Improve constructed-response writing

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Make inferences and explain them in writing.

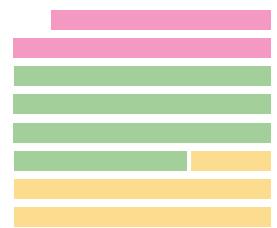### Target thinking first.

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.**

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.

Where does this scene take place?

Identify the 3 facets of a constructed response.

1. Provide an inference/answer to the question or prompt.

2. Support the inference with examples/details from the text.

3. Explain how the evidence supports the inference.

Answer • Inference

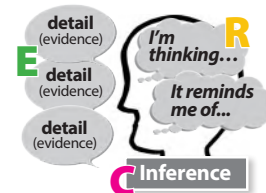Repeat key words from the question/command and provide a general answer.

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.

What is the answer?

Why do you think that?

Write the 1st sentence.

LESSON IDEA: Stretch the answer into a topic sentence.

🚫 *because*

Repeat key words from the question…

… and state the inference.

M C RA

Readers make inferences & **explain** them in **writing**

I'm thinking...
detail + detail + detail
It reminds me of...
INFERENCE

Repeat words from question + INFERENCE

LESSON IDEA: Identify key words.

After reading the descriptive paragraph, identify where this scene takes place.

scene takes place.

LESSON IDEA: 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.

too much

too little

just right

LESSON IDEA: Implement *Invisible Questions*.

Assignment
_____?
_____.
_____?
_____.
_____?
____.

Teacher **Questions**
_____?
_____?
_____?

Student **Responses**
____.
____.
____.

Write the 2ⁿᵈ and 3ʳᵈ sentences.

LESSON IDEA: Introduce evidence.

- Revisit 2-part *what-and-why* answers.
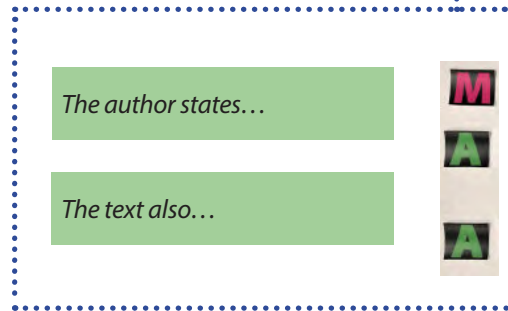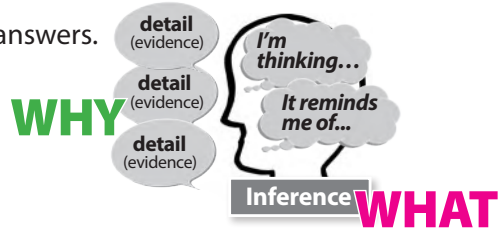
WHY

detail (evidence)
detail (evidence)
detail (evidence)

I'm thinking…
It reminds me of…

Inference **WHAT**

- Provide sentence starters for efficiency.

The text also states
The author states
One example from the text
The text states
In the text
A second example from the text
The author also states
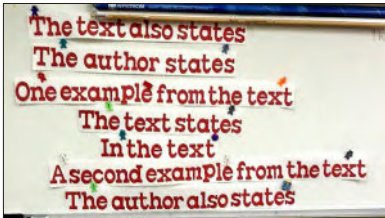
- Provide alternative verbs for said.

The text:	*The author:*
states…	wrote…
includes	implies…
presents…	describes…
	proposes…

LESSON IDEA: Determine the strongest evidence.

- Revisit *details* versus *evidence*.
- Identify the most helpful text details.

detail
detail (evidence)
detail (evidence)
detail
detail (evidence)

I'm thinking…
It reminds me of…

Inference

The author states…

The text also…

M C RA
A E
A C

Readers make inferences & **explain** them in **writing**
Repeat words from question + 💡 INFERENCE

The author states…

The text also…

LESSON IDEA: Include evidence in blended sentences.

- Define *kerplunked* evidence versus *blended* evidence.

