

# **Natural Resources for Energy**

## **Lesson 4**

# **Writing the Extended Response for the GED®**

# Learning Goals

- Identify claims and evidence from articles that present arguments on biofuels.
- Know what to expect on the GED® extended response.
- Summarize and organize evidence from both sides of an argument.
- Write an extended response (essay) that takes a position on an argument about biofuels.

# Your Background Knowledge - Claims

Who remembers what a claim is?

# Your Background Knowledge - Evidence

What is evidence?

# Your Background Knowledge (continued)

- What types of evidence can you remember from Lesson 3?
- What types of evidence tend to be more valid? What types of evidence tend to be less valid?

# **GED® Extended Response Guidelines and Scoring**

# The Extended Response (Essay) GED® Test

GED®	HiSET®
<p data-bbox="180 525 1136 589"><b>Combined writing and reading tests</b></p> <ul data-bbox="180 634 1182 1200" style="list-style-type: none"><li data-bbox="180 634 1182 772">• Multiple-choice, drop-down, fill-in-blank questions</li><li data-bbox="180 816 1182 1200">• Extended response (essay)<ul data-bbox="275 925 1110 1200" style="list-style-type: none"><li data-bbox="275 925 891 989">• 45 minutes for essay</li><li data-bbox="275 1033 1110 1098">• Score rolled into total points</li><li data-bbox="275 1142 958 1200">• 20% of total RLA score.</li></ul></li></ul>	<p data-bbox="1289 525 1602 589"><b>Writing test</b></p> <ul data-bbox="1289 634 2066 1018" style="list-style-type: none"><li data-bbox="1289 634 2053 698">• Multiple-choice questions</li><li data-bbox="1289 742 2066 1018">• Extended response (essay)<ul data-bbox="1383 851 1967 1018" style="list-style-type: none"><li data-bbox="1383 851 1753 915">• 50 minutes</li><li data-bbox="1383 959 1967 1018">• Need a score of 2/6</li></ul></li></ul>

# The Extended Response GED® Test

The screenshot shows the QARview interface for the Extended Response GED Test. The top bar is blue with the text "QARview - Candidate Name" on the left and "Question" and "Flag for" on the right. Below the bar, there are two tabs: "page 1" and "page 2". The "page 2" tab is selected. The main content area is divided into two sections. The left section is titled "Instructions" and contains three sub-sections: "Read", "Plan", and "Write". Each sub-section has a list of instructions. The right section is a large, empty box for writing the response. A toolbar at the top of the right section includes icons for Cut, Copy, Paste, Undo, and Redo. Red arrows point to the "page 2" tab, the "Read" section, the "Plan" section, and the "Write" section.

QARview - Candidate Name

Question

Flag for

page 1 page 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.

# Guidelines for the GED® Extended Response

- Make the most of the 45-minute time limit by learning the process first.
- Your extended response should be four to seven paragraphs (three to seven sentences each).
- Determine which position presented in the passage(s) is better supported by evidence from the passage(s).
- Explain why the position you chose is the better supported one.

# Guidelines for the GED® Extended Response (cont'd)

- Remember, the better supported position is not necessarily the position with which you personally agree. You must ONLY use the evidence presented in the articles!
- Defend your decision with multiple pieces of evidence from the passage(s).
- Build your main points thoroughly.
- Make sure your points are well organized and in logical order.

# How the GED® Extended Response is Scored

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.

# Extended Response Rubric – Trait 1: Creation of Arguments and Use of Evidence

Score	Description
<b>Trait 1: Creation of Arguments and Use of Evidence A</b>	
2	<ul style="list-style-type: none"> <li>generates text-based argument(s) and establishes a purpose that is connected to the prompt <b>B</b></li> <li>cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) <b>C</b></li> <li>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.) <b>D</b></li> </ul>
1	<ul style="list-style-type: none"> <li>generates an argument and demonstrates some connection to the prompt</li> <li>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)</li> <li>partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate</li> </ul>
0	<ul style="list-style-type: none"> <li>may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither</li> <li>cites minimal or no evidence from source text(s) (sections of text may be copied from source)</li> <li>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)</li> </ul>

## **Non-scorable Responses (Score of 0/Condition Codes)**

Response exclusively contains text copied from source text(s) or prompt  
 Response shows no evidence that student has read the prompt or is off-topic  
 Response is incomprehensible  
 Response is not in English  
 Response has not been attempted (blank)

## Trait 1 – Target (2)

- Develops an argument connected to the prompt.
- Cites relevant evidence from texts.
- Evaluates the validity of both arguments.

