

# Write polished constructed responses

Recognize *telling* versus *teaching*.

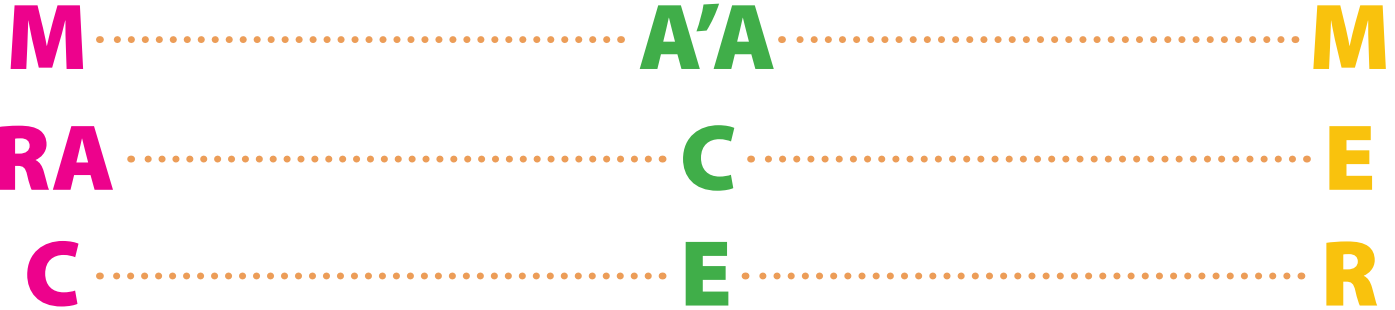
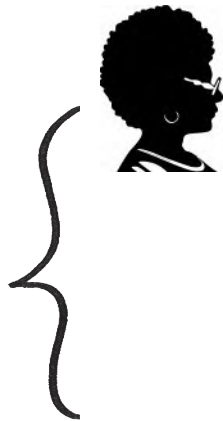


How does Yes MA'AM fit with RACE and CER?



Improve prompt responses with the Yes MA'AM acronym.

Review popular acronyms.



**WHAT I THINK**

**WHY I THINK**

**HOW I KNOW**

Teach explicit skills.



**Answer • Inference**

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

**Details • Evidence**

Support your answer with textual evidence.

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

**Explanation**

Explain how the evidence fits the answer/inference.



# WRITE ABOUT READING

Write polished constructed responses

## SPIN-OFF SESSION

WRITE ABOUT READING  
Session 1 | Make inferences in 5 steps.



- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, the American Colonists raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. The Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

After reading *You Wouldn't Want to Be an American Colonist!* predict the cause of the Colonists' behavior.



starvation

## Connect the thinking process to the writing process.

WHAT I THINK

- 1 Convert the last thought as a reader into the first thought as a writer.
- 2 Repeat key details from the question/prompt within the response.

WHY I THINK

- 3 Include evidence to support your thinking.
- 4 Provide multiple pieces of text evidence.

HOW I KNOW

- 5 Explain your thinking in a concluding statement.
- 6 Elaborate on each piece of text evidence.





# WRITE ABOUT READING

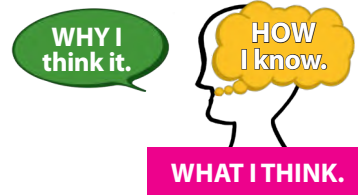
## Write polished constructed responses

### 1 Convert the last thought as a reader into the first thought as a writer.

Connect *what* to write with *where* to find the information.

#### READERS

1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.



#### WRITERS

1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.

I Start with the answer.



### 2 Repeat key details from the question/prompt within the response.

Identify 1-3 "key" or important words from the original question, command, or prompt.

After	reading	You	Wouldn't	Want	to
be	an	American	Colonist!	predict	the
cause	of	the	Colonists'	behavior.	

Merge key words and the answer into a topic sentence.

Colonists' behavior.

I Colonists' behavior

Introduce the *Goldilocks Principle*.

In the excerpt from *You Wouldn't Want to Be an American Colonist!* it is clear that the actions and behaviors of the American Colonists described are caused by their own starvation.



