



WRITE ACROSS SUBJECTS

Blend text evidence & explanations

PRESENTER

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SPARK YOUR NEXT STEPS

Build on the basic formula of short constructed responses.

WHAT I THINK

Repeat key words from the prompt and provide the general answer.

INSIDE THE HEAD
INFERENCE/ANSWER

WHY I THINK IT

Support your answer with textual evidence.

OUTSIDE THE HEAD
EVIDENCE

Support your answer with more text evidence.

OUTSIDE THE HEAD
EVIDENCE

HOW I KNOW

Explain how the evidence fits the answer or inference.

INSIDE THE HEAD
EXPLANATION

Make the supporting details more robust.

READING VOICE

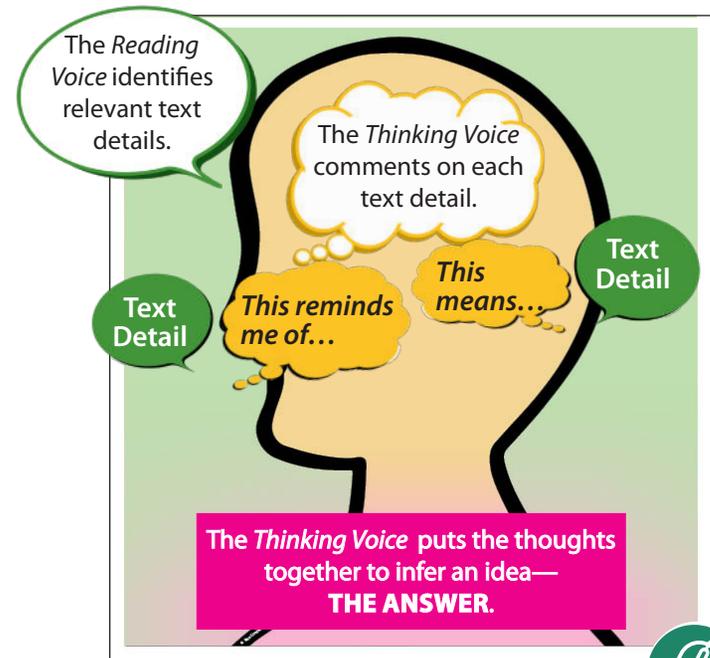
Make the evidence sentences clearer and stronger.

- Verify text evidence is found *in* the text.
- Transition to evidence.
- Paraphrase— but don't generalize.
- Embed the evidence within your own sentences.
- Cite the original source.
- Lead into a quote by identifying the scene it comes from.

THINKING VOICE

Unpack your point with elaboration.

- Double the elaboration-to-evidence ratio.
- Interpret, analyze, react, and reflect on the text evidence.
- Start each new thought as its own sentence, initially.
- Combine evidence and elaboration within more complex sentences.
- Connect the dots for the reader with multi-layered thoughts.



SECRET SITE RESOURCE

Inference Silhouette Head



RELEVANT RESOURCE

Comprehension Voice Signs

EVIDENCE

Make the evidence sentences clearer and stronger.

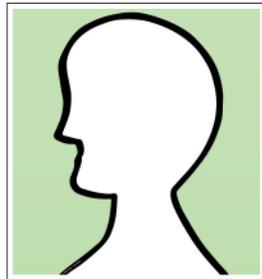


Paraphrase author ideas.

SKILL #1

Verify text evidence is found *in* the text.

- Found as literal, physical, and visible details in the text.
- Includes exact words from the text—dialogue, descriptions, word choice, etc.
- Includes anything observable in visuals and videos—setting, posture, facial expressions, etc.
- Includes sound, music, tone of voice, or silence in audio and video texts.
- Provable— everyone would agree on these details.
- Answers the question: “What does the text say or show?”



SKILL #2

Transition to evidence.

- *According to the passage...*
- *The author also...*

- *The text states...*
- *The text also states...*

- *One example in the text...*
- *A second detail in the text...*

SKILL #3

Paraphrase— but don't generalize.

PARAPHRASE

1. Read it.
2. Remove it.
3. Say it.
4. Write it.
5. Return.

ORIGINAL SENTENCES: “Young man,” she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, “while you were working today, you didn’t by any chance see any sign of Armand, did you? Armand is my parakeet.”

TOO GENERAL: As Eddie got into his vehicle, Mrs. Vanbrugh asked if he’d seen her missing pet bird.

STRONG PARAPHRASE: As Eddie **climbed** into **his van** and placed his **toolbox on the passenger seat**, Mrs. Vanbrugh asked if he’d seen her **parakeet, Armand, while** he was **working**.

SKILL #4

Embed the evidence within your own sentences.

ORIGINAL SENTENCES: “Blast!” said Eddie angrily. “I’ve done it again! I’ve left the cigarettes under the blasted carpet!”

EMBED QUOTES: Eddie confesses he had previously **“left the cigarettes under the... carpet.”**

SKILL #5

Cite the original source.

PROVIDE A CITATION: **In paragraph 4**, Eddie confesses he had previously “left the cigarettes under the... carpet.”