# Extended Response Rubric – Trait 2: Development of Ideas and Organizational Structure

Score	Description
<b>Trait 2: Development of Ideas and Organizational Structure E</b>	
2	<ul style="list-style-type: none"> <li>contains ideas that are well developed and generally logical; most ideas are elaborated upon <b>F</b></li> <li>contains a sensible progression of ideas with clear connections between details and main points <b>G</b></li> <li>establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately <b>H</b></li> <li>establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task <b>J</b></li> <li>chooses specific words to express ideas clearly <b>K</b></li> </ul>
1	<ul style="list-style-type: none"> <li>contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon</li> <li>demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas</li> <li>establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently</li> <li>may inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task</li> <li>may occasionally misuse words and/or choose words that express ideas in vague terms</li> </ul>
0	<ul style="list-style-type: none"> <li>contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas</li> <li>contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas</li> <li>establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately</li> <li>uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose</li> <li>may frequently misuse words, overuse slang or express ideas in a vague or repetitious manner</li> </ul>
<b>Non-scorable Responses (Score of 0/Condition Codes)</b> Response exclusively contains text copied from source text(s) or prompt Response shows no evidence that student has read the prompt or is off-topic Response is incomprehensible Response is not in English Response has not been attempted (blank)	

## Trait 2 – Target (2)

- Provides fully developed ideas.
- Establishes an organizational structure, uses transitions.
- Makes clear connections between main point and details.
- Maintains a formal tone and awareness of audience.
- Express ideas clearly.

# Extended Response Rubric – Trait 3: Clarity and Command of Standard English Conventions

Score	Description
<b>Trait 3: Clarity and Command of Standard English Conventions</b>	
2	<ul style="list-style-type: none"> <li>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"> <li>1) varied sentence structure within a paragraph or paragraphs</li> <li>2) correct subordination, coordination and parallelism</li> <li>3) avoidance of wordiness and awkward sentence structures</li> <li>4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity</li> <li>5) avoidance of run-on sentences, fused sentences, or sentence fragments</li> </ol> </li> <li>demonstrates competent application of conventions with specific regard to the following skills: <ol style="list-style-type: none"> <li>1) frequently confused words and homonyms, including contractions</li> <li>2) subject-verb agreement</li> <li>3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case</li> <li>4) placement of modifiers and correct word order</li> <li>5) capitalization (e.g., proper nouns, titles, and beginnings of sentences)</li> <li>6) use of apostrophes with possessive nouns</li> <li>7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation)</li> </ol> </li> <li>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.</li> </ul>
1	<ul style="list-style-type: none"> <li>demonstrates inconsistent sentence structure; may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above</li> <li>demonstrates inconsistent control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 2 above</li> <li>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.</li> </ul>
0	<ul style="list-style-type: none"> <li>demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 2 above</li> <li>demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 2 above</li> <li>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.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>response is insufficient to demonstrate level of mastery over conventions and usage</li> </ul>

## Trait 3 – Target (2)

- Uses correct and varied sentence structure that provides a level of fluency in the response.
- Demonstrates competency of conventions.
- Limit errors in mechanics and usage by editing.

# Discussion

- How many minutes do you have to write the extended response?
- What percentage of the Reasoning with Language Arts test score is the extended response?
- What will you be asked to write about for the extended response?
- What are the three traits on the rubric for scoring the extended response?
- What questions do you have about the expectations, guidelines, and scoring for the extended response test?

# Review of Guidelines and Scoring for Extended Response, Question 1

**How long do you have to write your extended response?**

- A. 30 minutes
- B. 45 minutes
- C. 55 minutes
- D. 60 minutes
- E. 90 minutes

# Review of Guidelines and Scoring for Extended Response, Question 2

**What percentage of your total score on the Reasoning with Language Arts exam is the extended essay?**

- A. 10%
- B. 15%
- C. 20%
- D. 35%
- E. 50%

# Review of Guidelines and Scoring for Extended Response, Question 3

How many paragraphs should you write for your extended essay?

- A. 1 to 3
- B. 2 to 3
- C. 2 to 4
- D. 3 to 5
- E. 4 to 7

# Review of Guidelines and Scoring for Extended Response, Question 4

Which of the following are guidelines for the extended essay? (There are three correct choices.)

