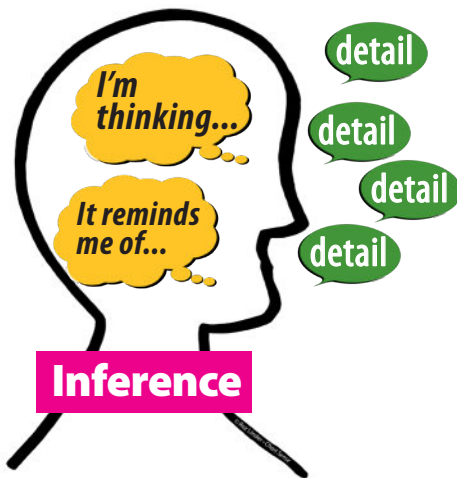




Convey Inferences in Constructed Responses

Make inferences and explain them in writing.

Target thinking first.



SPIN-OFF SESSION

WRITE BEYOND THE TEXT | Session 1:
Make an inference in 5 steps.

Identify the 3 facets of a well-written constructed response.

- Answer • Inference ● Provide an answer/inference to the question or prompt.
- Details • Evidence ● Support the inference with examples/details from the text.
- Conclusion • Explanation ● Explain how the evidence supports the inference.

Take advantage of a consistent formula.

1 :

Communicates a lot of
information quickly and
succinctly.

2 :

Ensures essential
components are all
included in the response.

3 :

Generates coherent
and cohesive thinking.



Review common constructed-response formulas.

Dissect the acronym for students.

Answer • Inference

Repeat key words from the question/command and provide a general answer.

M

RA

C

Details • Evidence

Support your answer with evidence from the text.

Support your answer with *more* evidence from the text.

A'A

C

E

Conclusion • Explanation

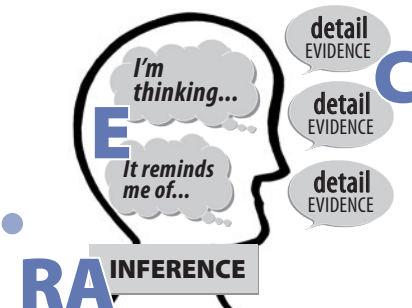
Explain how the evidence fits the answer/inference.

M

E

R

Connect the acronym to the inferential thinking.



SPIN-OFF SESSIONS

WRITE BEYOND THE TEXT | Session 3: Synthesize ideas across texts.

WRITE BEYOND THE TEXT | Session 4: Raise the rigor from short to long reading responses.

EVIDENCE-BASED WRITING | Session 5: Achieve a blend of evidence and elaboration.



SECRET SITE RESOURCE

How does Yes, MA'AM fit with RACE and CER?



Transfer thinking to writing.

Understand the *reading* process.

(DETAILS)

Collect relevant details from the text.

INFERENCE

(ANSWER)

Connect the details to figure something out.



Understand the *writing* process.

