

Strategies to Help Every Student Craft a Constructed Response



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WRITING ABOUT READING

Recognize the ingredients.

1. Provide an inference/answer to the question or prompt.
2. Support the inference with details from the text.
3. Explain how the evidence supports the inference.



Recognize the formulas.

Answer • Inference

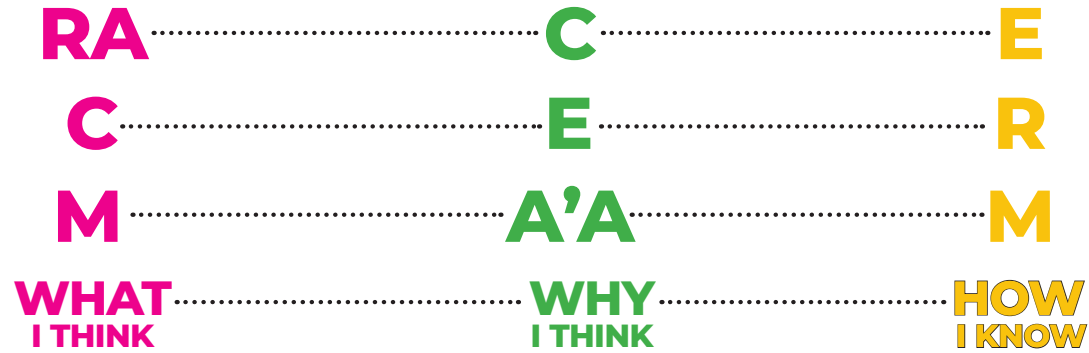
Repeat key words from the question/command and provide a general answer.

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.



Recognize the products.

Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE	Basic Constructed RESPONSE	Polished RESPONSE
<p>Answer drawn with text evidence in the form of picture details.</p>	<p>Answer drawn with text evidence in the form of pictures labeled with letters or words.</p>	<p>Answer written in a word or phrase with text details listed. (May include a drawing.)</p>	<p>Answer written in one or more sentences with text evidence. (May include a drawing.)</p>	<p>Answer written in multiple sentences with author evidence and reader explanation.</p>	<p>Answer written in multiple sentences with author evidence and reader explanation.</p>

Teach thinking. Then teach how to communicate thinking in academic writing.

PRIMARY GRADES

Infer this man's job.

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.



FIRST, reread a previously-read text and its inferential question.

NEXT, review the thinking that guided readers to the answer.

THEN, introduce a single write-about-reading skill.

WHAT I THINK

1 Readers convert the last thought as a reader into the first thought as a writer.

2 Readers repeat key details from the question/prompt within the response.

WHY I THINK

3 Readers include evidence to support their thinking.

4 Readers provide multiple pieces of text evidence.

HOW I KNOW

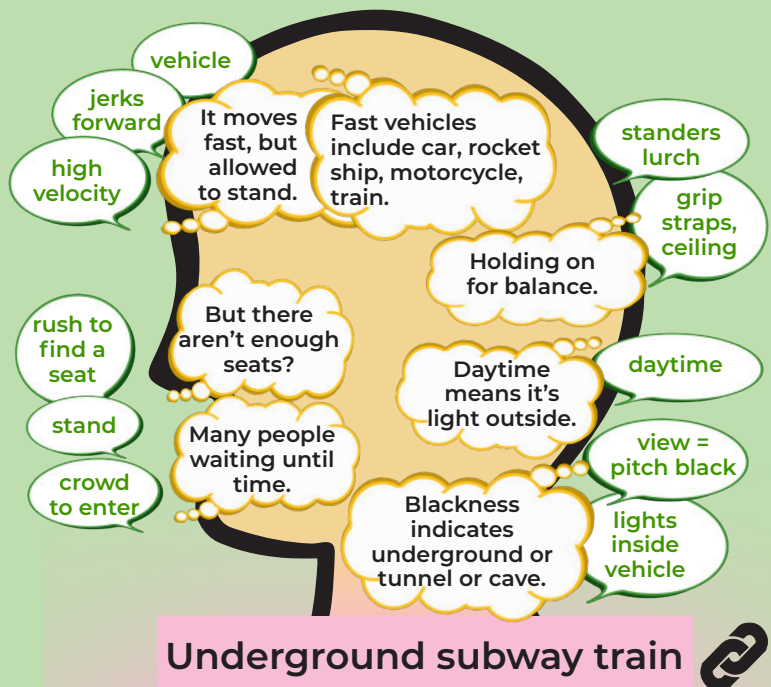
5 Readers explain their thinking in a concluding statement.

6 Readers elaborate on each piece of text evidence.

UPPER GRADES

Infer the setting for this scene.