1. Determine which argument is best supported.
2. State your opinion.
3. Use multiple pieces of evidence from the passages.
4. Organize your points in a logical way.
5. Write about an argument of your choice.

# Review of Guidelines and Scoring for Extended Response, Question 5

How many traits are on the extended response rubric?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

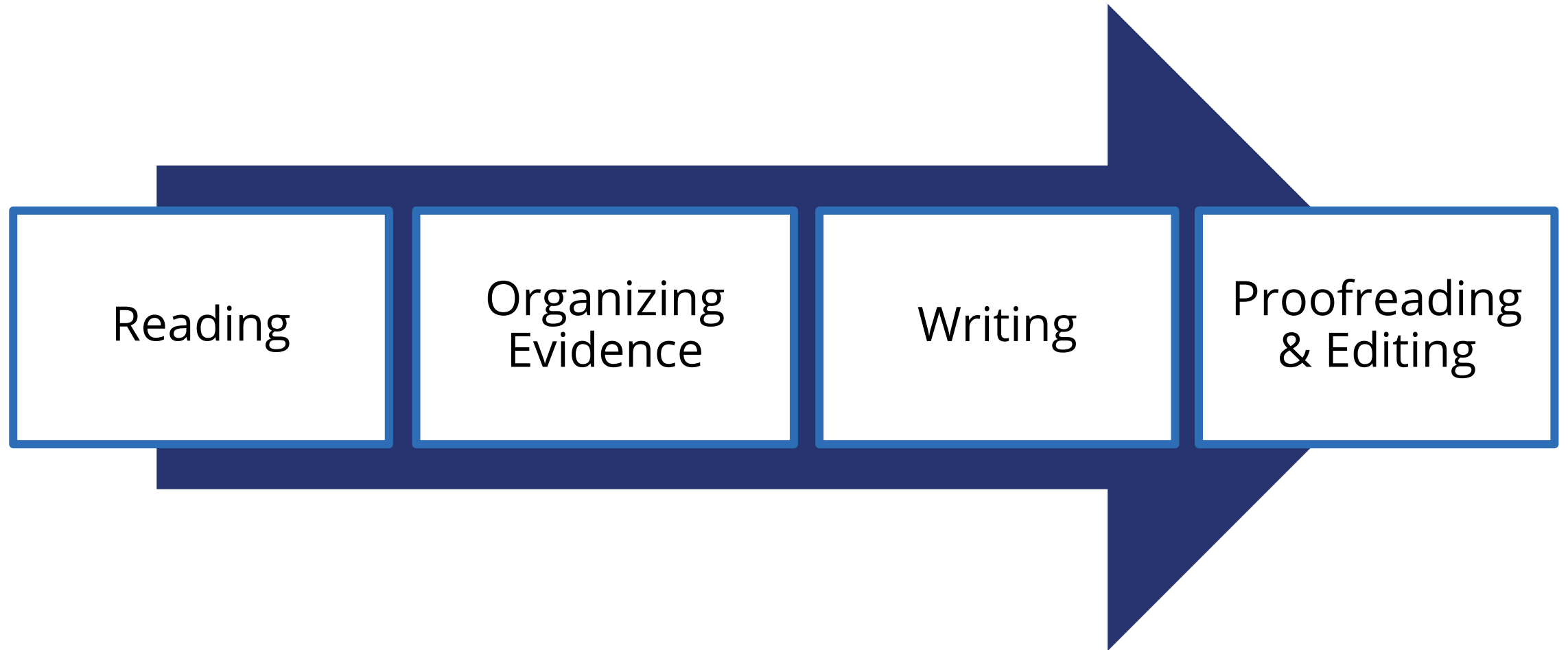
# Review of Guidelines and Scoring for Extended Response, Question 6

Which of the following are traits on the extended response rubric? (There are three correct answers.)

- A. Creation of argument and use of evidence.
- B. Cites relevant and specific evidence from the passage.
- C. Development of ideas and organizational structure.
- D. Clarity and command of standard English conventions.
- E. Clear ideas that are logically presented.

# **Writing the Extended Response for the GED® Test**

# Using a Four-Step Process to Complete the Essay



# Step 1: Closely Read the Prompt and Passage(s)



# Step 1: Closely Read the Title, Writing Prompt, and Passage(s)

- An argument will be presented in one or two passages.
- Read the title of the passage to give you an idea of what it is about. Read both titles if there are two passages.
- We do not know the topic of the argument, but we do know that this will be a part of the writing prompt.

