

Hi Katie! These are the scattered notes from the presentations in Mankato. I tried to take notes both on my own and also on the papers they had for fill in the blanks that went with their power points but they went so fast I missed a lot. I've taken some from both sources so some of it may have missing parts and some might get repeated.

#### GED RLA WRITING PIECE (Extended Response)

The GED RLA writing piece is argument writing, not analysis, persuasive or narrative writing.

The tester will read two long length pieces from different authors with opposing views.

Argument writing is a formal presentation of evidence that supports a particular claim or position.

It involves 3 components: claim, evidence, and warrants (more on this later)

The RLA Extended Response analyzes 3 traits:

- The use of evidence

- Ways of expressing meaning

- Language conventions and usage (grammar) - more on all this later

#### THE PROMPT WILL ALWAYS BE:

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

#### The RLA EXTENDED RESPONSE REQUIRES:

- Closely reading text that's complex and long in length

- Determining what is explicitly stated

- Drawing specific comparisons between the 2 texts presented

- Distinguishing between valid argument and faulty reasoning on the part of the writers

- Distinguishing between supported and unsupported claims by the writers

- Making logical inferences based on evidence

- Citing relevant and sufficient evidence from the text

In argument writing, NEVER USE I, ME OR MY AS IN "I THINK", "I BELIEVE"

Use: "this means" or "according to Article 1"

Expert opinion and concrete examples – the author is the “expert”

Evidence is NOT your opinion or your own knowledge

### 3. Warrant – Explanation

The “bridge” or link between the claim and the evidence

For example, if a crime happens you search for evidence and make a claim to a judge to arrest someone but you have to explain WHY the evidence supports the claim of a person’s guilt.

Use a direct quote or paraphrase as evidence and then follow by “this means”

The computer can pick out just restating text

### 4. Counterclaim – address potential objections to the claim (the other article’s point)

The claim by the other article which disagrees with the claim you made

Reasonable people can disagree that you chose the correct claim (author)

What is their claim, what is their evidence?

### 5. Rebuttal – evidence

“Yes, there is this other side but this is why it’s wrong”

Why is it less effective, why is it faulty logic?

### 6. Summarize

THERE IS ALSO A WRITING PIECE FOR BOTH THE SOCIAL STUDIES AND SCIENCE

The social studies prompt is:

“In your response, develop an argument about how the author’s position in his letter reflects the enduring issue (civil rights, segregation, etc) expressed in the excerpt. Incorporate relevant and specific evidence from the excerpt and YOUR OWN KNOWLEDGE to support your analysis.”

They are given an essay/ letter/article written by someone about an important issue that is/was dealt with in history.

They need to TRY. It is not totally scored on their writing as much as the RLA is.

The similarities between the science and social studies writing:

How does this apply to me?

Basically the scoring on the 3 traits in a nutshell are:

Did you choose one or the other as a better argument?

Did you make a claim and give supporting evidence?

Do you show clear organization?

Did you make a claim, support and explain evidence, did you explain the counterclaim and form a rebuttal to that counterclaim?

Did you use correct language usage and grammar?

Did you write at least 7-10 complete sentences. This will score at least 1 of 2 points on this part.

There is no right or wrong choice as to which one is the better supported essay/article. They are not scored on which one they chose. They will score at least 1 point on Trait 2 if it is organized even if the content is off. It's a lot like being out for high school debate and setting up your side.

I have a 3 page document that has every little criteria for each trait. Each one is scored a 1 or 2 if it's a 2 point section and 1, 2 or 3 if it's a 3 point. Then, the scores are averaged to give a final score for that section.

## 5 BUILDING BLOCKS OF EFFECTIVE ARGUMENT WRITING

1. Claim – a valid statement about one article or the other, thesis statement

“Article X is a stronger argument than Y because...”

Must be debatable (reasonable people could disagree), narrow (too big a scope is hard to handle) and valid (evidence has to be available in the writing to support the claim)

Identifies and takes a position on the topic

BE CLEAR – the topic may be huge but narrow it down to one point

2. Evidence – facts from the text

Quote or paraphrase – make sure you give credit “as Article 1 states,.....”

