

#### TEXT-BASED RESPONSES

# Equip readers from the first day to test day

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## Begin with the end in mind.

#### You will read three passages about \_\_\_\_\_.

| QUESTIONS  |   | <ol> <li>Rand Mois services from paragraph 6 of Text 1.<br/>"On April 20, 1970, more than 20 million demonster<br/>Network demonstration."</li> </ol>  | alars and basesands of schools and  |
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| hear a barrelle sizematha"<br>1º The around form than somalismi 100 galares of water-<br>gen day and more than 100,000 galares of mater per<br>year."<br>The 1 Lines show the author heat Bacterie the image:  | 8. "The Fernilestic primate much here day, 11 index ensurements<br>from ince in the hyperballer PRU?" C. "The index the history and Fernile Bary Antifoldows, however<br>been well as a community multiply taken and West<br>in the same and the same primating taken and West<br>in the same and tables? D: "Opposed blocks" due to the high 1, 2005, the Nex contribu-<br>tions will always be researchered as propage genera-<br>tions well always by the researcher and the researcher<br>from section by the high tax security the multiple researcher   | Notice and appropriate and an appropriate and an appropriate and appropriate a |   |
| area of compression?   | mani,"  | Contractory Contractory of the   | Partner for   |
| L Barcanov install imaging to holp the estable imaging<br>a shard for world owned binds for Pohaman sorthour in<br>for available door i search applicables.<br>The Solichistic means of a strend imposite data of publica-<br>forming bin and analysis areas of the multical publication<br>for application of an analysis of the multical publication<br>for application of the strend imaging and applica-<br>histic mean for search of<br>histin mean for search of<br>a strend search of the strend imaging in terms of a new the<br>world.  |   | <sup>1</sup> St. E.C. Storage Wave adultist convert<br>Program 12.<br>National Revealed in Workington, S.C.<br>et also a land and anti-storage starting<br>with a storage and storage starting<br>by the storage starting starting storage<br>management. Theory and 4.<br>Ministry in part of a storage strain<br>formula. 2 National Science 3.<br>Ministry in part of a storage strain<br>formula. 2 National Science 3.<br>Ministry 2. Storage and a storage strain<br>formula. 2 National Science 3.  | Ingresolati in the data to prote<br>where the topological protection of<br>the agent of<br>the advances are not up<br>accessed and a product the respo<br>in our arrangement product points<br>are at report a product root of  |