Analyze the arguments presented in the two articles. 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.

# Read and Analyze the Writing Prompt

**Question: What does the prompt ask us to do?**

- As you read, identify the verbs in the prompt and what the verbs ask us to do.

**Directions: Read the writing prompt.**

- First, read to yourself.
- Then, we will read it together.

The goal is to be able to unpack the prompt prior to reading the passage. This will let you know what you will need to write about and help you comprehend the passage by telling you what it is about.

# Unpacking the Prompt

Analyze the arguments presented.

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 four to seven paragraphs of three to seven 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

# Organizing the GED® Extended Response (Essay) Worksheet

Use this worksheet as a guide to organize evidence that you will use to write your extended response (essay) responding to the following writing prompt.

There are five sections on the worksheet that you will complete as we work through this lesson.

Now, let's work on Part 1, evaluating the passage together.

# Organizing the GED® Extended Response (Essay) Worksheet Part 1, Passage 1

**Directions:** We will read the first passage together and then answer these questions on Part 1 of the worksheet for **Passage 1**. Let's review the questions before we read the first passage.

1. What is the author's main argument? Use your own words to summarize the main idea.
2. What position does the author take (for or against)?
3. What is one piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
4. What is a second piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
5. What is a third piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
6. What are the major underlying assumptions that the author makes? Do you think they are reasonable and acceptable to most people?

# Independent Practice - Organizing the GED® Extended Response (Essay) Worksheet Part 1, Passage 1

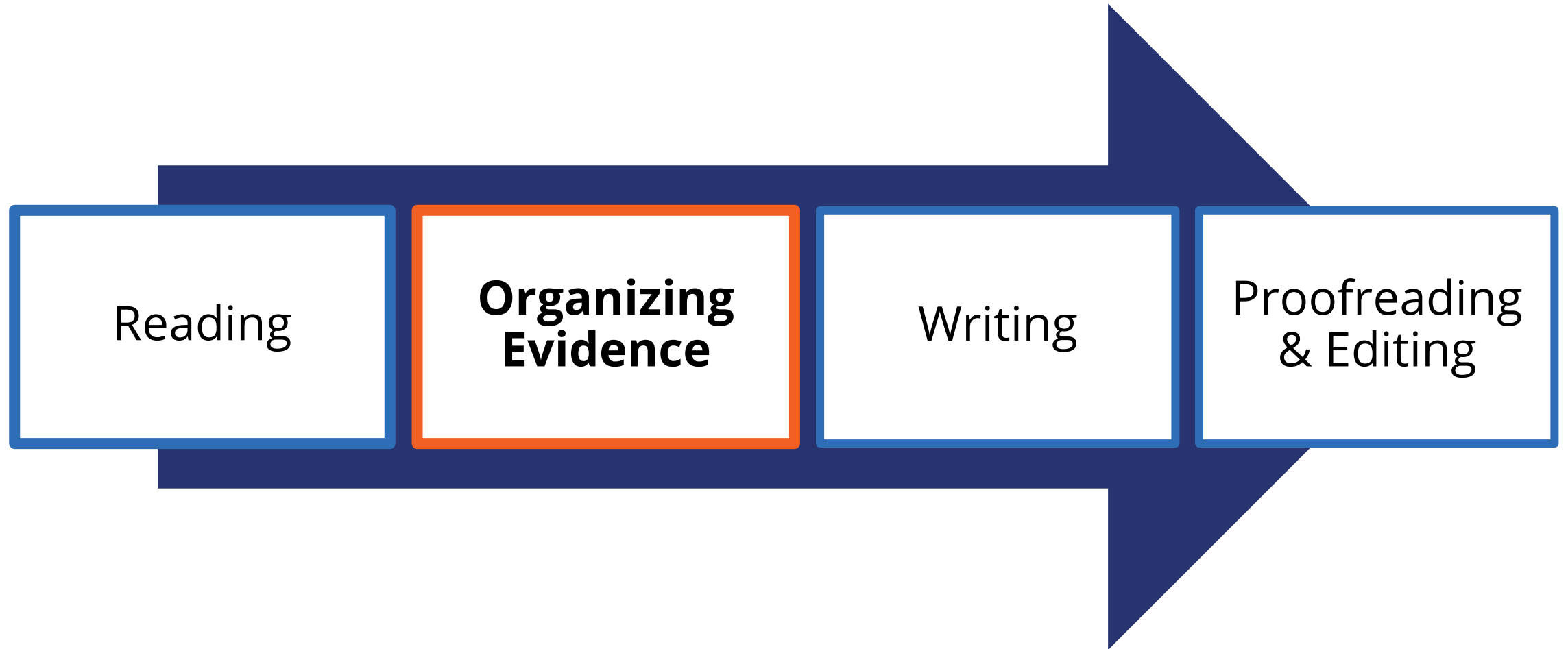
**Directions:** You will read the second passage on your own and then answer the questions on Part 1 of the [graphic organizer](#) for **Passage 2**. Then, we will review the questions together.