SKILL #6

Lead into a quote by identifying the scene it comes from.

ORIGINAL SENTENCES: He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way.

LEAD INTO EMBEDDED QUOTES & PROVIDE A CITATION: **After remembering it took two hours to refit the carpet last time**, paragraph 5 states that Eddie “decided to get rid of the lump another way.”

ELABORATION

Unpack your point with elaboration.

SKILL #1 Increase the number of sentences that reveal reader thinking.

50%
READER THINKING

- INSIDE THE HEAD ANSWER/INFERENCE
- OUTSIDE THE HEAD EVIDENCE
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD EXPLANATION

65%
READER THINKING

- INSIDE THE HEAD ANSWER/INFERENCE
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD EXPLANATION

75%
READER THINKING

- INSIDE THE HEAD ANSWER/INFERENCE
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD EXPLANATION

80%
READER THINKING

- INSIDE THE HEAD ANSWER/INFERENCE
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- OUTSIDE THE HEAD EVIDENCE
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD ELABORATION
- INSIDE THE HEAD EXPLANATION

SKILL #2 Comment on a text detail with an opinion, explanation, reaction, or reflection.

INTERPRETATION
*What does this mean?
What does this show?*

IMPLICATION
What does this suggest?

IMPORTANCE
*Why is this important?
Why does this matter?*

RESULT
*What is the result?
What will happen?*

IMPACT
*What's the effect?
Why would the author do this?*

SKILL #3 Start each new thought with its own sentence.

CONNECT THE DOTS
Explain your thinking process in slow motion.

Ask additional questions about the relevant evidence.

SECRET SITE RESOURCE
Connect the Dots sentence starters

SKILL #4 Connect the dots for your reader with multi-layered thoughts.

This means...

This implies...

This is especially important because...

This elicits...

This is known as...

This contributes to the author's meaning that...

SKILL #5 Polish sentences to create stronger, more complex sentences.

- Combine two pieces of related evidence into a single sentence.
- Combine evidence and elaboration into a single sentence.
- Remove or revise sentence beginnings to create variety.

Connect the dots for your reader.

What does this mean?

- This means...*
- This shows that...*
- Some call this...*
- This can be interpreted as...*
- Translated this means...*
- In other words...*
- This is referred to as...*
- To put it (more) simply...*
- This is known as...*

What does this suggest?

- This conveys...*
- ...gives the impression...*
- This communicates...*
- This implies...*
- The sentiment behind this...*
- This elicits...*

**Why is this important?
Why does this matter?**

- This is important because...*
- This matters because...*
- This represents...*
- This signifies...*
- Consequently...*
- It's evident that...*
- It's clear...*
- This is powerful because...*
- It's important to note that...*
- This is especially important because...*
- In the larger context, this is important...*

**What is the result?
What will happen?**

- This causes...*
- The result...*
- The effect of...*
- The impact of this is ...*
- It is known...*
- It is assumed that...*
- It is possible...*
- It follows that...*
- It is evident that...*
- Therefore ...*
- Accordingly...*
- Consequently...*
- As a result...*
- ___ leads to...*
- In doing this...*
- For this reason...*

Why would the author do this? What's the effect?

- The intention...*
- The purpose of...*
- The author intended...*
- The author attempted...*
- To achieve this effect...*
- ___ is included in order to...*
- This contributes to the author's meaning...*
- With this in mind...*



Ask additional questions about the relevant evidence.

*What does this mean?
What does this show?*

What does this suggest?

*Why is this important?
Why does this matter?*

*What is the result?
What will happen?*

**THE INFERENCE
THE ANSWER**



The Carpet Fitter, a common urban legend

¶1 Eddie was a carpet fitter, and he hated it. For ten years he had spent his days sitting, squatting, kneeling, or crawling on floors, in houses, offices, shops, factories, and restaurants. Ten years of his life, cutting and fitting carpets for other people to walk on, without even seeing them. When his work was done, no one ever appreciated it. No one ever said, “Oh, that’s a beautiful job, the carpet fits so neatly.” They just walked all over it. Eddie was sick of it.

¶2 He was especially sick of it on this hot, humid day in August, as he worked to put the finishing touches to today’s job. He was just cutting and fixing the last edge on a huge red carpet which he had fitted in the living room of Mrs. Vanbrugh’s house. Rich Mrs. Vanbrugh, who changed her carpets every year and always bought the best. Rich Mrs. Vanbrugh, who had never even given him a cup of tea all day and who made him go outside when he wanted to smoke. Ah well, it was four o’clock, and he had nearly finished. At least he would be able to get home early today. He began to day dream about the weekend, about the Saturday football game he always played for the local team, where he was known as “Ed the Head” for his skill in heading goals from corner kicks. Eddie sat back and sighed. The job was done, and it was time for a last cigarette. He began tapping the pockets of his overalls, looking for the new packet of Marlboro he had bought that morning. They were not there.