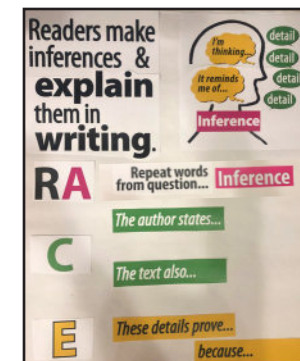
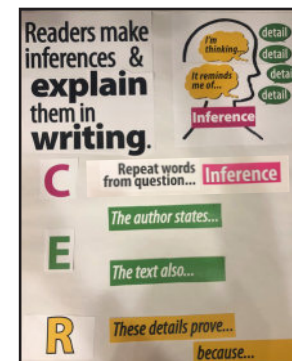
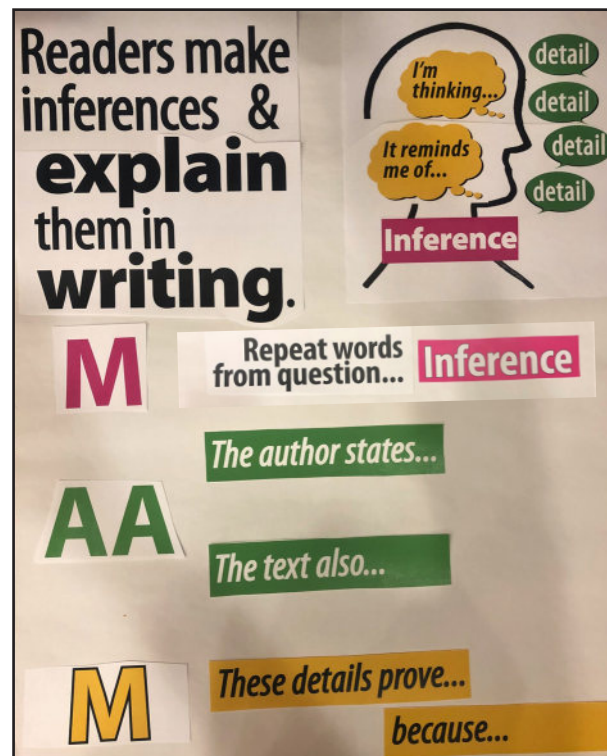
(ANSWER)

Reveal
what you
figured out.

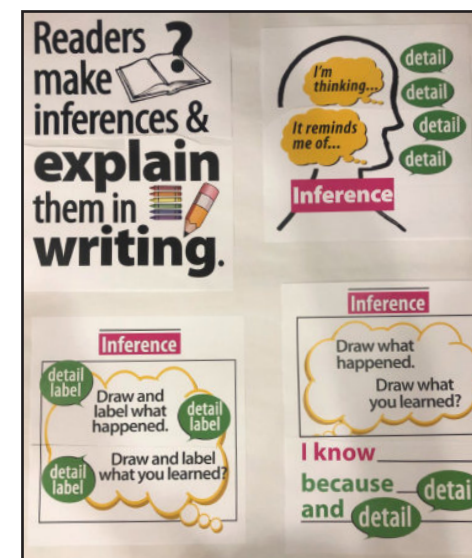
(DETAILS)

Identify the text details that were most helpful.

GRADES 2-12



- GRADES PK-1



Mrs. Gerson is understanding. She agreed to give the ball back to the boys if they LET her hit a home run. She even thanked them. Mrs. Gerson is understanding because she knows the boys were letting her win.



CER response RACE response

Write the 1st sentence of the **Yes, MA'AM** response.

Repeat key words from the original question/prompt...

- Provide context for the answer.

- Trace the history of "restate the question."

- Clarify *restate* versus *repeat*.

- Apply the Goldilocks principle.



SECRET SITE RESOURCE



Restate the question
in a constructed response.



...and write the general answer.

- Avoid *because*.

Adapted from **Trapped on
Higgins Ridge**

*Smokeyjumpers: Battling
the Forest Flames,*
Daniel Briscoe



**NOW IT'S
YOUR TURN**

On August 4, 1961, twelve smokejumpers parachuted to a fire in Montana where strong winds were blowing, and the fire raged out of control.

The the wind changed. The fire began to spread in the opposite direction. The smokejumpers became trapped. "The fire exploded like a blowtorch," one jumper said later.

The two crews looked for safety on a burned-out section. Some took their shirts and soaked them in water. They wrapped the wet shirts around their heads for protection.

Soon flames surrounded them. The firefighters were in deadly danger until a helicopter appeared from the smoke clouds above and carried them to safety.

Besides brave, identify another trait that smokejumpers possess. Support your thinking with textual evidence.

TOO MUCH	TOO LITTLE	JUST RIGHT
<i>In the text that Bridget read aloud about the Montana smokejumpers, they can be described as both brave and adaptive.</i>	<i>They're adaptive.</i>	<i>The smokejumpers demonstrate that they are adaptive.</i>



CER response RACE response

Write the 2nd & 3rd sentences of the **Yes, MA'AM** response.