1. What is the author's main argument? Use your own words to summarize the main idea.
2. What position does the author take (for or against)?
3. What is one piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
4. What is a second piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
5. What is a third piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
6. What are the major underlying assumptions that the author makes? Do you think they are reasonable and acceptable to most people?

# Share – Organizing the GED® Extended Response (Essay) Worksheet, Part 1, Passage 2

1. What is the author's main argument? Use your own words to summarize the main idea.
2. What position does the author take (for or against)?
3. What is one piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
4. What is a second piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
5. What is a third piece of evidence presented to support the author's argument? What is the source of the information? Is the source reliable?
6. What are the major underlying assumptions that the author makes? Do you think they are reasonable and acceptable to most people?

## Step 2: Organize Evidence



# Review Types of Evidence, Question 1

**Which type of evidence provides an explanation that helps the reader understand or make sense out of facts or examples?**

- A. Statistics or data
- B. Emotional appeal
- C. Expert testimony
- D. Factual
- E. Logical reasoning

# Review Types of Evidence, Question 2

**Which type of evidence includes statements that can be proven true?**

- A. Emotional appeal
- B. Examples of anecdotes
- C. Factual
- D. Expert testimony
- E. Statistics and data

# Review Types of Evidence, Question 3

**Which type of evidence can be presented in raw numbers and percentages?**

- A. Examples or anecdotes
- B. Factual
- C. Statistics or data
- D. Logical reasoning
- E. Emotional appeal

# Review Types of Evidence, Question 4

**Which type of evidence could include stories that help explain an author's claim?**

- A. Statistics or data
- B. Examples or anecdotes
- C. Factual
- D. Expert testimony
- E. Logical reasoning

# Review Types of Evidence, Question 5

**Which type of evidence might use fear to persuade?**

- A. Statistics or data
- B. Emotional appeal
- C. Factual
- D. Expert testimony
- E. Logical reasoning

# Review Types of Evidence

Types of Evidence	Definition
<b>Factual</b>	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
<b>Statistics or Data</b>	Numerical facts; can be presented in raw numbers, percentages, or fractions.
<b>Examples or Anecdotes</b>	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
<b>Expert Testimony</b>	The observations or conclusions 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.
<b>Logical Reasoning</b>	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.
<b>Emotional Appeal</b>	Use of sympathy, fear, loyalty, or other emotions to persuade; manipulates the reader's emotions – ethos, pathos, logos.

# Organizing Evidence for the Extended Response

- Important to practice summarizing and organizing the evidence in a passage because this gives you practice with choosing your own words and not taking phrases word for word from the passage.
- Helps you to remember the evidence you might want to include in the extended response instead of re-reading an entire passage.
- Many different graphic organizers available.
- Today we will practice using the graphic organizers in Part 2 of your Organizing the GED Extended Response (Essay) worksheet.

# Organizing the GED® Extended Response (Essay)

## Worksheet Part 2

Find the table in Part 2A of your Organizing the Extended Response worksheet. This is where you will include evidence that **supports** the argument. We will complete this together.

Now, find the table in Part 2B of your Organizing the Extended Response worksheet. This is where you will include evidence that **opposes** the argument (the against side). You will work independently to complete this Part 2B.

# Guided Practice – Organizing the GED® Extended Response (Essay) Worksheet Part 2A

- Now, you will use your graphic organizer to summarize important facts and evidence from the first passage.
- Re-read the passage when necessary.

**Directions:** Now, we will complete Part 2A of the Organizing the GED® Extended Response worksheet together, where we will identify and list evidence in support of the argument, classify the type of evidence, and determine its validity.