#### You will then answer several questions based on the texts.

| 6. In Text 1. which claim made in: the author is least car-  | 9. In the olders, what is the sampler camerative when the   | 11. Here does the executivation of information in Test 2 differ from the user for wonder executivities in the observation in the observation.                                 |
|--|---|---|
| entirel to entitement  | mentions, 1. Seedshars and Demonstry, rish and  | A The authors of Test 2 annulas has an an and a start work for any the quantity products the internation in the value   |
| A."  |   | A. The advances of the 2 process to the advances water and relating only while the quarter is the relation of the approximation of a section of the advances of an interview. |
| dure is ander i De mylumment."   | kaskgraunds/7 (minute 0.00-0.04)  | 8. The authors of first 2 hours muscle on the effects of authorizes on business of water, while the sampler in the sides areabasians  |
| 8. "Do work that he becam indice what we need some as  | A that the problems with the environment have been  | that all assess of our slaver have affected.  |
| Earth Day'   | secondly all kinds of people  | C. The authors of Test 2 suspent that conditions on our about how insurround as much as they weed to, while the suppler in the  |
| C. "Word along the environment larger to spread."  | E. that people shappend which lass, should be passed to   | video uses images to suggest that there is still property to be made.   |
| D.1 but his somiclications will always he remembered as  | pesteri the environment   | It The authors of Text 2 claim that many people have made a positive impact in helping address pull-does insure, while the  |
| younger prevailants sortinue his light to prevente the<br>world's environment."  | C. that the first Larth Day events are supported by<br>people — all limits of people  | spealer in the video certilis environmental groups at must deserving of moughtion.  |
|  | D. that no matter what age a person is or what his or her   |   |
|  | keleh.are, one should support Earth Day   |   |
| The following quantian has too parts. Answer Part A<br>and than answer Part B.   |   |   |
|  | 16. The following sumition has been matter. Amount Part A   |   |
| Part & Based on the information in Text 2, 'Earth Day By   | and then answer Part 8.   |   |
| the Numbers," with which statement would the authors.  |   |   |
| musi likely append   | Part & Which option below lond summarises the senited   |   |
| A. People are interested in learning new ways to protest   | isles of the sides?   |   |
| the emissionent.   | A As a result of Earth Day propers has been made in   |   |
| E. Data provers that environmental publishes is going to   | respect to making changes to conside feaser problems for<br>Letts.  |   |
| have long term affects.<br>C. New ways to receipt materials have been downered.  | E. The activity Earth Cary sollers were ensatianed to anytest   |   |
| C. New ways to recycle materials have later also aread.<br>D. Resnarch shows that neuralizes has helped reduce resi-           | in the imposite takes carry takes, there imposite a to protect  |   |
| conversid pullation.   | and of splits.<br>C. On the 20th annious of Earth Day, over 200 mill  |   |
| Part & Which sentence from Text 2 hand below develop the   | Excession in 147 countries participated in activities   |   |
| paint of view identified as the surrent proper to Part 82  | based an improving the environment.   |   |
| A. Wirnest half of the load is the U.L. gametic samir - ap-<br>mentionately 1000 membrane second C                             | D. Every pair, Earth Day is relationated by the United Na-<br>tions for pressile cleans the Paper Enfl, which was also  |   |
| <ol> <li>'to taken almost 400 years by plastic heromorp battles to<br/>break descript a landfil'.</li> </ol>                   | to the GN by Japan.   |   |
| C. The energy used to recode a one should be the an  | Part & Which image from the sides is used to strating this  |   |
| posser a computer for 21 minutes."   | central ideal   |   |
| <ol> <li>The energy-annel from recycling are glan lastific still<br/>operate a 100 wait light hole for from boars."</li> </ol> |   |   |
| A. Which sentence from 3nd 2 lient illustrates the last that   |   |   |
| many people than over helion are taking advantage of   | and the second se   |   |
| apportunities to supple?   | an and a state of the state of |   |
| <ol> <li>"Due the source of a peak that is more than 1,600<br/>pounds of galaxye per person".</li> </ol>                       | AND   |   |
| <ol> <li>"Do recycling sate basineesand from less than 12% in<br/>1982 to more than 38% in 2011."</li> </ol>                   |   |   |
| C. 'Only PS and recommend for anypping'  | A DECK  |   |
| <ol> <li>By seepling 1 ton of paper; an sear mough many to<br/>heat a home for six months."</li> </ol>                         | A COLOR OF THE OWNER   |   |
| Koltil Artisa ta CasCauran Rosano E Alizan Isaanen   |   |   |
| 1 JULY States for Long Second Academic Sciences For Completion   |   | 1 2011 Employs Education Education, Inc. and Control Acceleration on  |
|  |   |   |

#### Use the information to write an essay.

|   | ELEAN liased on information in both tests and the video, unlie an essay arguing |
|---|---|
|   | whether Gayland Nehamic original concerns have been addressed. Be save to use   |
|   | details from both levels and the video as you coally your response.             |
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#### **SECRET SITE RESOURCE**

To access grade-specific passages, questions, and read-write prompts, click on "Classroom Resources" and then "Assessments."

**READING SKILLS:** 

#### WRITING SKILLS:

#### **TEST-TAKING/ON-DEMAND SKILLS:**



## FIRST DAY TO TEST DAY TEXT-BASED RESPONSES



COMPREHENSION STANDARDS Session 1 Summarize Literature

> Session 2 Track Ideas

Session 3 Text Structure

Session 4 Perspective & Point of View

TEXT-BASED RESPONSES Session 3 Constructed Responses

READER THINKING Session 5 Annotate & Note-Take

COMPREHENSION STANDARDS Session 5 Compare-Contrast

TEXT-BASED RESPONSES Session 4 Extended Responses



## Root single-text inferences in evidence.

Scaffold essential literacy skills.

## READING

Readers see text organization. Readers analyze author choices.

Readers track ideas across a text.

THINK BEYOND THE TEX

Readers ask & answer questions about a text.

. Readers retell/summarize literature.

Readers retell/summarize information.

## COMMUNICATE IN WRITING 🛶

- Readers convert the last thought as a reader into the first sentence as a writer.
- Readers repeat key details from the question/prompt within the response.
- Readers include evidence to support their thinking.
- Readers provide multiple pieces of text evidence.
- Readers explain their thinking in a concluding statement.
- Readers know that all details are not evidence.
- Readers know how to cite visual, audio, and video-based evidence.
- Readers comment on their own evidence/pump up their writing.
- Readers blend evidence and elaboration.
- Readers stack multiple pieces of elaboration after each text detail.

