

Improve extended responses

Juggle multiple sources within a performance task.

Prepare for simulated research tasks.

(Topic provided.)	(Sources provided.)	Read & collect info.	Synthesize & organize.	Write the first draft.	(No opportunity for major revision.)
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SEMESTER

1

Teach thinking beyond the text—
make inferences.

Teach communicating answers in
writing— constructed responses.



**SPIN-OFF
SESSIONS**

WRITE ABOUT READING

Session 1: Make inferences in 5 steps.
Session 2: Write polished constructed responses.



SEMESTER

2

Teach synthesizing new ideas from
multiple sources.

Teach communicating syntheses in
writing— extended responses.



**SPIN-OFF
SESSION**

WRITE ABOUT READING

Session 4: Synthesize before writing.

- Take notes from multiple sources.
- Synthesize a new reader idea based on multiple author details.
- Decode a prompt accurately for task and genre.
- Flesh out a synthesis into a topic sentence.
- Support each synthesis with evidence presented in a body paragraph.
- Organize body paragraphs to match the genre/text structure.
- Compose an introduction that addresses the prompt.
- Compose a conclusion that fits the genre of the writing.



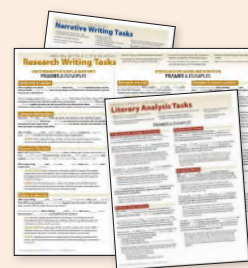
Decode the prompt to accurately identify the complex task.



NOW IT'S YOUR TURN

What type of writing are you to generate?

What content would be in the body paragraphs?



RELEVANT RESOURCE



Generate extended-response prompts that parallel standardized tests using the *Writing-About-Reading Frames*.

EXAMPLES FOR GRADES 3-5

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.



Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long, using details from all of the sources.

You've read about different types of service animals. You begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule.



Write a paper, taking a side as to whether you agree or disagree with the rule allowing only service dogs and miniature horses in public places. Include evidence from 3 of the 4 sources. Your paper will be read by your teacher and your classmates.

EXAMPLES FOR GRADES 6-12

Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops from birth to twenty-five years of age. Support your ideas with details from all of the sources.



You have read two different accounts of the Boston Massacre. Which author did a better job informing and engaging the reader? Write an essay citing the techniques the author used to influence your choice. Use textual evidence from both passages to help develop your position.



Each author uses different evidence to support his or her stance on school start times. Write an essay that explains each author's overall claim about school start times and how he or she advances his or her unique perspective. Use details from both texts to support your answer.



The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response.





Decode the prompt to identify the writing task.

Organize the syntheses to fit the text structure.



UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

HOW-TO	EXPLANATORY	COMPARE-CONTRAST	PERSUASIVE	ARGUMENTATIVE
PROCEDURAL or HOW-TO responses— Body paragraphs are organized into steps.	EXPLANATORY or DESCRIPTIVE responses— Body paragraphs are organized around big ideas.	COMPARE-CONTRAST responses— Body paragraphs are organized into broad categories.	PERSUASIVE or OPINION responses— Introduce the issue and position. Body paragraphs are organized into reasons with evidence.	ARGUMENTATIVE responses— Same as persuasive, plus an additional body paragraph for the counterclaim.
<i>Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.</i>	<i>Explain the different kinds of success Jackie Robinson achieved in his lifetime.</i>	<i>Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.</i>	<i>Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.</i>	<i>Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.</i>
<ul style="list-style-type: none"> • explain the process • sequence the events • order the events • describe the steps • over time • evolution/evolve • show the time line • from beginning to end • initial to now • conception to current 	<ul style="list-style-type: none"> • identify the main points • explain the main ideas • provide multiple reasons • describe the topic • identify the types • explain different kinds • explain different aspects • explain the parts • describe different components • name different facets 	<ul style="list-style-type: none"> • write a comparison • compare ___ to ___ • show how alike and different • explain similarities and differences • details presented about both • identify similarities • main differences • evaluate the main differences 	<ul style="list-style-type: none"> • determine a position • write an opinion • make a claim • draw conclusions • convince the audience • write a persuasive • provide multiple reasons • support reasons with evidence 	<ul style="list-style-type: none"> • argue if ___ or ___ • provide multiple reasons • support reasons with evidence • include opposition • provide counterclaims • consider multiple perspectives • address both viewpoints • determine strengths and weaknesses

Reveal the unique structure per genre and the ingredients in its body paragraphs.

Introduction

The first step...

Next...

Then...

Finally...

Conclusion

Introduction

One way...

Another facet...

A third big part...

Conclusion

Introduction

Both address...

A second category...

They also include...

Conclusion

Introduction

One reason...

A second reason...

A third reason...

Conclusion

Introduction

One reason...

A second reason...

Despite...

A third reason...

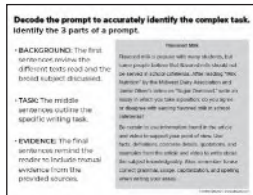
Conclusion

Teach prompt-reading skills.

Understand the prompt-to-response relationship.



SECRET SITE RESOURCES



How do you prepare kids to decode prompts?



Does decoding the prompt ensure test success?