This is NOT personal opinion!!!

The info has to come from a reliable source (the text) including

Facts and statistics

**Creation of an argument**

**Use of evidence in the excerpt**

**BACKGROUND KNOWLEDGE – they score higher if they use what they know about the issue which they CANNOT do in the RLA piece**

**Higher order thinking**

**Focus on the overall content**

**Close reading of the text**

The Question:	
Your Claim:	
Your Evidence	Your Reasoning
Counterclaims/Rebuttals:	
Summary of Your Argument:	

# Class example

The Question: Topic	
Social networking - good or bad?	
Your Claim: -which side did a better job?	
negatives outweigh positives	
Your Evidence	Your Reasoning
According to...	This means...
¶ # 5 quote or Paraphrase	like-minded can be dangerous without balance from other side
¶ # 6	Nothing is private on the Internet - lasts forever
¶ # 7	Computers can't give hugs
Counterclaims/Rebuttals: The other side's claims - this means	
① # 2 - geography ② # 3 - be who I want to be ③ # 4 - find like-minded	
Summary of Your Argument:	
Social Networking Not going away - be aware of downside	

1st

2nd

1st their idea + explain  
 2nd own opinion  
 3rd their words etc

3rd

4th

## "Social Networking on the Internet—Positive or Negative?"

In a hundred years, humanity will look back and try to pinpoint the moment in its history when it overcame the clumsy limits of flesh-and-blood existence. When it does, Internet social networking will stand out as an important change, not just in the ways in which we communicate with each other but also, and perhaps more importantly, in the ways in which we perceive ourselves.

At this primitive moment, our contacts on social networks are still people we have met in person, for the most part. And there was a time when this was natural: you have to choose your friends from the selection available to you. But the menu has changed. The great promise of Internet socialization is that congregation is no longer at the mercy of geography. If I join an online community of checkers enthusiasts whose members are scattered across four continents, our interactions will be little different than if we all lived in the United States. Our shared interest, rather than where our bodies happen to live, is what brings us together.

As our online friendships increasingly supplant our in-person friendships, our online personalities begin to replace our old selves, too. What happens when two-thirds of my acquaintances know me by an invented username rather than by my real name, or by an animated icon of a dancing stickman rather than by my face? The answer: I learn that I can essentially define myself for this group of people. I can be exactly who I want to be.

With time, we will all come to shift to interest-based interactions almost exclusively. If you've always felt alone because you've never been able to find anyone who shares your greatest passion—and that passion happens to be watching macramé competitions—then the Internet opens up a new world of like-minded individuals to you. You'll share experiences, pictures, and tips and live as you never could have 30 years ago, when you would have been forced to endure your isolation.

At the same time, we must ask ourselves: Is this something we want to encourage? One of the great protective mechanisms of the flesh-and-blood version of human communities is shame. As unfair as it may sound to ridicule our poor macramé enthusiast, social disapproval is an important tool for discouraging destructive behavior and extremism. When online communities offer a meeting place for outcasts, the shunning of these tendencies loses its force. It is no coincidence that online communities are the single most fertile recruiting ground for terrorism. And isn't accepting differences in others—rather than surrounding ourselves with homogeneous communities of like-minded friends—an important part of the human experience?

For children of the 20th century, there is something else very alarming in the idea of channeling so many of our interactions through the Internet. In the heyday of the Soviet Union, a video camera in every home was presented as the greatest tool a totalitarian state could wish for. If all my interactions pass through the Internet, won't the government be watching me? Regardless of whether it will or won't, it certainly seems now to have that option.

We also must wonder what will become of our most cherished traits as we transition to an existence of ones and zeroes. As biological beings, we have emotional needs tied to touch and warmth. None of my online friends can give my dancing stickman a hug!

Ultimately, the new possibilities that the online world opens up to us are irresistible and herald a new era of finely tuned communities with unprecedented potential. The challenge will lie in making the most of this new world without losing the vital elements of our nonelectronic human experience.

Evaluation criteria begin on page 724.

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