¶3 It was as he swung around to look in his toolbox for the cigarettes that Eddie saw the lump. Right in the middle of the brand new bright red carpet, there was a lump. A very visible lump. A lump the size of— the size of a packet of cigarettes.

¶4 “Blast!” said Eddie angrily. “I’ve done it again! I’ve left the cigarettes under the blasted carpet!”

¶5 He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way. It would mean wasting a good packet of cigarettes, nearly full, but anything was better than taking up the whole carpet and fitting it again. He turned to his toolbox for a large hammer.

¶6 Holding the hammer, Eddie approached the lump in the carpet. He didn’t want to damage the carpet itself, so he took a block of wood and placed it on top of the lump. Then he began to beat the block of wood as hard as he could. He kept beating, hoping Mrs. Vanbrugh wouldn’t hear the noise and come to see what he was doing. It would be difficult to explain why he was hammering the middle of her beautiful new carpet.

¶7 After three or four minutes, the lump was beginning to flatten out. Eddie imagined the cigarette box breaking up, and the crushed cigarettes spreading out under the carpet. Soon, he judged that the lump was almost invisible. Clearing up his tools, he began to move the furniture back into the living room, and he was careful to place one of the coffee tables over the place where the lump had been, just to make sure that no one would see the spot where his cigarettes had been lost. Finally, the job was finished, and he called Mrs. Vanbrugh from the dining room to inspect his work.

¶8 “Yes, dear, very nice,” said the lady, peering around the room briefly. “You’ll be sending me a bill, then?”

¶9 “Yes madam, as soon as I report to the office tomorrow that the job is done.” Eddie picked up his tools and began to walk out to the van. Mrs. Vanbrugh accompanied him. She seemed a little worried about something.

¶10 “Young man,” she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, “while you were working today, you didn’t by any chance see any sign of Armand, did you? Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers... I let him out of his cage, you see, this morning, and he’s disappeared. He likes to walk around the house, and he’s so good, he usually just comes back to his cage after an hour or so and gets right in. Only today he didn’t come back. He’s never done such a thing before, it’s most peculiar...”

¶11 “No, madam, I haven’t seen him anywhere,” said Eddie, as he reached to start the van.

¶12 And saw his packet of Marlboro cigarettes on the dashboard, where he had left it at lunchtime...

¶13 And remembered the lump in the carpet...

¶14 And realized what the lump was...

¶15 And remembered the hammering...

¶16 And began to feel rather sick...



SECRET SITE RESOURCES

- Original (Cigarette version)
- Revised (Pack of Gum version)

PROMPT #1 | Explain how Eddie's behavior in paragraphs 3-7 affects the ending. Support your answer with evidence from the story.

PROMPT #2 | In paragraph 6, why does the author include the detail of Eddie using a block of wood? Support your answer with evidence from the text.

Waste cigarettes, but better than taking up carpet

Get rid of lump

Didn't want to redo

Didn't want to get caught

Got hammer

Didn't want to damage carpet

Block of wood

Not going to spend another two hours

Desperate to be done

Violent and gross

Beat as hard as could

Two hours to take up and refit carpet

Didn't care about doing a good job

Plan is working

Lump flattening

Did this before

Not very good at his job

Sneaky behavior

Lump almost invisible

Size of cigarettes

Careless

Selfish

Poor work ethic

Covers with furniture

Lump in carpet

Eddie's behavior is selfish & careless, and now a parakeet is dead.

Didn't want to damage carpet

If he messed up the carpeting, he'd have to redo it

Carpet under the wood

Took block of wood

Placed wood on top of lump

Approached lump

Looked at it closely

Lump under the carpet

Hammer never touched carpet

Didn't just start hitting the lump

Took his time

Large hammer

Tools to hit lump

Wood probably had dents in it

Toolbox

Beat the block of wood

Wood block kept the hammer from marking up the carpet.



PROMPT RESPONSE #1

Eddie's careless and selfish work ethic likely killed Mrs. Vanbrugh's parakeet.

INFERENCE ANSWER

In paragraph 4, Eddie confesses he had previously "left the cigarettes under the... carpet."

EVIDENCE

In other words, it was possible that the lump was his cigarettes because he had made this mistake before.

ELABORATION

It's evident that Eddie isn't extremely careful with his work.

ELABORATION

After remembering it took two hours to refit the carpet last time, paragraph 5 states that Eddie "decided to get rid of the lump another way."

EVIDENCE

This suggests that he was looking for a quick fix to make the lump go away.

ELABORATION

It is evident that Eddie wanted to start his weekend as soon as possible.

ELABORATION

In doing this, he was selfishly putting his own plans over doing a good job.

ELABORATION

At the end of the story, Eddie finds his cigarettes on the dashboard and feels sick knowing that his rash decision cost Armand his life.

EXPLANATION

PROMPT RESPONSE #2



NOW IT'S YOUR TURN

The author shows Eddie using a block of wood in order to protect the carpet while he "fixes" the lump.

Consequently, including the detail about the block of wood is key for Eddie to solve his problem without creating a new one.