# Guided Practice – Organizing the GED® Extended Response (Essay) Worksheet Part 2B

- Now, you will use your graphic organizer to summarize important facts and evidence from the second passage.
- Use evidence you gathered in Part 1 of the worksheet.
- Re-read the passage when necessary.

**Directions:** Now, you will work independently to complete Part 2B of the Organizing the GED® Extended Response worksheet, where you will identify and list evidence in support of the argument, classify the type of evidence, and determine its validity.

# Guided Practice – Organizing the GED® Extended Response (Essay) Worksheet Part 2 B

- What opposing evidence did you identify from the second passage?
- What type of evidence is it?
- Is the evidence valid?

Opposing Evidence	Type of Evidence	Valid Evidence (Yes or no)

# Analyzing Evidence and Stating a Claim

- Sometimes evidence will be strong in one passage. Other times, there will be strong evidence on both sides.
- Your job is to analyze the evidence, take a stand, and support it with evidence from BOTH passages.
- There is not necessarily a correct answer!

# Practice Analyzing the Evidence Together

- **Directions:** Together, we will review the evidence we gathered from both sides of the argument in Parts 2A and 2B of your worksheets.
- Determine which position is better supported based on your analysis of the evidence.
- Questions to consider:
  - Which side presented stronger evidence?
  - Why is the evidence stronger?
- It might help to rank the evidence identified in Parts 2A and 2B of your worksheets.
- Remember there is not necessarily a correct answer.

# Stating a Claim

- The claim is your point of view on the argument based on your evaluation of the evidence.
- Makes your position clear.
- Provides insight to what you'll be discussing in your essay.
- Contains evidence from both passages to support your claim.

# Need Help Writing Your Claim?

## 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 \_\_\_\_\_.

# Guided Practice – Example Claims

Claim (decision)

When comparing the two positions,  
the author that supports \_\_\_\_ had  
better evidence ...

Reasons (analysis/evaluation)

Claim (decision)

When comparing the two positions,  
the author that opposed \_\_\_\_ had  
better evidence ...

Reasons (analysis/evaluation)

# Organizing the GED® Extended Response (Essay) Worksheet – Part 3

**Directions:** Complete Part 3 of the Organizing the GED® Extended Response.

Now it's your turn to write a claim (which argument is better supported) and provide three reasons and include supporting evidence with each reason. **Be sure to include evidence from both sides of the argument.**

# Share – Organizing the GED® Extended Response (Essay) Worksheet – Part 3

- What is your claim?
- What is the supporting evidence?