# WRITE ABOUT READING

## Write polished constructed responses

### 3 Include evidence to support your thinking.

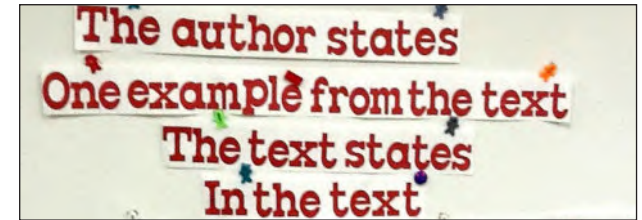
Introduce evidence.

- Clarify evidence versus background knowledge.
- Clarify text evidence versus text details.
- Reread the *Inference Silhouette Head*.



Merge the sentence starter with the evidence.

- Create a single sentence written below the “answer” sentence.



According to the text, “people ate their horses, dogs, cats, and even rats.”

### 4 Provide multiple pieces of text evidence.

Identify the best evidence.



- Find/Point in the text to the “best” evidence for the answer. “Award” it with its ribbon.



- Find/Point at the second best detail. “Award” it with its ribbon.

- Orally differentiate the first detail from the second with varying sentence starters.

- In writing, differentiate the first detail from the second with varying sentence starters.



- Strengthen the answer with more evidences labeled.



The text also states, “the Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth.”

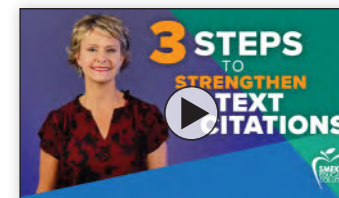
Blend the sentence starter with words from the text.

- Choose ONLY key words/phrases from the original sentence.



The text also states  
“boiling”  
“boots, belts”  
“leather”  
“broth”

The text also states that the Colonists made “broth” from “boiling” their own “boots, belts,” and “leather.”



SECRET SITE RESOURCE



Strengthen text citations in 3 steps.



### 5 Explain your thinking in a concluding statement.

**BASIC RESPONSE**

Describe the purpose of the concluding sentence.

- Assume the reader "doesn't get it."

Explain the connection in a 3-part sentence.

1. Restate the answer.

*This shows...*  
*This demonstrates...*  
*These details prove...*

2. Add a connecting word.

*because*    *since*    *therefore*  
*consequently*    *as a result*    *so*

3. Describe the connection.

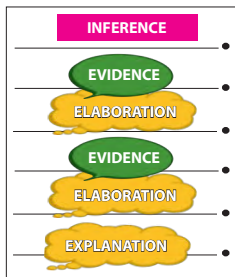
Use thoughts noted within the *Silhouette Head*.

Starvation caused the Colonists' behavior.  
 According to the text, the Colonists ate their "horses, dogs," and "cats."  
 The text also stated that the Colonists made "broth" from boiling their own "boots, belts," and "leather."  
 These details prove that the Colonists were starving because they were desperately doing anything they could to survive.

### 6 Elaborate after each piece of text evidence.

**Polished RESPONSE**

Double the elaboration-to-evidence ratio.



Evidence comes from the *Reading Voice*.

Elaboration comes from the *Thinking Voice*.

Starvation caused the Colonists' behavior.  
 According to the text, the Colonists ate their "horses, dogs," and "cats."  
 This means that they were killing and eating animals that were likely pets they loved.  
 The text also stated that the Colonists made "broth" from boiling their own "boots, belts," and "leather."  
 This suggests that they were willing to eat things that weren't part of a normal human's diet.  
 These details prove that the Colonists were starving because they were desperately doing anything they could to survive.

Provide sentence starters.

*This is important because...*  
*This matters because...*  
*This means...*  
*...in other words...*

*This conveys...*  
*This suggests...*  
*...gives the impression...*  
*This signifies...*

*This causes...*  
*The impact of this is ...*  
*Consequently...*  
*If this continues...*



**SPIN-OFF SESSION**

WRITE ABOUT READING  
Session 5 | Improve extended responses.