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.



----- K-1 GOAL -----

1 Readers convert the last thought as a reader into the first thought as a writer.

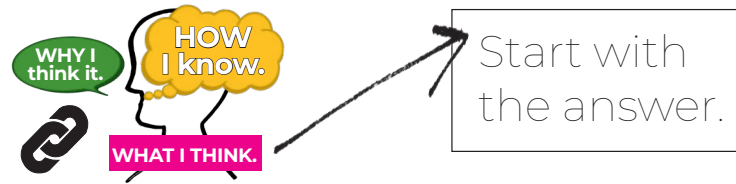
Connect *what* to write with *where* to find the information.

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.



“Write” the answer in a simple and complete sentence.

ORALLY WRITE the answer in a complete sentence.

FIND the illustration that best depicts the answer.



DRAW the answer with accurate and true-to-life details.

- Shape & color details
- Size & proportion details
- Facial expressions
- Setting details

DRAW AND LABEL the picture with the answer.
(Apply phonics knowledge.)

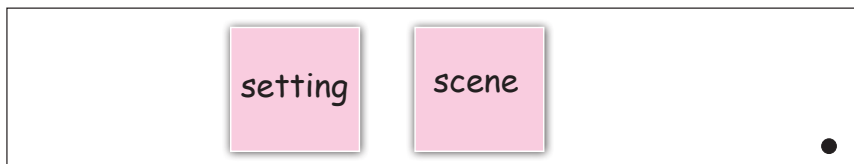
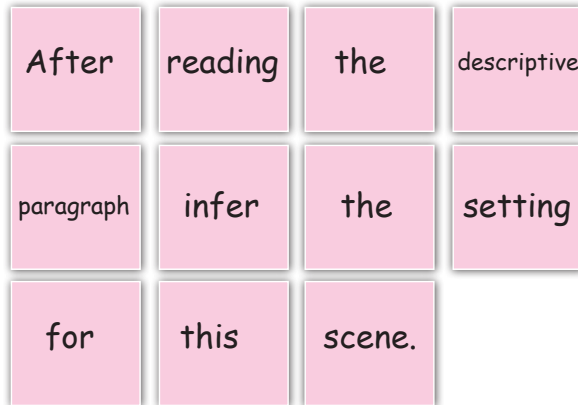
LIST the answer on the first line. (Apply phonics knowledge.)

WRITE the answer in a complete sentence avoiding *because*. (Write on the first line, use sound-stretch spelling, and apply sentence conventions.)

2 Readers repeat key details from the question/prompt within the response.



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



Merge key words and the answer into a topic sentence.

- Avoid *because*.
- Introduce the *Goldilocks Principle*.

In the descriptive paragraph about the people standing in the vehicle and holding on, it’s clear that it takes place within an underground subway train.



In an underground train.



This scene takes place in an underground subway train.



3 Readers include evidence to support their thinking.

Introduce evidence.

- Clarify evidence versus background knowledge.

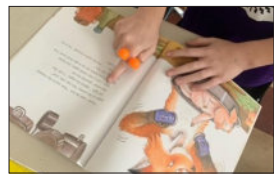


- Clarify text evidence versus text details.

Merge a sentence starter with the text evidence.

Oral RESPONSE

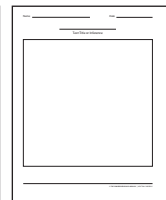
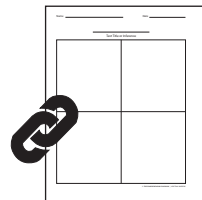
Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Orally introduce the text detail with a sentence starter.



Pictorial RESPONSE

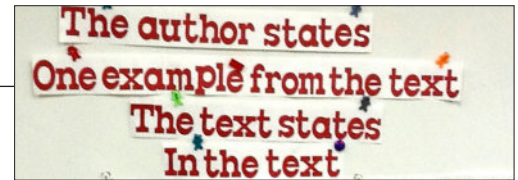
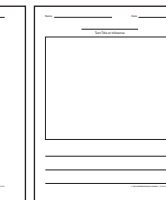
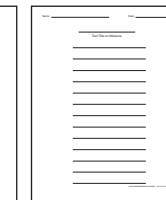
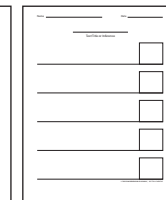
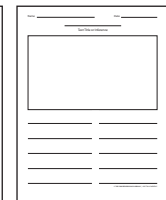
Include close-up details that add evidence to the pictorial answer.

