Reasoning through Language Arts: Writing Basics

Information, Resources, and Strategies for the Classroom

A Workshop by the GED Testing Service®

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Multi-Dimensional Scoring Rubric for RLA

Trait 1: Creation of Arguments and Use of Evidence

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	• generates text-based argument(s) and establishes a purpose that is connected to the prompt • cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) • analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)
1	• generates an argument and demonstrates some connection to the prompt • cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) • partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	• may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither • cites minimal or no evidence from source text(s) (sections of text may be copied from source) • minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)

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

Response exclusively contains text copied from source text(s) or prompt

Response shows no evidence that test-taker has read the prompt or is off-topic

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Trait 2: Development of Ideas and Organizational Structure

Score	Description
Trait 2: Development of Ideas and Organizational Structure	
2	• contains ideas that are well developed and generally logical; most ideas are elaborated upon • contains a sensible progression of ideas with clear connections between details and main points • establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately • establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task • chooses specific words to express ideas clearly
1	• 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	• 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

Trait 3: Clarity and Command of Standard English Conventions

Score	Description
Trait 3: Clarity and Command of Standard English Conventions	

2	• demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills:
	  1) varied sentence structure within a paragraph or paragraphs
	  2) correct subordination, coordination and parallelism
	  3) avoidance of wordiness and awkward sentence structures
	  4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity
	  5) avoidance of run-on sentences, fused sentences, or sentence fragments
	• demonstrates competent application of conventions with specific regard to the following skills:
	  1) frequently confused words and homonyms, including contractions
	  2) subject-verb agreement
	  3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case
	  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 (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	• 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	• 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. OR • response is insufficient to demonstrate level of mastery over conventions and usage

*Because test-takers will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 3.

From Struggling to Successful

	Struggling Writers	Successful Writers
Plan	• Are unaware of purpose or process of writing • Have little or no knowledge of the text structure of an essay • Have difficulty developing plans and staying focused on the topic • Experience greater writing anxiety and decreased motivation	• Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	• Produce fewer ideas • Fail to organize their thoughts	• Develop multiple ideas • Organize their ideas
Draft/write	• Plan what they are going to say as they write • Use imprecise and nonspecific vocabulary • Struggle to convey their thoughts, ideas, and opinions • Write fewer sentences • Focus on mechanics rather than on clarity and organization	• Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	• Experience problems with grammar, punctuation, and spelling • Place words and letters too close or too far from each other • Do not review and make correction	• Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

The IRIS Center Vanderbilt Peabody College

2014 GED® Test RLA – Sample Stimulus Material

"Taxation and Revenue" – Test Bank Item 18101, Stimulus and Prompt

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

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

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

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

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

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

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

The improved highway will eliminate eighteen-wheeler traffic through towns, a major source of traffic congestion and noise. A 2001 study in Texas showed that bypasses reduce traffic through towns by as much as 75%. Eliminating eighteen-wheeler traffic will also reduce road maintenance costs.

The improvement of Highway 17, funded by federal tax allocations, is an important investment in the area.

Oak Falls Gazette
Letter to the Editor

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

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

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

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

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

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.

Both Sides Now

When reading argumentative non-fiction text, materials often present one side or viewpoint on a particular issue. Sometimes, the text may provide evidence to support both sides. Then, it is up to the reader to determine which is best supported. Analyzing and evaluating the evidence for both sides is one way to identify a claim and the reasons for making a specific decision/claim.

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
	Question or statement	
	Which position is better	
	supported?	
Decision (Claim)		
Reasons (Analysis/Evaluation)		

RLA Extended Response

I believe that 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 factoires closed down, there is little hopes for new businesses to arise as well as for the unemployed to recieve jobs. With a need to improve highways, jobs will be created as construction workers. this wll 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 premenant positions. Roads always will need upkeep and tiding up, which is why some will need to stick around to do the job after the creation of the road.

With roads being completed, this will allow more tourists to come visit the area. It will now be easier for people to travel from far distances and there will be an increase of travelers. This will bring money to the area tremendously, benefiting restaurants and motels as well as the old wheat mill for tourism. This will then allow people who work at those places to spend their money they are making within thir 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 guarentee tourists won't stop in the city, with adertising 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.

Annotations

Trait 1: Score Point 1

The response includes an argument for the expansion of the highway (*Overall, expanding the highway will create new jobs…helping economically, and also will help decrease traffic congestion*). The writer supports these two reasons (*help communities and decrease traffic congestion*) by referencing portions from the source text that discuss those topics and then analyzing the argumentation. To support the reason for the expansion, the writer proposes solutions to the problems from the opposing view (*Although the new highway will bypass four cities, there is still room for advertisement*). The writer needs more specific evidence from the text and more analysis. Overall, this response is simplistic and limited and therefore earns a score of 1 for Trait 1.