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 also states that "although it's daytime, the view out the windows is pitch black."
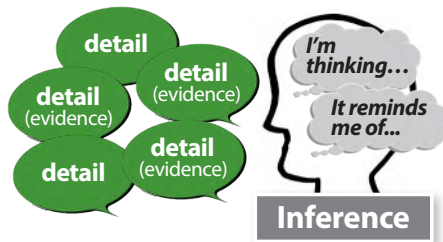
Sentences should flow with all of the thoughts connected. It should sound like one person wrote it.

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.**

- Introduce a 5-step strategy.

1. **READ** and determine the most important author words/phrases.

2. **REMOVE** the original text.

3. **SAY** or compose an oral sentence blending your words with the author's.

4. **WRITE** what you just said out loud.

5. **RETURN** to the text to verify that the author's words have quotation marks.

CONSTRUCTED RESPONSES

Write the 4ᵗʰ sentence.

LESSON IDEA: Assume the reader "doesn't get it."
- Describe the purpose of the concluding sentence.

These details demonstrate…

…because…

LESSON IDEA: Connect the dots.
- Distinguish *what the text says* (i.e., **evidence**) from *what it means* (i.e., **explanation).**
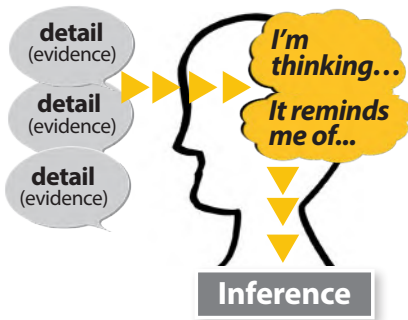
detail (evidence)
detail (evidence)
detail (evidence)

I'm thinking…
It reminds me of…

Inference

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.

LESSON IDEA: Explain the connection in 3 parts.

1. Restate the answer.	2. Add a connecting word.	3. Describe the connection.
This shows…	because consequently	Use thoughts noted within the *Silhouette Head*.
This demonstrates…	since as a result	
These details prove…	so therefore	

SECRET SITE RESOURCE

End a constructed response with an explanation.

Insert elaboration.

LESSON IDEA: Double the elaboration-to-evidence ratio.

Inference	Inference
Evidence	Evidence
	Elaboration
Evidence	Evidence
	Elaboration
Conclusion	Conclusion

Evidence comes from the *Reading Voice*.

Elaboration comes from the *Thinking Voice*.
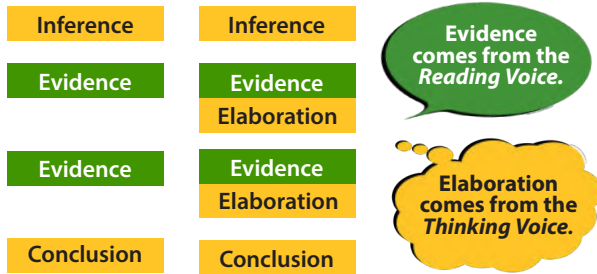
This is important because…
This matters because…
This means…
…in other words…
This conveys…
…gives the impression…
This is important because…

This signifies…
This causes…
The impact of this is …
It follows that…
Consequently…
This suggests…
If this continues...

Readers make inferences & **explain** them in **writing**
Repeat words from question + INFERENCE
The author states... ELABORATION
The text also... ELABORATION
These details prove... because...
This demonstrates... since...

This means...
This causes...
This implies...
This suggests...
This represents...
The impression...
If this continues...
The author intended...
This matters because...

WRITTEN RESPONSE **with Elaboration**

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.

LESSON IDEA: Generate compound sentences using *but, so, because, then, since, consequently, therefore, thus,* etc.

This scene takes place in an underground subway train.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps because the vehicle is 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, but 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.

LESSON IDEA: Stack explanation and elaboration.

This scene takes place in an underground subway train.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps because the vehicle is moving so fast that people have to hold on for balance.

Consequently, this eliminates any slow moving vehicles where passengers are required to remain seated.

The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows, but daytime implies sunlight.

Therefore, the description of darkness puts this scene in a cave or tunnel.

These details prove this is an underground subway train because it's a fast moving vehicle that travels in a dark tunnel.