#### Craft short constructed responses.

| W | R |  | G |
|---|---|--|---|
|   |   |  |   |



COMPREHENSION

IDEAS

LITERATURE

RELEVAI

RESOURC

TEXT

SYNTHESIZE INFORMATION

#### Integrate ideas across multiple texts.



- Juggle multiple sources, noting author details and reader thoughts, while maintaining source-specific notes.
- Decode the prompt/task to determine what to synthesize (e.g., steps, main ideas, reasons, etc.).
- Reread the texts' details to analyze, compare, integrate, and/or synthesize them into new reader ideas.

## EXTEND THE RESPONSE

- Readers stretch each synthesis into a topic-sentence statement.
- Readers support each synthesis with a body paragraph.
- Readers recognize extended responses as several stacked constructed responses.
- Readers organize body paragraphs to match the genre and text structure.
- Readers generate an academic introduction.
- Readers generate an appropriate conclusion.



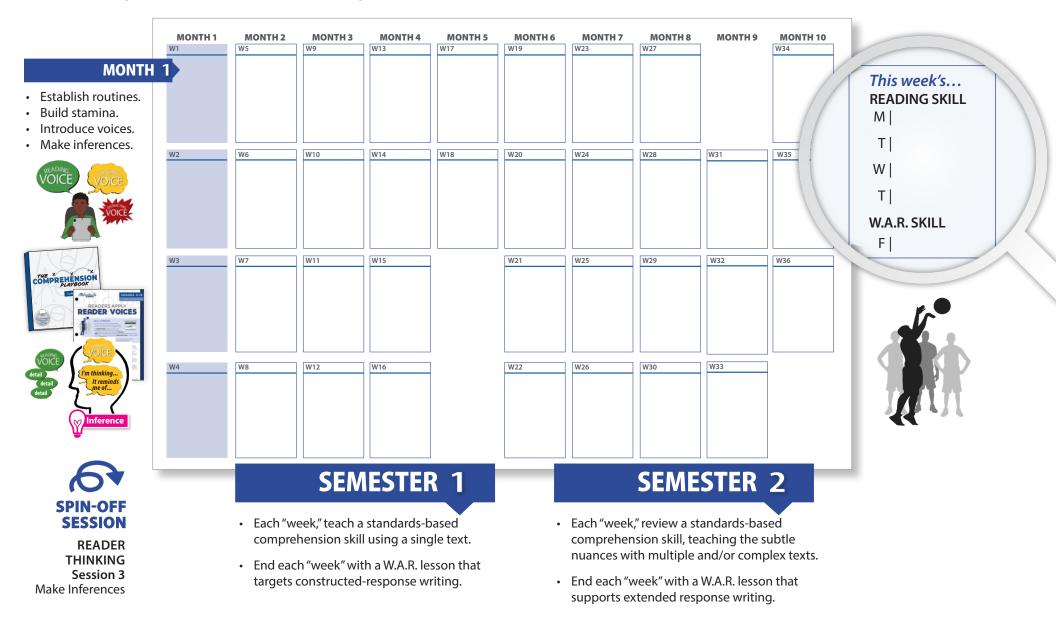
#### Execute a research-writing task.



## FIRST DAY TO TEST DAY TEXT-BASED RESPONSES

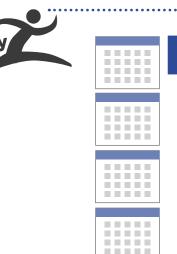
## Integrate reading and writing-about-reading instruction.

Teach 1 comprehension and 1 W.A.R. skill per "week."



## Conduct *both* reader's and writer's workshops.

Clarify writing-about-reading and genre-based lessons.





Instruction targets comprehension skills applied to a single text.

Each "week" ends with another component to writing a constructed response.

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### **SEMESTER 1 | WRITER'S WORKSHOP**

Instruction targets the most essential writing skills tied to each mode/ unit (e.g., persuasive, argumentative, informative, narrative).

Students produce many first drafts (and some final drafts) on familiar and free-choice topics.



### **SEMESTER 2 | READER'S WORKSHOP**

to multiple and more complex texts.



The same comprehension skills from first semester are spiraled and applied

Each "week" ends with another skill from the W.A.R. scaffold moving from short constructed responses to long extended responses. (See also Semester 2 of Writer's Workshop.)



### **SEMESTER 2 | WRITER'S WORKSHOP**

The same essential writing skills per mode are spiraled and applied as dictated by a read-write prompt.

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Students produce first-draft extended responses on texts previously read. NOTE: Save the texts and thinking from Semester 2 of Reader's Workshop; they are the subject matter during the Semester 2 of Writer's Workshop.