Improve extended responses

Organize the syntheses to fit the text structure.

Determine the mode/genre based on the academic vocabulary.

Visualize the ingredients per body paragraph for that mode/genre.

PROMPT	SYNTHESIS
WRITING FROM SOURCES	
SOURCE 1	SYNTHESIS
SOURCE 2	SYNTHESIS
SOURCE 3	SYNTHESIS
SOURCE 4	SYNTHESIS

Step 1, First → *The first step...*
 Step 2, Second → *Next...*
 Step 3, Third → *Then...*
 Step 4, Fourth → *Finally...*

PROMPT	SYNTHESIS
WRITING FROM SOURCES	
SOURCE 1	SYNTHESIS
SOURCE 2	SYNTHESIS
SOURCE 3	SYNTHESIS
SOURCE 4	SYNTHESIS

Main Idea 1 → *One way...*
 Main Idea 2 → *Another facet...*
 Main Idea 3 → *A third big part...*

PROMPT	SYNTHESIS
WRITING FROM SOURCES	
SOURCE 1	SYNTHESIS
SOURCE 2	SYNTHESIS
SOURCE 3	SYNTHESIS
SOURCE 4	SYNTHESIS

Category 1 → *Both address...*
 Category 2 → *A second category...*
 Category 3 → *They also include...*

PROMPT	SYNTHESIS
WRITING FROM SOURCES	
SOURCE 1	SYNTHESIS
SOURCE 2	SYNTHESIS
SOURCE 3	SYNTHESIS
SOURCE 4	SYNTHESIS

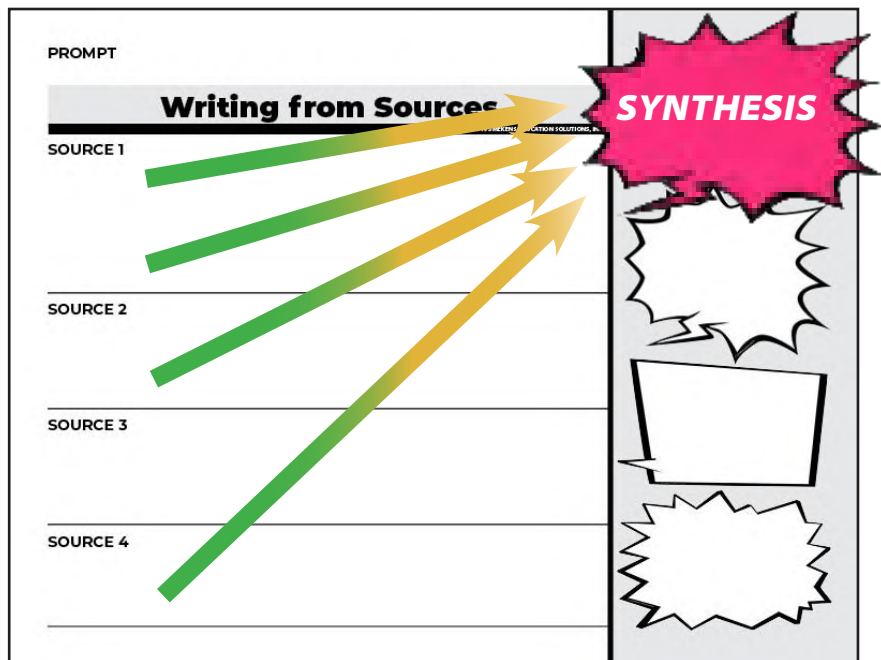
Reason 1 → *One reason...*
 Reason 2 → *A second reason...*
 Reason 3 → *A third reason...*

PROMPT	SYNTHESIS
WRITING FROM SOURCES	
SOURCE 1	SYNTHESIS
SOURCE 2	SYNTHESIS
SOURCE 3	SYNTHESIS
SOURCE 4	SYNTHESIS

Reason 1 → *One reason...*
 Reason 2 → *A second reason...*
 Counterclaim → *Despite...*
 Reason 3 → *A third reason...*

Flesh out each synthesis into a body paragraph.

Apply the constructed-response formula.



SPIN-OFF SESSION

WRITE ABOUT READING | Session 4: Synthesize before writing.

Repeat key words from the prompt...

...and state the synthesis.

Source 1 states...

This is important

because...

Source 2 also states...

In other words...

This matters because...

These details demonstrate...

because...

R A C M

C E A A

E R M

- Stretch each synthesis into a topic-sentence statement.

- Provide textual evidence, citing its source (e.g., *Source 1*, *Source 2*, *the video*, *the article*, etc.).

- Conclude the body paragraph with an explanation.



SPIN-OFF SESSION

WRITE ABOUT READING | Session 2: Write polished constructed responses.

Return to the reader's notes with a writer's purpose.



Explain the purpose of the introduction for such an extended response.



Rework the prompt to serve as an introduction.

Compose a conclusion that fits the genre of the writing.

SECRET SITE RESOURCE

There are several resources at the bottom of the secret site.

SPIN-OFF SESSIONS

View the recordings of these sessions for specific ingredients *per* mode.

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.



Adapt *Yes, MA'AM*
to fit longer essays.