- Adjectives, sensory details
- Action, movement
- Number, name details
- Speech bubbles, dialogue



Labeled-Picture RESPONSE

Label the close-up details in the pictorial writing using precise word choice. (Apply phonics knowledge—initial/end sounds, whole words, 2-word labels, simple phrases, etc.)



List-Writing RESPONSE

List the close-up details from the text. Write the precise words on the lines below the "answer."

Sentence/Basic RESPONSE

Merge the sentence starter with the evidence, creating a single sentence written below the "answer" sentence.

4 Readers 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.



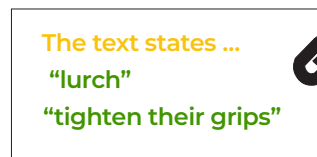
- Orally differentiate the first detail from the second with varying sentence starters.
- In writing, differentiate the first detail from the second with varying sentence starters.
- Strengthen the answer with more evidences labeled.



Polished RESPONSE

Merge the sentence starter with the evidence utilizing only key words/phrases from the text to create a blended sentence.

The text states that "the vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling."



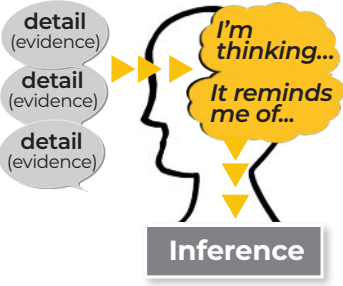
The text states that the standers "lurch" and "tighten their grips" on the ceiling straps.

5 Readers explain their thinking in a concluding statement.

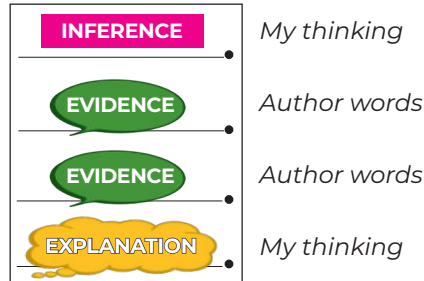
Basic Constructed RESPONSE

Describe the purpose of the concluding sentence.

• Assume the reader “doesn’t get it.”



• Distinguish **what the text says (i.e., evidence)** from **what it means (i.e., explanation).**



Explain the connection in a 3-part sentence.

1. Restate the answer.
2. Add a connecting word.
3. Describe the connection.

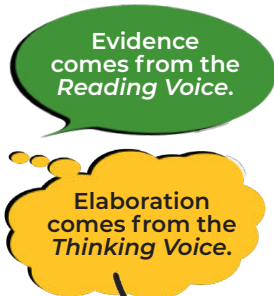
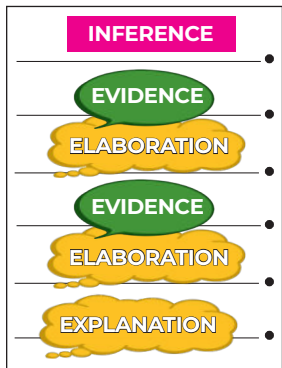
<i>This shows...</i>	<i>because</i>	<i>consequently</i>	Use thoughts noted
<i>This demonstrates...</i>	<i>since</i>	<i>as a result</i>	within the <i>Silhouette</i>
<i>These details prove...</i>	<i>so</i>	<i>therefore</i>	<i>Head.</i>

This scene takes place in an underground subway train. The text states that the standers “lurch” and “tighten their grips” on the ceiling straps. The text also states that, despite it being “daytime,” the people inside the vehicle see only “pitch black” out the windows. These details prove this is an underground subway train because it’s a fast moving vehicle that travels in a dark tunnel.

6 Readers elaborate after each piece of text evidence.

Polished RESPONSE

Double the elaboration-to-evidence ratio.



This scene takes place in an underground subway train.
 The text states that the standers “lurch” and “tighten their grips” on the ceiling straps.
 This suggests a vehicle moving so fast that people have to hold on for balance.
 The text also states that, despite it being “daytime,” the people inside the vehicle see only “pitch black” out the windows.
 This matters because daytime implies sunlight.
 These details prove this is an underground subway train because it’s a fast moving vehicle that travels in a dark tunnel.

Provide sentence starters.

- | | | | |
|-------------------------------------|-------------------------------------|----------------------------------|-----------------------------|
| <i>This is important because...</i> | <i>This conveys...</i> | <i>This causes...</i> | <i>This suggests...</i> |
| <i>This matters because...</i> | <i>...gives the impression...</i> | <i>The impact of this is ...</i> | <i>If this continues...</i> |
| <i>This means...</i> | <i>This is important because...</i> | <i>It follows that...</i> | |
| <i>...in other words...</i> | <i>This signifies...</i> | <i>Consequently...</i> | |