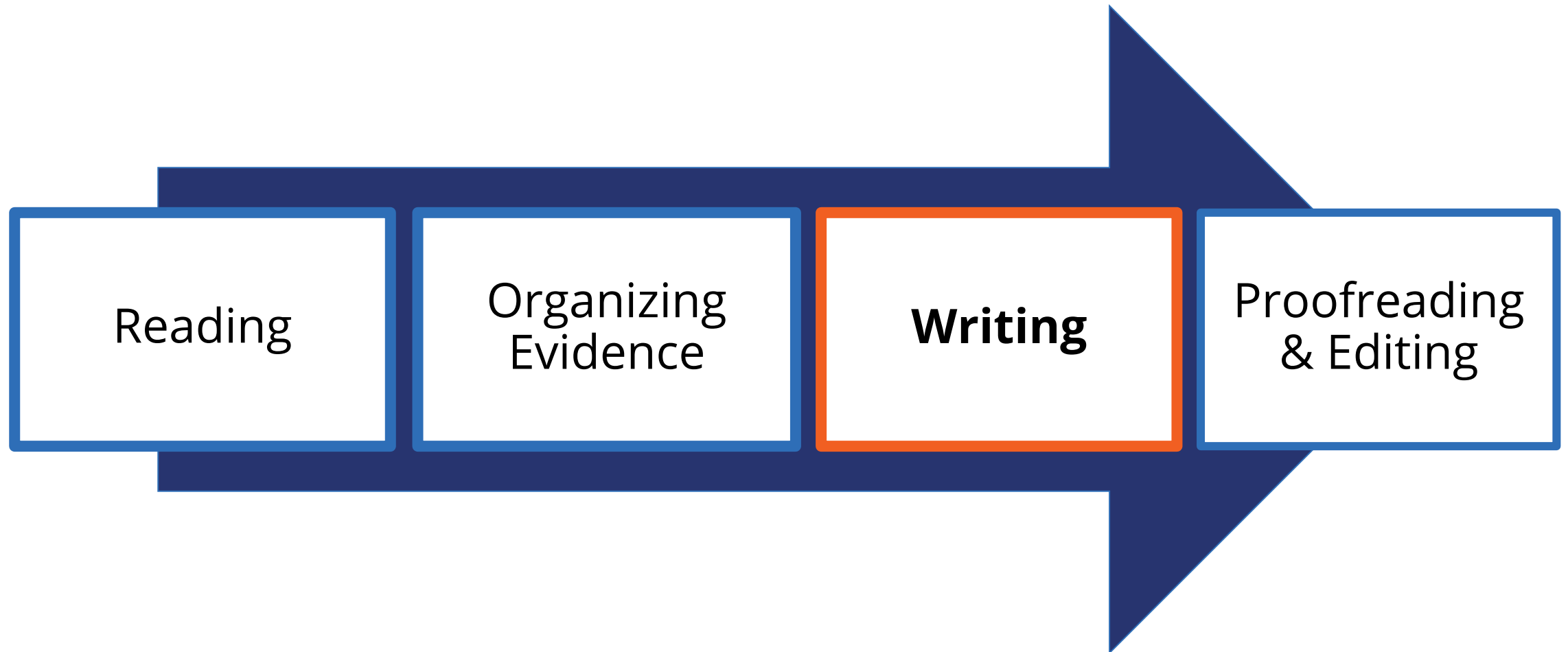
# Example Claim

Item:	Answer:
Claim (decision)	
Reason 1	
Supporting evidence	
Reason 2	
Supporting evidence	
Reason 3	
Supporting evidence	

# Example Claim

Item:	Answer:
Claim (decision)	
Reason 1	
Supporting evidence	
Reason 2	
Supporting evidence	
Reason 3	
Supporting evidence	

## Step 3 – Write the Extended Response



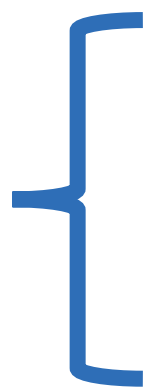
# Writing the Extended Response

Your extended response will include three main parts.

1. **Introduction:** First paragraph introduces the topic and states the main idea and central claim.
2. **Body:** This section supports your claim with evidence. It is the longest part of your response (two to three paragraphs).
3. **Conclusion:** This is the last paragraph and should restate your claim and include a summary of the main points of your essay.

# Organizing the Extended Response

Paragraphs 2-4  
are the **body** of  
your essay.



Paragraph	Paragraph Content
1	Introduction
2	Supporting evidence #1
3	Supporting evidence #2
4	Supporting evidence #3
5	Conclusion – Summary only

# Tips for Writing Paragraphs

- Start with a topic sentence, which states the main point of a paragraph. It helps readers to understand what the paragraph is about.
- Follow the topic sentence with supporting details.
  - \*Include only details that support the topic sentence.
  - \*Make sure there is a clear connection between the topic sentence (main point) and details.
- Use transition words and phrases between paragraphs and sentences within the paragraph.

# Transition Words and Phrases

Category	Transition Word and Phrases
Importance	most importantly, primarily, mainly, first, second, third, last, finally
Cause and effect	therefore, as a result, since, thus, because
Connecting parts	and, also, additionally, in addition, furthermore, next
Examples	for example, such as, for instance
Contrast	on the other hand, however, though, otherwise, yet

# Organizing the GED® Extended Response (Essay) Worksheet – Part 4

**Directions:** Complete Part 4 of the Organizing the GED® Extended Response.

Use the paragraph organizer to help you practice structuring your essay. You will use your claim and supporting evidence from Part 3 of this worksheet to write your essay; however, you can make changes to your plan if you want. Sometimes, new ideas come to you as you are writing.

We will work together to complete the introduction and the first paragraph of the body of the extended response. Then, you will work with a partner to complete paragraphs 3-5.

# Share – Organizing the GED® Extended Response (Essay) Worksheet – Part 4

- Which group would like to share what they wrote for paragraph 3?
- Which group would like to share what they wrote for paragraph 4?
- Which group would like to share what they wrote for paragraph 5?
- Show teacher completed example.

