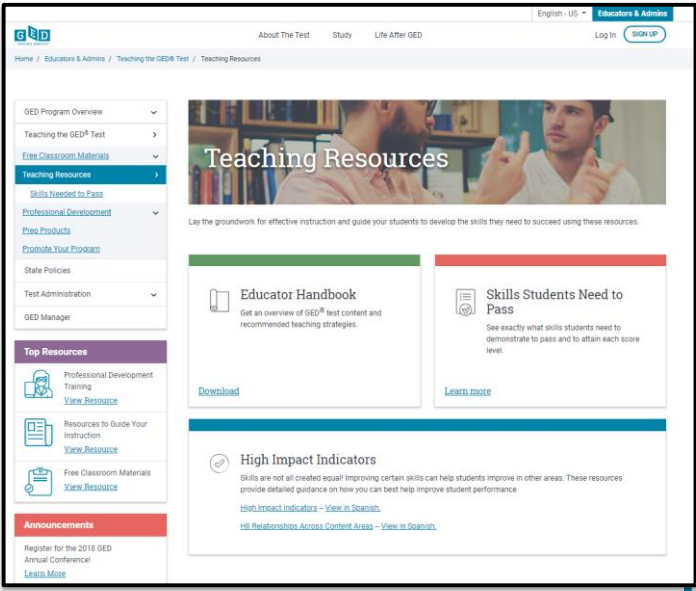


Resources

56



<https://ged.com/>



57

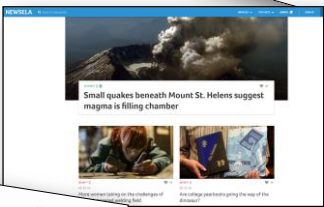
Extended Response Videos

- Eight episode series
- Deeper dive into skills and expectations



Need Resources for Source Texts?

- Sample Extended Response Passages and Prompts for Classroom Practice – RLA
https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf
- Newsela <https://newsela.com/>
- Pro/Con <http://www.procon.org/>



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Questions

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