Identify the details that were most helpful in inferring the answer.



Discern between *evidence* and *details* from the text.

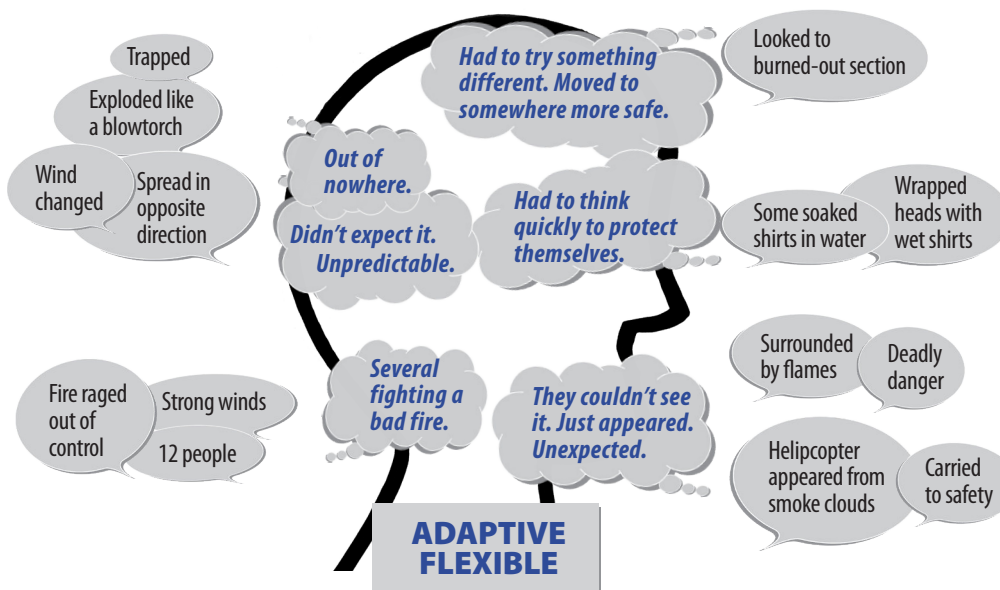
Utilize sentence starters to efficiently state the textual support.

- | | |
|--------------------------------|------------------------------|
| In the text... | The author also states... |
| The text states... | The author wrote... |
| The text also states... | One example from the text... |
| According to the passage... | |
| According to the text... | |
| It was written that...which... | A second example... |
| The author states... | For instance... |
| | For example... |
| | An example is... |

Adapted from **Trapped on Higgins Ridge**
Smokeyjumpers: Battling the Forest Flames, Daniel Briscoe



**NOW IT'S
YOUR TURN**



M The smokejumpers demonstrated that they are adaptive.

A

A



CER response RACE response

Write the 4th sentence of the **Yes, MA'AM** response.

Restate the inference...

- Write a concluding statement that recaps the message.
- Restate the original answer/inference.

This shows...

This demonstrates...

These details prove...



...Add a conjunction/transition...

- Prepare to connect the inference to the explanation.
- Add in a conjunction or transition.

because

and

consequently

so

since

as a result

therefore



...Interpret/Define its meaning.

- Follow the conjunction with an extension.
- Explain the inference.

What do you mean by _____ (the inference)?

How are these details examples of _____ (the inference)?

How do these details show/demonstrate _____ (the inference)?

How are these details relevant to _____ (the inference)?

What do these details imply about _____ (the inference)?

M The smokejumpers demonstrated that they are adaptive.

A After getting trapped, the text states that they looked to move to a burnt-out section.

A The text also states that they thought to further protect themselves by wrapping their heads with shirts soaked with water.