Trait 2: Score Point 1

The response begins with a statement of the writer's argument (*I believe that the Highway 17 should be expanded…due to the better support it has*), but without specific reference to either of the passages. In fact, the writer does not mention either Rep. Walls or Alice Jenkins in the response. Following the introduction, the response is organized into paragraphs, each of which addresses an aspect of the topic under consideration. Within the paragraphs, there is some elaboration of ideas and some use of transitional devices (*This will then allow…*). However, overall the structure does not present the opposing positions clearly or specifically, making the response only partially effective at conveying the writer's message. Therefore, this response 5 earns a score of 1 for Trait 2.

Trait 3: Score Point 1

The response contains multiple instances of run-on sentences (*Some of the road construction jobs which are created while creating the road may be temporary, however there is room for premenant positions*), comma errors, sentence fragments, confusing pronoun-antecedent references, and problems with parallelism that occasionally interfere with the writer's meaning. The writer has used some variety in sentence structure, but there are awkward sentences that are difficult to understand (*Although there is no guarentee tourists won't stop in the city, with adertising and networking with national motels and restaurants, they may be able to suggest ones in the four cities*). Standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing. Therefore, this response earns a score of 1 for Trait 3.

Resources for the Classroom

Unpack the Prompt

Do	What

Evaluating What You Have Read

After reading the article, answer these questions to help you to reflect upon and analyze the article.

Question	Answer
1. What is the author's main argument? Use your own words to rearticulate the main idea.	
2. List and explain the reasons the author provides for his/her main argument.	
3. What kind of evidence is presented to support the author's argument? Is it fact or opinion or a different type of evidence? What is the source of the information? Does it come from an informed authority in the field?	
4. What is the purpose and tone of the article?	
5. Is the author objective or does he/she try to convince the reader to have a certain opinion? If so, what viewpoint does the author use to try and convince you of his/her position?	
6. Does the author's argument assume that the reader thinks in a particular way or has a particular view? What are the major underlying assumptions that the author makes? Do you think they are reasonable and acceptable to most people?	
7. Does the author make inferences based on his/her evidence? Is the line of reasoning logical or illogical? Why?	
8. Does the author try to appeal to the reader's emotions? Does the author use any "loaded" words in the headline or the article? List these words or phrases and explain their effect on the reader.	
9. Based on what you have read, how has the author persuaded or dissuaded you from his/her viewpoint? Why?	

Types of Evidence to Support an Argument

> Evidence isn't the same as <u>proof</u>. "Whereas *evidence* allows for professional judgment, *proof* is absolute and incontestable."
> (Denis Hayes, *Learning and Teaching in Primary Schools*, 2009)

Definition of Evidence

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Type of Evidence	Definition	Samples Supporting an Author's Claim
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 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 first-hand 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	

Both Sides Now

When reading argumentative non-fiction text, materials often present one side or viewpoint on a particular issue. Sometimes, the text may provide evidence to support both sides. Then, it is up to the reader to determine which is best supported. Analyzing and evaluating the evidence for both sides is one way to identify a claim and the reasons for making a specific decision/claim.

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
	Question or statement **Which position is better** **supported?**	
Decision (Claim)		
Reasons (Analysis/Evaluation)		

Both Sides Now (Sample Completed Organizer)

Note: The following graphic organizer shows different types of evidence that was used in **"Taxation and Revenue" – Test Bank Item 18101, Stimulus and Prompt**

Both Sides Now		
Evidence that Supports		**Evidence that Opposes**
Will ease traffic congestion		Will bypass town and harm it
Will create jobs	**Question or statement**	Road paid for with federal funds
Improving highway means jobs for construction workers	**Which position regarding**	Few residents will use road
Will bring more long-distance travelers to area	**the building of a new**	Will lose money because of bypass
30% increase in traffic that won't impact city roads	**road is better supported?**	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 and 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

Decision (Claim) Pro side

When comparing the two positions, Representative Walls has the better supported position.

Reasons (Analysis/Evaluation) Pro side

The press release provides a stronger argument because it provides more factual and valid evidence instead of opinions.

Sample Thesis/Claim Frames

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

The general argument made by _____ in his/her work _____ is that _____ because _____.

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

A key factor in both _____ can be attributed to _____.

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

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

In discussion of _____, one controversial issue has been _____. _____ believes that _____. On the other hand, _____ asserts that _____. _____ is clearly the best supported argument on the issue of _____.

Citing the Evidence

Question	State	Cite	Explain
This is the question you are directly responding to. If you are writing an essay, you must also use part of the stimulus in your answer so your audience knows what you are talking about.	State the claim - the idea you had about the text.	Cite what in the text led you to that idea.	Explain how each piece of evidence supports your idea.

Question	State	Cite	Explain

Connecting Ideas – Using Transitional Words and Phrases

Transitional words and phrases create a link between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. Remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. The following is a list of transitional words and phrases that you can use for different purposes.

