

ELA Lines of Inquiry

Extended Response Lesson 1, Part 1

GED® Exam

Learning Goals

- ✓ Know what to expect on the GED® extended response.
- ✓ Summarize an author's argument.
- ✓ Identify evidence from arguments.
- ✓ Determine validity of evidence.

Your Background Knowledge

What is evidence?

Can be statistics/data, emotional appeals, logical reasoning, facts, or examples/anecdotes. Evidence is what authors write about which supports their claim. Evidence can prove or disprove a claim.

Dogs are better pets than cats. Is it evidence? No

**75% of dog owners say that they like dogs better than cats.
Is it evidence? Yes**

Your Background Knowledge (cont'd)

What do you already know about the GED® extended response (essay)?

Extended Response Lesson 1, Part 1

GED® Extended Response Guidelines and Scoring

The Extended Response (Essay) GED® Test

GED®

Reading and writing tests are combined.

- Multiple choice, drop down, fill in the blank, and other question formats
- Extended response (essay)
 - 45 minutes for essay
 - Score rolled into total points
 - 20% of total RLA score

HiSET®

Writing test

- Multiple-choice questions
- Extended response (essay)
 - 50 minutes
 - Need a score of 2/6

The Extended Response GED® Test

The screenshot displays the GED Extended Response test interface. At the top, there is a blue header bar with 'Question' and 'Flag for' options. Below this, a tabbed interface shows 'page 1' and 'page 2'. The 'Instructions' section is highlighted with a red arrow. It contains three main sections: 'Read', 'Plan', and 'Write'. The 'Read' section instructs the user to read two texts on page 2 and notes that both writers argue their position is correct. The 'Plan' section instructs the user to analyze the texts to determine the stronger case, develop their own argument explaining how one position is better supported, and include relevant evidence from both sources. The 'Write' section instructs the user to type their response in the box on the right, which is approximately 4 to 7 paragraphs of 3 to 7 sentences each. The writing box on the right is empty and has a toolbar with Cut, Copy, Paste, Undo, and Redo options.

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**.

Cut Copy Paste Undo Redo

Guidelines for the GED® Extended Response

- 45 minutes, but learn the process first.
 - Typing skills are important.
- 4 to 7 paragraphs (3 to 7 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. 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
Trait 1: Creation of Arguments and Use of Evidence A	
2	<ul style="list-style-type: none">generates text-based argument(s) and establishes a purpose that is connected to the prompt Bcites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) Canalyzes 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.) D
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 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
Trait 2: Development of Ideas and Organizational Structure E	
2	<ul style="list-style-type: none"> contains ideas that are well developed and generally logical; most ideas are elaborated upon F contains a sensible progression of ideas with clear connections between details and main points G establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately H establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task J chooses specific words to express ideas clearly K
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 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.
- Expresses ideas clearly.

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

Score	Description
Trait 3: Clarity and Command of Standard English Conventions L	
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: M <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: N <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. P
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 2 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 2 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 2 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 2 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

Trait 3 – Target (2)

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

Discussion

- How many minutes do you have to write the extended response? 45
- What percentage of the Reasoning Through Language Arts test score is the extended response? 20%
- What will you be asked to write about for the extended response?
About the prompt. Determine which argument is better supported with the evidence provided.
- What are the three traits on the rubric for scoring the extended response?

Creation of Arguments and Use of Evidence; Development of Ideas and Organizational Structure; Spelling, Grammar, and Sentence Structure

Review of Guidelines and Scoring for Extended Response #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 #2

What percentage of your total score on the Reasoning Through 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 #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 #4

Which of the following are guidelines for the extended essay?

(There are three correct choices.)

- A. Determine which argument is best supported.
- B. State your opinion.
- C. Use multiple pieces of evidence from the passages.
- D. Organize your points in a logical way.
- E. Write about an argument of your choice.

Review of Guidelines and Scoring for Extended Response #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 #6

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

- A. Creation of argument and use of evidence (staying on task for what the prompt asks you to do)
- B. Cites relevant and specific evidence from the passage
- C. Development of ideas and organizational structure (using paragraphs, setting them up as an introduction, 2-3 body paragraphs, and a conclusion, using transitions)
- D. Clarity and command of standard English conventions (correct spelling and grammar, varied sentence structure)
- E. Clear ideas that are logically presented

ELA Lines of Inquiry

Extended Response Lesson 1, Part 2

GED® Exam

Using a Four-Step Process to Complete the Essay

Reading

Organize
Evidence

Writing

Proofreading
& Editing



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

Reading

Organize
Evidence

Writing

Proofreading
& Editing



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 (action) in the prompt and what the verbs ask us to do.

Directions: Read the writing prompt.

- First, read it 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 4-7 paragraphs of 3-7 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

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) to respond 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.

Guided Practice: 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**. First, 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 2

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** with a partner. 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?

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

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.

Review (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.

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.

What's Next?

Next, we will work on organizing the evidence from both sides of the argument.

Complete Parts 2A and 2B of the Organizing the GED® Extended Response (Essay) worksheet together.

Additional Practice

- [Grammar instruction and practice from Khan Academy](#)
- [Typing practice from Typing.com](#)