M

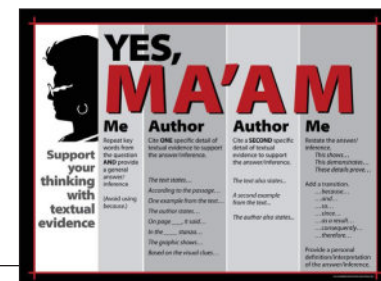


**NOW IT'S
YOUR TURN**



**SECRET SITE
RESOURCE**

End a constructed response with an explanation.

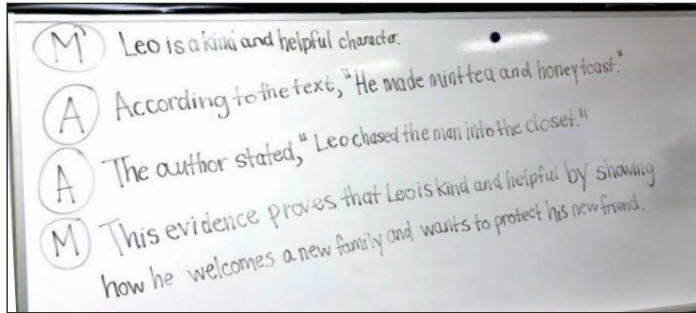


**RELEVANT
RESOURCE**

Scaffold practice opportunities.

Oral Responses

Generate a whole-class response.



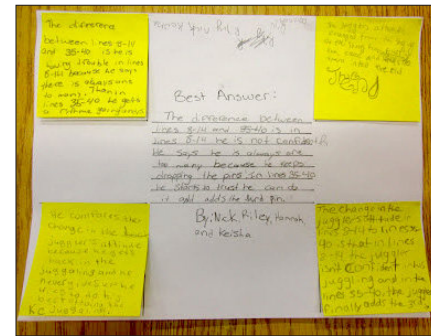
SPIN-OFF SESSION

Evidence-Based Writing | Session 4:
Incorporate textual evidence in small-group guided writing.



Peer Support

Generate a written group response.



SECRET SITE RESOURCE



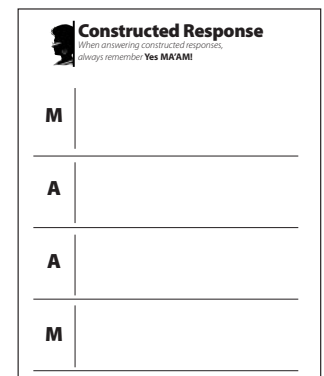
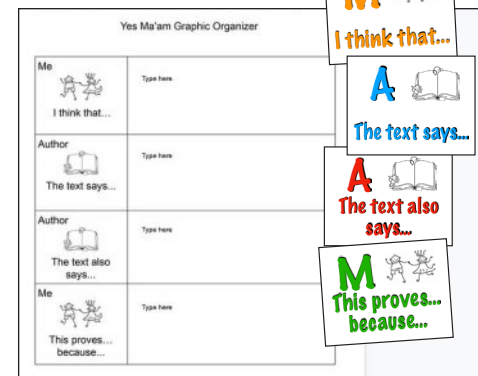
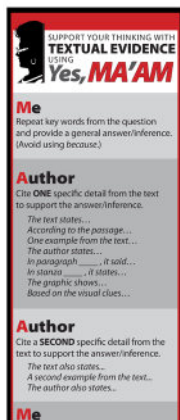
Create group products with *Think & Ink, Pair, Square*.

Independent Products

SECRET SITE RESOURCES



Practice all facets independently.





(REPEAT & ANSWER)

Repeat key words from the question and provide a general answer. Avoid using *because*.

© 2018 Smekens Education Solutions, Inc.



THE TEXT STATES...

Cite evidence from the text.

© 2018 Smekens Education Solutions, Inc.



THE TEXT ALSO STATES...

Cite *more* evidence from the text.

© 2018 Smekens Education Solutions, Inc.



THIS PROVES... BECAUSE...

Restate the answer, add a transition, and provide a personal definition/interpretation.

© 2018 Smekens Education Solutions, Inc.