# Example – Organizing the GED® Extended Response (Essay) Worksheet – Part 4

Trait 1 - Creation of argument and use of evidence	Yes or no
Is there a clear central claim?	
Is sufficient evidence from the passages included?	
Is the validity of both arguments evaluated?	

Trait 2 - Development of ideas and organizational structure	Yes or no
Is there an introduction, body paragraphs, and a conclusion?	
Are ideas well developed?	
Is there a clear connection between the main point and details?	
Is a formal style used?	
Are transition words and phrases used?	

# Organizing the GED® Extended Response (Essay) Worksheet – Part 5A

**Directions:** Complete Part 5A of the Organizing the GED® Extended Response.

Evaluate your work using Traits 1 and 2 of the extended response rubric. Make any changes that you need to based on your findings.

# Share – Organizing the GED® Extended Response (Essay) Worksheet – Part 5A

What corrections did you make based on your findings for Trait 1?

What corrections did you make based on your findings for Trait 2?

## Step 3 – Write the Extended Response



# Proofreading and Editing

- Don't skip this step!
- It is harder for most people to proofread and edit their own work.
- Practicing proofreading and edit is important!
- Reading your work aloud can help you catch errors.
- Try to save at least five of the 45 minutes to proofread and edit your work because you can catch and correct any errors you made.

# GED® Extended Response Rubric Trait 3: Clarity and Command of Standard English Conventions

## Sentence structure

- 1) Varied sentence structure within a paragraph or paragraphs
- 2) Correct subordination, coordination, and parallelism
- 3) No wordiness and awkward sentence structures
- 4) Usage of transitional words, conjunctive adverbs, and other words that support logic and clarity
- 5) No run-on sentences, fused sentences, or sentence fragments

## Grammar

- 1) Frequently confused words and homonyms, including contractions
- 2) Subject-verb agreement
- 3) Pronoun usage
- 4) Placement of modifiers and correct word order
- 5) Capitalization (e.g., proper nouns, titles, and beginnings of sentences)
- 6) Use of apostrophes with possessive nouns
- 7) Use of punctuation (commas, end marks, and other punctuation.)

# Organizing the GED® Extended Response (Essay) Worksheet – Part 5B

**Directions:** Complete Part 5B of the Organizing the GED® Extended Response.

Evaluate your work using Trait 3 of the extended response rubric by answering the questions in tables. Make any changes that you need to based on your findings.

Turn in your worksheet.

# Share Out – Organizing the GED® Extended Response (Essay) Worksheet – Part 5B

- What sentence structure errors did you find? How did you correct the errors?
- Does anyone have questions about any of the sentence structure?
- What grammar errors did you find? How did you correct the errors?
- Does anyone have questions about grammar?

# Extended Response Tips

- Practice the process of summarizing the evidence and organizing your essay.
  - Highlighting tool available for use on test day. This tool can save time, but it is important to practice summarizing evidence first to avoid plagiarism and a score of 0.
- Once you can summarize the passages and organize your extended response, it's important to practice the timing.
  - Read writing prompt and passages (15 minutes).
  - Plan and write (25 minutes).
  - Check and revise (5 minutes).
- Practice typing skills.
- [Online scoring tool.](#)

# Review

- **Extended response is 20% of your total score on the RLA exam.**
- **45 minutes for the extended response.**
- **Four-step process for approaching the extended response:**
  1. Reading the writing prompt and passages
  2. Organizing evidence (use graphic organizers to practice, highlighting tool to save time)
  3. Writing the extended response
  4. Proofreading and editing

# Review (continued)

- **What we know about the writing prompt:**
  - Determine which position presented in the passage(s) is better supported by evidence from the passage(s).
  - Explain why the position you chose is the better supported one.
- **Remember, the better supported position is not necessarily the position with which you personally agree. You must ONLY use the evidence presented in the articles!**
- **Defend your decision with multiple pieces of evidence from the passage(s).**
- **Build your main points thoroughly.**
- **Make sure your points are well-organized and in logical order.**
- **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.

# Independent Practice

- Read the biofuels passages.
- Write an extended response analyzing the arguments about biofuels presented in the two passages. 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.
- You can use a copy of the Organizing the GED Extended Response worksheet to help you complete this assignment.
- Share your extended response with your teacher once it's completed.
- Score at least 2/6 on the extended response rubric.

# Additional Practice

- [Sample Extended Response Passages and Prompts for Classroom Practice – RLA from the GED® Testing Service](#)
- [Grammar instruction and practice from Khan Academy](#)