Add Related Information	Give an Example or Illustrate an Idea	Make Sure Your Thinking is Clearly Understood	Compare Ideas or Show How Ideas Are Similar	Contrast Ideas or Show How They Are Different
· furthermore · moreover · too · also · again · in addition · next · further · finally · and, or, nor	· to illustrate · to demonstrate · specifically · for instance · as an illustration · for example	· that is to say · in other words · to explain · i.e., (that is) · to clarify · to rephrase it · to put it another way	· in the same way · by the same token · similarly · in like manner · likewise · in similar fashion	· nevertheless · but · however · otherwise · on the contrary · in contrast · on the other hand
Explain How One Thing Causes Another	**Explain the Effect or Result of Something**	**Explain Your Purpose**	**List Related Information**	**Qualify Something**
· because · since · on account of · for that reason	· therefore · consequently · accordingly · thus · hence · as a result	· in order that · so that · to that end, to this end · for this purpose · for this reason	· First, second, third… · First, then, also, finally	· almost · nearly · probably · never · always · frequently · perhaps · maybe · although

From Odell Education

Revising and Editing Checklist

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

Body Paragraphs
☐ Does the topic sentence of each body paragraph summarize the entirety of the points that paragraph covers?
☐ Does each topic sentence correspond with your thesis statement?
☐ Does all of the information in your paragraph support your topic sentence?
☐ Is the final sentence in each body paragraph a sentence that either summarizes the paragraph or transitions to the next point?
☐ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change the point of view selected?

Conclusion
☐ Does the last paragraph remind readers of the main points of the essay, without going into too much detail repeating everything readers just read?
☐ Is the conclusion free of new information (such as another supporting point)?
☐ Does the last sentence leave readers with a strong final impression?

Entire Paper

General
☐ Is the writing in formal, third person?
☐ Does one idea flow smoothly into the next?
☐ Do the sentence structures and lengths vary?
☐ Does every sentence relate to the thesis?
☐ Does everything make sense?
☐ Is the essay convincing?
☐ Are the grammar, punctuation, and spelling correct?

Sentence Composition
- ☐ Have you removed unnecessary hedges that weaken your arguments such as *probably, might be, somewhat,* or *kind of?*
- ☐ Have you removed unnecessary words that do not add to the sentence such as *really* or *a lot?*
- ☐ Have you varied your vocabulary by utilizing a thesaurus and dictionary when necessary in order to avoid repetition or incorrect word choices?
- ☐ Are your sentences of varied lengths and complexities? A paper is stronger when it has a mixture of sentences versus all short sentences or all long sentences.
- ☐ Are all transitions from one idea to another smooth and clearly explained, so the reader does not need to make any leaps in logic?
- ☐ Has all slang and conversational language been removed?
- ☐ Have you removed any offensive language, such as gender-based or biased language?

Verbs
- ☐ Do your verb tenses match?
- ☐ Are your verb tenses consistent?
- ☐ Have you replaced unnecessary "to be" verbs (be, been, is, are, were, was) with stronger verbs?
- ☐ Are you using "active" verbs?

Integration of Information
- ☐ Are all of your quotes and paraphrases correctly cited?
- ☐ Are all of your quotes introduced and explained properly?
- ☐ Is all of your information, such as quotes and data, pertinent to your topic? Does your information correspond with the topic sentence of your current paragraph?

Grammar and Mechanics
- ☐ Have you used parallel structure?
- ☐ Do your pronouns agree with the antecedents they are replacing?
- ☐ Is your paper free of fragments and run-on sentences?
- ☐ Is your paper properly punctuated?
- ☐ Is your paper free of spelling errors?
- ☐ Have you read through your paper (slowly) in order to catch errors that you would miss otherwise?

RLA Resources from the World Wide Web

National Council for Teachers of English. This site provides lessons and strategies for teaching nonfiction text. http://www.ncte.org/

Newsela. A site with nonfiction articles available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. https://newsela.com/

PBS Teacher Source. Lesson plans and lots of activities are included in the teacher section of PBS. http://www.pbslearningmedia.org/

ProCon.org. A website that provides both sides of the argument. Useful for use in teaching argumentative writing. http://www.procon.org/

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. https://owl.english.purdue.edu/

ReadWorks.org. Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. http://www.readworks.org/

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has great resources. http://www.readwritethink.org/

Teach 4 Results. A list of resources for teaching the writing process. http://iteach4results.wikispaces.com/*Writing

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. http://ttms.org/

The Writing Studio – Colorado State University. A step-by-step guide for argumentative writing. http://writing.colostate.edu/guides/guide.cfm?guideid=58

Tools for Teachers: Engaging in Academic Writing. Resources from the Aspen Institute. http://www.aspendrl.org/portal/browse/CategoryList?categoryId=281

Writing Fix. Lessons and strategies on how to teach different types of writing skills, including constructed responses and RAFTS. http://writingfix.com/rica/constructed_response.htm

Writer's Web. Materials from the University of Richmond's Writing Center. http://writing2.richmond.edu/writing/wweb.html